



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](#).

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's

responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Class Schedule

Week 1 Introduction

Week 2 *Living a Feminist Life*, 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


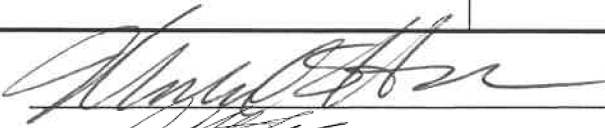



Watch: Audre Lorde Now – Self Care as Political Welfare
<https://hunter.cuny.edu/news/audre-lorde-now-series-self-care-as-political-welfare/>

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

 FLORIDA ATLANTIC UNIVERSITY	NEW/CHANGE PROGRAM REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ Banner _____ Catalog _____
	Department Anthropology College Arts and Letters		
Program Name Masters of Arts Masters of Arts in Teaching		<input type="checkbox"/> New Program* <input checked="" type="checkbox"/> Change Program*	Effective Date (TERM & YEAR) Spring 2023
<p>Please explain the requested change(s) and offer rationale below or on an attachment.</p> <p>We are changing the requirements for admission from requiring a competitive GRE score to the GRE being recommended but not required. This is in line with other programs in the College of Arts and Letters and nationally.</p>			
<p><small>*All new programs and changes to existing programs must be accompanied by a catalog entry showing the new or proposed changes.</small></p>			
Faculty Contact/Email/Phone Meredith Ellis ellism@fau.edu 561-297-4768		Consult and list departments that may be affected by the change(s) and attach documentation	
Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____		Date 11/8/22 11-28-22 11/28/2022 Dec 19, 2022 Dec 19, 2022 Dec 19, 2022 _____ _____	

Email this form and attachments to UGPC@fau.edu 10 days before the UGPC meeting.

Anthropology

Master of Arts (M.A.)

(Minimum of 30 credits required)

The M.A. degree in Anthropology focuses on the interplay of method, data and theory in anthropology and allows for specialization in the subfields of cultural anthropology, biological anthropology or archaeology. The graduate program's emphasis is on the linkage of "materials" analysis (e.g., bone, shell, ceramic, lithic, interview/observational and behavioral data) to major schools of anthropological thought. The department's program aims to contextualize and advance the understanding of being human in the past and the present. The degree prepares students for doctoral work in anthropology.

Admission Requirements

The applicant must have earned a baccalaureate degree from an accredited institution with a GPA of 3.0 or higher in the last 60 credits taken for that degree. ~~The applicant must have a competitive GRE score.~~ The GRE is recommended but not required. The application requires (1) a Statement of Purpose and (2) two letters of recommendation sent directly to the department. The application must have the approval of the department. Where there is a deficiency in a requirement for admission or some other problem, the applicant may be admitted conditionally as decided by the department.

Degree Requirements

The M.A. curriculum requires completing a minimum of 30 credits and maintaining a 3.0 GPA in all coursework. The minimum passing grade in each course is "B."

Core Requirements - 19 credits minimum		
Seminar in Anthropological Theory	ANG 6034	3
Proposal Development and Writing	ANG 6095	3
Seminar in Archaeology	ANG 6115	3
Seminar in Biological Anthropology	ANG 6587	3
Seminar in Cultural Anthropology	ANG 6490	3
Quantitative Reasoning in Anthropological Research	ANG 6486	3
Master's Thesis (may take multiple times)	ANG 6971	1-6
Methods Requirement: At least one course from this list		
Research Methods in Archaeology	ANG 6199	3
Research Methods in Sociocultural Anthropology	ANG 6492	3
Research Methods in Bioarchaeology	ANG 6536	3
At least 8 credits from this list		

Internship in Anthropology (may take multiple times)	ANG 5940	2-4
Advanced Anthropological Research 1	ANG 6090	3
Advanced Anthropological Research 2	ANG 6092	3
Directed Independent Study (may take multiple times)	ANG 6905	1-4
Special Topics	ANG 6930	1-3

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Prior to registering for courses in the first semester of graduate study, the student must consult with the department's graduate advisor to determine the likely sequencing of coursework in the student's program.

The Admissions Committee may determine that the applicant must enroll in undergraduate anthropology courses as a condition for graduate work. These remedial courses are not applicable to graduate credit.

Students must demonstrate proficiency of a language appropriate to their field of specialization. Students can fulfill this requirement by completing a two-semester sequence in a language or a Reading for Research course (e.g., FRE/GER/SPN 5060). Alternatively, students may demonstrate proficiency in a language by examination as determined by the department.

A public thesis proposal defense is required. Work on the thesis is expected to begin upon successful defense of the proposed research. Students must be enrolled for a minimum of 1 or up to a maximum of 6 credits in ANG 6971 during the semesters they are working on the thesis and the semester in which they expect to graduate.

Admission to Candidacy

After completion of the thesis proposal defense, a student is eligible for admission to candidacy. The student must file an approved Plan of Study form no later than the third semester of the student's program. In preparing the plan, the student should take professional objectives into consideration as well as all department and University requirements. A completed Research Compliance Verification form must be attached to the Plan of Study form. After the plan has been filed, subsequent major changes must be approved by the chair of the department, the student's advisor and the dean of the Graduate College.

Anthropology

Master of Arts in Teaching (M.A.T.)

(Minimum of 36 credits required)

The Department of Anthropology also offers a Master of Arts in Teaching (M.A.T.) degree designed for any student wishing to prepare for teaching at the elementary, secondary or community college level. This program is particularly appropriate for current teachers who are

looking to build anthropological knowledge into their curricula and advance their teaching credentials.

Admission requirements are the same as for the M.A. program. The M.A.T. total course requirements are 36 credits earned in core courses, pedagogy, DIS courses (6 credits), teaching i