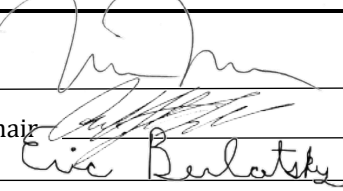
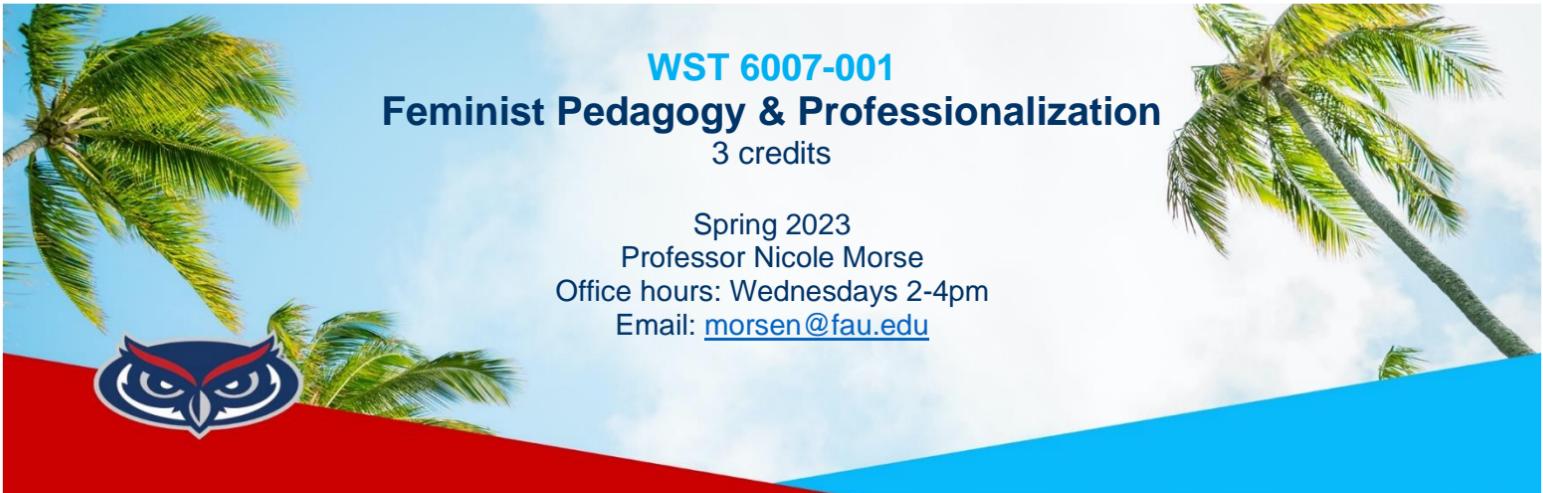


 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix Number	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course	Course Title	
Credits (Review Provost Memorandum) Effective Date (TERM & YEAR)	Grading (Select One Option) Regular Sat/UnSat	Course Description (Syllabus must be attached; see Guidelines)		
Prerequisites <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here		
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		

Approved by Department Chair _____ College Curriculum Chair _____ College Dean  _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date _____ 10-25-22 11/04/2022 _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



WST 6007-001
Feminist Pedagogy & Professionalization
3 credits

Spring 2023
Professor Nicole Morse
Office hours: Wednesdays 2-4pm
Email: morsen@fau.edu



Course Description

Feminist Pedagogy and Professionalization empowers students with an interest in women's studies, gender studies, LGBTQ studies, sexuality studies, and/or feminist theory to develop their own unique plan for their careers as educators, scholars and professionals from a decolonial and feminist perspective. The course is divided into four sections. The first section explores what it means to be a feminist in everyday life, considering the idea of *lifting as we climb*, creating structures of power that lift others up and being an agent of change. The second section focuses on decolonial and feminist pedagogy in theory and practice. Students have the chance to reflect on their experiences as instructors and identify solutions to challenges they face. The third section has students develop a conference paper or paper for publication. It also helps students demystify academia, consider the pros and cons of PhD education, and begin to prepare materials for PhD applications. The fourth section helps students identify potential non-academic careers and make a plan for developing a career path that allows them to live their values. Students prepare a cover letter and resume and meet with a mentor and/or career counselor at the university as part of this section.

Instructional Method

In person

Course Objectives/Student Learning Outcomes

Students will:

- Evaluate pedagogical strategies with a decolonial feminist lens
- Plan approaches to teaching, writing and securing alt-ac careers
- Write for publication, conferences, PhD applications, cover letters and resumes
- Prepare for professionalization

Required Texts

Most of the readings will be available on Canvas in pdf format. The only texts required for purchase will be students' planner of choice from list below and the book *What Color is your Parachute?* by Nelson Bolles, available in used bookstores and elsewhere.

[Passion Planner](#)

[Professional Pathways Planner](#)

[Franklin Planner](#)

Grading

- Feminist Pedagogy Presentation 10%
- Participation 20%
- Personal Statement 20%
- CV/Resume & Cover Letter 20%
- Final Project 30%

Grade	Weight (%)
A	100 % – 94.0 %
A-	< 94.0% – 90.0 %
B+	< 90.0% – 87.0 %
B	< 87.0 % – 84.0 %
B-	< 84.0 % – 80.0 %
C+	< 80.0 % – 77.0 %
C	< 77.0 % – 74.0%
C-	< 74.0 % – 70.0%
D+	< 70.0 % – 67.0%
D	< 67.0 % – 64.0%
D-	< 64.0 % – 61.0%
F	< 61.0 % – 0.0%

Feminist Pedagogy Presentation

You will select a journal article from the journal [*Feminist Pedagogy*](#) and prepare a 10-minute presentation based on the article. This exercise supports students in exploring a wide range of perspectives on feminist pedagogy while also developing a sense of how particular journals operate, curate, and further a field or discipline.

Personal Statement

You will prepare a personal statement that includes your research interests, how you developed this research focus, what guides and inspires your interest and what your aspirations are. It should also include your most notable accomplishments in relation to your aspirations. The personal statement should be about 2-pages, single-spaced. You can also use the opportunity to prepare a personal statement for a specific PhD application that follows a different format from this standard model. If you choose this route, you should also submit the specific question(s) asked in the PhD application along with the statement itself.

CV/Resume & Cover Letter

You will prepare a CV or resume and a cover letter for a hypothetical or actual position of interest to you. Working with the Career Center is highly recommended, in addition to the resources in class. Peer review will be used in class to further refine all drafts. This assignment enables students to develop job materials and to reflect on how their educational experiences translate into applied skills for particular professions.

Final Project

For your final project, you can submit:

1. The syllabus for a course in WGSS or Interdisciplinary Studies along with a 2-page paper on the topic discussing why you chose to design a class, including its relevance to your interests;
2. A 5-8 page conference paper + PowerPoint presentation;
3. A paper that you plan to submit for publication, including documentation of your completion of the first 6 weeks of Wendy Belcher's journal article revision workbook;
4. A writing sample for a PhD application.

Schedule of Assignments

All assignments due by midnight

- Feminist Pedagogy Presentation

Feb 3

- | | |
|----------------------------|----------|
| • Personal Statement Draft | Feb 17 |
| • Final Project Proposal | March 3 |
| • Personal Statement | March 10 |
| • CV/Resume & Cover Letter | March 17 |
| • Final Project | April 21 |

Late Assignment Policy

Late assignments are not penalized, but you need to notify the professor in advance for permission and provide a new date of completion, otherwise the assignment will receive a grade of zero.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Class Schedule

- | | |
|---------------|--|
| Week 1 | Introduction |
| Week 2 | <i>Living a Feminist Life</i> , Sara Ahmed |
| Week 3 | Decolonial Pedagogy |

“Introduction,” *Pedagogy of the Oppressed*, Paulo Freire

“The Social Sciences, Epistemic Violence, and the Problem of the ‘Invention of the Other,’” Santiago Castro-Gomez, Desiree A. Martin

February 3 Feminist Pedagogy

Feminist Pedagogy Presentations Due

February 10 Bloom’s Taxonomy

<http://www.buffalo.edu/ubcei/enhance/designing/learning-outcomes/blooms-taxonomy-of-knowledge.html>

<https://teach.ufl.edu/resource-library/blooms-taxonomy/#/>

February 17 Feminist Career Planning

Passion Planner, Professional Pathways Planner or any other planner specific to graduate students and/or professional careers in relevant fields

Personal Statement Draft Due

February 24 Publications

Writing your Academic Article in 12 weeks, Wendy Belcher

March 3 Applying for PhD programs - Statement of Purpose Drafting

Graduate Admissions Essays, Fourth Edition: Write Your Way into the Graduate School of Your Choice

A First-Gen's Guide to Grad School: How to Get in, Survive, and Thrive
<https://first-gen-guide.com/resources/>

Final Project Proposal Due

March 10 Feminist Careers - Non-Academic / Alt-Ac

Going Alt-Ac: A Guide to Alternative Academic Careers, Kathryn E. Linder

What Color is your Parachute?
Chapter 1-2

Personal Statement Due

March 17 Presentation of the Self

What Color is your Parachute? Richard N. Bolles, Chapter 7

“Performing success: identifying strategies of self-presentation in women's biographical narratives,” Ina Wagner, Ruth Wodak

Cover letter, Resume/CV due

March 24 Networking

What Color is Your Parachute?

Networking + Informational Interviews

Chapter 3: The Best and Worst Ways to Look for Jobs

“Feminism in women’s business networks: A freedom-centred perspective,”
Florence Villesèche, Elina Meliou, Harsh Kumar Jha

April 7 Sustaining the Self

What Color is your Parachute?

Chapter 4: Self-Inventory Part 1

Watch: Audre Lorde Now – Self Care as Political Welfare

<https://hunter.cuny.edu/news/audre-lorde-now-series-self-care-as-political-welfare/>

April 14 A Collective Vision

What Color is your Parachute?

Chapter 5: Self-Inventory Part 2 and Chapter 6: You Get to Choose Where you Work

Mariame Kaba, *We Do This 'Til We Free Us*

April 21 Final Project Due