

**CAHA 759: Critical and Feminist Pedagogies**  
**Spring 2016**

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*"The issue of subjectivity and voice thus concerns the effort to understand our specific locations in the educational process and in the institutions through which we are constituted. Resistance lies in self-conscious engagement with dominant, normative discourses and representations and in the active creation of oppositional analytic and cultural spaces. Resistance that is random and isolated is clearly not as effective as that which is mobilized through systematic politicized practices of teaching and learning. Uncovering and reclaiming subjugated knowledges is one way to lay claim to alternative histories. But these knowledges need to be understood and defined pedagogically, as questions of strategy and practice as well as of scholarship, in order to transform educational institutions radically." (Mohanty, 1989, p. 185)*

**Course Overview**

This course will explore how one can engage critical and feminist pedagogies as a way to realize hooks' (1994) notion of education as "a practice of freedom." Drawing heavily from Black feminist, critical, queer, and poststructural theoretical traditions, the course will introduce students to critical and feminist pedagogy as a lived practice. Put another way, the class will not only explore what these paradigms and pedagogies are, but will encourage students to become invested in enacting these liberatory frames throughout the course as well as their lives. Central questions that will be discussed throughout the course include, but are not limited to: What does it mean to understand and engage in education as a vehicle for personal and social change? What pedagogical strategies can be used to promote critical consciousness and social justice? What does it mean to enact liberatory praxis in and out of the classroom? How can educators, who are in and a part of the institutions for which they work, resist the presence of institutionalized oppression?

**Learning Outcomes**

As a result of taking this course, students will be able to:

1. Articulate the underlying assumptions of critical and feminist pedagogy;
2. Elucidate how pedagogy can act as a critical intervention to disrupt systemic oppression;
3. Compare and contrast critical and feminist pedagogy with traditional approaches;
4. Take part in enacting critical and feminist-based praxis;
5. Discuss issues of class, gender, race, sexuality, spirituality, globalization, and colonialism within critical and feminist pedagogies; and
6. Articulate a personal philosophy of education based on critical/feminist pedagogy.

### Required Texts

There are three required texts for this course, which are as follows:

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Durham, NC: Duke University Press.

Ferguson, R. A. (2012). *The reorder of things: The university and its pedagogies of minority difference*. Minneapolis, MN: University of Minnesota Press.

Henderson, E. F. (2014). *Gender pedagogy: Teaching, learning and tracing gender in higher education*. London, UK: Palgrave Macmillan.

Additionally, you are highly encouraged to purchase the 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association. All CAHE courses require you to know and use appropriate APA formatting for written work, so this manual will serve as an invaluable resource.

\*\*\*All other course readings will be made available on Blackboard\*\*\*

Throughout the course of the semester, you may come across readings or other materials (blogs, films, articles, YouTube clips, etc.) that may be relevant for this course. Please feel free to email materials to me ahead of time and I will do my best to incorporate them. Additionally, you are welcome to bring materials to class to share with our learning community.

### Course Expectations

**Participation:** This course is structured to be largely discussion based. Due to this, we all— instructor and students—share in the responsibility of engaging with assigned texts as well as each other. The learning community we create as a class is greatly enhanced by everyone's active participation. This means you are expected to come to class ready to engage with your peers as well as the texts, assignments, myself, and any guest presenters we may invite to join our group. You are not required, nor encouraged, to make final pronouncements about the readings and discussions we have, but rather to use class as a forum for asking questions and developing deeper understandings of the issues raised throughout our shared time. Dissent within discussion is a part of the learning process—and it is especially important in a civil society for us to develop the skills necessary to speak across our differences in ways that foster understanding, justice, and dignity. You will be expected to engage with the course materials and with each other in a respectful and intellectually serious manner. However, there is no expectation that we will all agree with each other perfectly by the end of the day, or for that matter, at the end of the semester. Please note that the quality of your contributions is much more important than the quantity of your words. Listening attentively and responding thoughtfully to your peers is an important part of your contribution to the class.

**Appropriate Challenge:** We all come to this class with varying levels of personal experience, awareness, and investment in the topic of student development, specifically developmental theory. Because of this, the course may at times feel basic, while at other times, it may feel highly advanced. For the times when you may feel unchallenged with the required readings and discussions, I encourage you to explore additional readings, some of which I will provide on the Blackboard site for this course. I also encourage you to engage your peers in critical conversation and to ask "big questions" that will stimulate further thought.

For the times when you may feel like the reading and conversations may be overwhelming, I encourage you to stick with it. Thinking and doing gender is tough stuff for all of us, regardless of our own perceived “level of expertise.” However, the point is not to give up. Instead, I encourage you to be in communication with your peers and me about what you do not understand. Encourage people—including me as an instructor—to slow down, explain themselves, and break down the complexity of our conversation. Rather than being an impediment to learning, this will help everyone. Doing so will help you gain a footing about the ideas and concepts we are discussing. It will also require others to think deeper in order to clearly articulate the ideas and concepts they may have previously perceived to be unassailable.

You are also highly encouraged to speak with me if the course seems too advanced and/or not advanced enough for you. We can then make a plan for how you can get what you need from the class, keeping in mind the learning objectives for the course. If you are thinking of doing this, I strongly suggest you be proactive and do not wait too long. It is far easier for you and me to work alongside each other to create a positive learning experience when you talk with me early and are willing to be solutions-oriented.

**Attendance:** Because this class relies heavily on everyone’s active participation in discussion, you are expected to attend all class sessions. However, I also understand certain circumstances may arise that preclude you from being in class. It is your responsibility to discuss any absences with me well ahead of time. In the case of an emergency, I ask that you talk about your absence as early as possible. Valid reasons for missing class include family emergencies, health emergencies, and religious observances, and excused absences will be negotiated on an individual basis. However, your grade will be dropped a full letter grade if you have two unexcused absences. If you have a third unexcused absence, your grade will be dropped another letter grade. If you have more than three unexcused absences, you will be dropped from the course.

**Late Assignments:** This syllabus acts as a contract for our class and our learning community. Due to this, you are expected to follow all deadlines and turn in assignments on time. If, for some reason, you are unable to do this, you must meet with me to discuss why you did not turn in the assignment prior to the original deadline. Because every assignment is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for your turning it in late. If you neglect to meet with me to discuss your assignment being late and what you feel an acceptable consequence would be, your overall grade for the assignment will be reduced by a partial letter grade for each day it is late. For instance, an A will be dropped to an A-, an A- to a B+, a B+ to a B. Please note that turning in late assignments will have a negative impact on not only your learning, but also our learning community and your overall grade for the course.

**Use of Technology in the Classroom:** Similar to when you are working with others on campus, it is painfully obvious to me as an instructor when someone is using their cell phone, laptop, tablet, or other technological gizmo for purposes unrelated to class. Not only does this negatively impact you and your learning, but it also has a negative impact on others in your learning community, who become distracted by what you are doing. As such, I encourage you to make wise choices about your (non-)use of technology during class. If it will be a distraction,

and you know this, I encourage you to turn these devices off or not bring them to the classroom. However, if using these devices enhances your learning and the learning of others around you, then have at it. If I or others become concerned about what we perceive to be your misuse of technology in the classroom, I will have a conversation with you. If this becomes an ongoing event, you will be asked to leave class, with your leaving counting as an unexcused absence.

**Academic Integrity:** Academic integrity is central to our community. The university policy regarding academic misconduct is stated on page 21 of the latest version of the Graduate School Handbook: <http://www.grad.niu.edu/grad/audience/pdf/catalogs/NIUgradcatalog14-15.pdf>. Northern Illinois University also has online tutorial describing academic integrity that you may find helpful: <http://www.niu.edu/ai/students/>. Often times, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies. Please be certain to review these documents and websites.

**Respect for Diversity:** The values of inclusion and respect for diversity are central to the work I do as an educator. Similarly, the Northern Illinois University Non-Discrimination/Harassment Policy emphasizes inclusiveness. The text below is reproduced directly from <http://www.hr.niu.edu/Resources/files/Other/AADR/AADR%20Non-Discrimination-Harassment%20Policy%20and%20Procedures.pdf>:

[The Non-Discrimination/Harassment Policy] prohibits employment/academic decisions that are unrelated to performance, qualifications, academic achievement, and/or conduct that seek to limit, segregate, or classify employees/students on the basis of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, or any other factor unrelated to professional qualifications. (p. 3)

The policy further details what activities are protected, and you are strongly encouraged to familiarize yourself further with this policy.

In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Accommodations for Students with Disabilities:** In conjunction with creating an inclusive and safer learning community, creating an accessible classroom is important to me. There are services on campus that can assist in providing accommodations for students with disabilities. If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at (815) 753-1303 (V) or [drc@niu.edu](mailto:drc@niu.edu).

Also, please contact me privately as soon as possible so we can discuss your accommodations. The sooner you let me know your needs, the sooner I can assist you with achieving your learning

goals for this course. I treat all information you share with me regarding these matters as confidential.

### **Course Assignments**

**Hot Topic Discussion Leads:** Critical and feminist theoretical engagements do not exist in a vacuum. In fact, the very foundations of critical and feminist theory suggest these standpoints are lived practices. For our purposes, this means that the theoretical interventions we will read about and discuss are always already being enacted in daily life for college students (as well as for faculty and staff) across the country. As such, you will be required to facilitate three 60-minute discussions for your peers on three of eight specified dates throughout the semester (possible dates are marked on the Course Schedule that follows). As a part of this presentation, you need to select a "reading" for your peers, which you need to share with them at least one week ahead of each date for your facilitations. This "reading" could be a video, film, blogpost, or interview, or scholarly article, and should be substantive enough for you to lead a 60-minute conversation. Your "reading" should also connect with the other readings for the days on which you are facilitating discussions.

Given that people learn in various ways, you are encouraged to utilize activity-based components for your class facilitations. You should also come prepared with questions to encourage critical reflection of the readings you selected for the days as well as the other assigned readings for the days, particularly as they intersect with the readings you chose. You may consult with me as the instructor prior to your facilitations should you want to do so, but that is not a requirement for successful completion of this assignment.

Your grade for this assignment will be based on: your ability to engage in critical reflection; your ability to promote critical dialogue amongst your peers; the level to which your reading connects with the days course readings; and the overall quality of facilitation abilities.

**Critical Book/Media Review:** Although changing, the field of higher education and student affairs remains one where critical and feminist pedagogical investments are underutilized. For example, whereas other fields and disciplines have been engaging critical and feminist praxis for decades, the "critical turn" in higher education has been fairly recent. Moreover, critical and feminist-informed research continues to receive far too little attention in top-tier journal publications. Again, this situation is changing, and this assignment will engage you in becoming a part of further promoting the critical and feminist turn in higher education and student affairs by writing a critical book/media review.

Specifically, you will write a book review of any one of the three required texts for this course. In order to do so, you will use the book review guidelines set forth by the *Journal of Student Affairs Research and Practice*, which you can locate on our Blackboard site. Moreover, because none of these books have yet to have reviews written about them in *JSARP*, you have the opportunity to submit your final review for publication. Should you choose to submit your review to *JSARP*—and I highly recommend you do!—I will be glad to work with you after you complete the assignment to do so.

If you would like a different challenge, you can also choose to write a review of a different critical and/or feminist text (if you would like suggestions, I will gladly provide a list of options). However, if you choose to do so, you must make sure the text:

- Is no more than five years old;
- Engages critical and/or feminist theory, practice, and/or praxis;
- Relates or can be related to higher education and student affairs;
- Has not been reviewed in *JSARP* previously; and
- Is approved by me as the instructor for this course.

Additionally, because *JSARP* welcomes media reviews, you can also choose a movie to review that follows the same five criteria listed above. Additionally, if you choose this option, I can help you identify a film. **This assignment is due by the start of class on April 28.**

Your grade for this assignment will be based on: your ability to convey your understanding of the content on which your review is based; your writing ability, including your coherence, consistency with APA formatting, and correct use of formal written grammar<sup>1</sup>; your depth of analysis and critique of what you are reviewing; and your ability to articulate connections between the critical/feminist content of what you are reviewing and the *JSARP* audience.

**Critical and Feminist Praxis Project:** Praxis, or the merging of theory and practice, is a foundational aspect of critical and feminist pedagogies. In other words, critical and feminist pedagogies are not just thought, but are enacted, lived, and engaged in the world. Echoing Mohanty's sentiments in the epigraph of this syllabus, Freire (2000) wrote:

Functionally, oppression is domesticating. To no longer be prey to its force, one must emerge from it and turn upon it. This can be done only by means of the praxis: reflection and action upon the world in order to transform it. (p. 51)

In this sense, both Mohanty and Freire extolled the importance of not only thinking in critical and feminist ways, but that such thinking needs to be enacted and performed on a daily basis. Moreover, this routine performance of critical and feminist pedagogies both promotes and is reflected in group solidarity, consciousness-raising, problem-solving, and liberation.

It is in these rich critical and feminist traditions that you will address the following assignment, which will consist of the following three interconnected components:

- Pursuant with critical and feminist theories, you must identify a "problem" on NIU's campus;
- You must create an educational intervention that is based on critical and feminist pedagogical principles; and
- You must engage the NIU community in your educational intervention. In other words, you must actually *do* your educational intervention rather than just detailing what you *might/should/ought to do*.

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<sup>1</sup> I recognize there are times when "proper" grammar is indeed improper/inappropriate. However, these times are far and few between. Additionally, I firmly believe it is important for students to learn the mechanics of sound writing before bending/breaking those rules. Therefore, you should adhere to formal rules for grammar. If there is a reason why you may not want to do this for any given assignment, you should discuss this with me as the instructor at least one week before the assignment is due.

The problem you identify should be substantive enough to require a semester's worth of investment/engagement, but should not be so broad as to be untenable for the time. For example, the problem of racism at NIU is overly broad. However, there may be a more specific, refined problem that underscores how racism pervades NIU's campus that you may to address. As a way to assist in providing direction for this assignment, your group must gain approval from me for the problem you have identified as well as the educational intervention you will be planning. You must gain my approval for these aspects of your praxis project **no later than February 18**, which you can do by sending me an email to me outlining both the problem you identified and your proposed educational intervention. I will then provide feedback and/or approval, and once you gain my final approval, you can move forward with planning and implementing your intervention.

Speaking of your intervention, the actual doing of your educational intervention will take the place of an in-class presentation. In other words, you will present/enact your educational intervention, which I will attend, observe, and grade as a component of your overall grade for this assignment. You will also be prompted to blog/vlog about your experiences with, and the meaning you are making as a result of your investment in, this group assignment throughout the semester via the Collective Blog/Vlog assignment below. If I am unable to attend your intervention, we will make alternate arrangements to ensure I can experience your work.

Your grade for this assignment will be based on: the depth to which you synthesize and apply course content across all aspects of the assignment; your ability for critical and feminist self-reflection; your writing ability, including your coherence, consistency with APA formatting, and correct use of formal written grammar (written portions); and the overall quality of your facilitation abilities (intervention portion).

**Interclass Engagement with Dr. Erin Castro:** We will use Twitter to engage in a conversation about Ahmed's book with Dr. Erin Castro and her graduate seminar, *Organizational Theory in Higher Education*. Dr. Castro is an assistant professor in the Educational Leadership and Policy department at University of Utah, and the students enrolled in her course are Master's and Doctoral students. We will virtually engage with one another over the two weeks we read Ahmed's work, while referencing and utilizing our online Twitter conversations during in-class discussions. It is expected that you contribute to this conversation in meaningful, thoughtful, and consistent ways. This means you are expected to be tweeting comments, questions, quotes, and commentary about Ahmed's work on a regular basis over the two weeks of our reading the text.

In order to track the conversation, you should also use the hashtag #BrickWallsHE. Using this hashtag will allow us to create a backchannel where we can follow and respond to each other. The benefits of this kind of interclass engagement include: increasing your critical thinking skills by engaging with students in a different location and program than yours; learning to be concise in your writing; and building your own professional network. This type of engagement will also encourage you to think about Ahmed's book from a perspective other than the one we will take throughout our own course.

**Collective Blog/Vlog:** As a way to embrace fully the notion of public engagement that permeates critical and feminist theory and pedagogy, you will contribute to a collective blog/vlog

with your peers. The blog/vlog will be hosted on a Wordpress blogsite, to which every member of our learning community will have access (username: caha759; password: CAHA7592016). The site will also be public, which means that people outside of our class may—and likely will—choose to engage with what you, your peers, and I write as we blog, encouraging all of us to think, write, theorize, and enact critical and feminist pedagogies in real time in a vast, public/virtual sphere.

Each of your posts will have specific prompts (see below for weekly prompts and due dates). Your blogposts should be 500-750 words long, adhere to APA style and formatting, and include references sections (when appropriate), which do not count toward the post's word count. Vlogs will vary in length (as per the prompt), and should be made as YouTube videos<sup>2</sup> and then embedded<sup>3</sup> in our Wordpress blog. All blog and vlog entries should have unique titles, and each blogpost should start with a byline with your name so posts can be differentiated by author.

The prompts and due dates for each blogpost/vlogpost are as follows:

- Post #1 (blogpost) – due Wednesday, January 27 by 10:00p CST  
*COMPLETE THIS BLOGPOST BEFORE DOING ANY OF THE WEEKS READINGS!*  
Prompt: Take three photos, which one each depicting your understanding of the words "critical," "feminist," and "pedagogy." When you upload each photo, give each a one word heading with the word it depicts. For each photo, also write a 250-word explanation for how each photo embodies the word it describes.
- Post #2 (vlogpost) – due Wednesday, February 3 by 10:00p CST  
Prompt: Create a 5-8 minute video in which you discuss what issue(s) or concern(s) you have as an NIU student that could benefit from a critical and/or feminist educational intervention. Provide example(s), explanation(s), and how critical and/or feminist intervention(s) may be beneficial.
- Post #3 (blogpost) – due Wednesday, February 17 by 10:00p CST  
Prompt: Referencing our Twitter collaboration with Dr. Castro's class, write about major takeaways and/or themes from Ahmed's book. What ideas are most salient for you and why? How has the Twitter conversation enhanced your understanding of Ahmed's work, and in what ways? Provide examples and reference specific tweets/conversations.
- Post #4 (blogpost) – due Wednesday, February 24 by 10:00p CST  
Prompt: Who do you consider a personal critical/feminist icon? Why do you see this person as such? Reference course content to support your choice.
- Post #5 (vlogpost) – due Wednesday, March 2 by 10:00p CST  
Prompt: Create a 5-8 minute video discussing how critical and/or feminist values are (not) reflected in your work environment. Refer to course content to support your discussion.

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<sup>2</sup> A tutorial on how to make a YouTube video can be found here: <http://www.digitaltrends.com/computing/how-to-make-a-youtube-video/2>. I suggest making videos in YouTube, which requires a webcam and creating a YouTube account if you do not already have one. If you need help accessing either of these things, please let me know and we can work on this together; it is not my intention for you to have to purchase a webcam.

<sup>3</sup> Here is a tutorial on how to embed a YouTube video to Wordpress: <http://www.wpbeginner.com/beginners-guide/how-to-easily-embed-videos-in-wordpress-blog-posts/>.

- Post #6 (blogpost) – due Wednesday, March 9 by 10:00p CST  
Prompt: Take 1-3 new photos that represent the reading for this week. Post each photo you take and provide an explanation of how it/they connect to the reading.
- Post #7 (vlogpost) – due Wednesday, March 23 by 10:00p CST  
Prompt: Create a 5-8 minute video in which you discuss how the group work for your praxis project engenders critical/feminist pedagogies? Focus both on the *product* (i.e., educational intervention) and *process* (i.e., the group work itself) of the praxis project.
- Post #8 (blogpost) – due Wednesday, April 6 by 10:00p CST  
Prompt: Discuss NEW takeaways and/or themes from your learning thus far in class since completing Post #3. What ideas are most salient for you and why? Reference course readings and discussions as appropriate.
- Post #9 (blogpost) – due Wednesday, April 20 by 10:00p CST  
Prompt: Take three NEW photos, which one each depicting your understanding of the words "critical," "feminist," and "pedagogy." When you upload each photo, give each a one word heading with the word it depicts. For each photo, also write a 250-word explanation for how each photo embodies the word it describes. Then, in 250 words, write how your changing has shifted since completing Post #1
- Post #10 (vlogpost) – due May 4, by 10:00p CST  
Prompt: Create a 15-minute video discussing your critical/feminist philosophy of student affairs praxis. In this post, you should reference course readings, and provide detailed examples that show how you enact your philosophy. You should also discuss how this course has influenced the work you hope to do as an educator, again making sure to draw specific examples from the course.

### **Grading Criteria**

Your assignments should be clear, concise, and include the appropriate references. The paper format (e.g., font, headers, spacing) should follow APA style. Papers with numerous APA errors, particularly basic and common citation and formatting errors, will receive a lowered grade. There is an APA on-line tutorial available: <http://apastyle.apa.org/learn/>. Below are general guidelines I will use when assigning grades:

A = work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.

B = work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.

C = minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection about your identity; minimally adequate writing (as defined above).

D = less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally adequate reflection about your identity, where appropriate; less than minimally adequate writing (as defined above).

F = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

### **Grading Breakdown**

You will notice there are almost no points/percentages designated to course assignments detailed above. This is because you will have a large say in how your grades are apportioned. This means that instead of me as an instructor deciding how many points and what percentage of the overall grade most assignment are, you will do this yourself. The rationale for this approach to grading is multiple. First, it allows you to take an active role in the grading process, thus helping to break the traditional educational dynamic of teacher-as-authority/student-as-subordinate. Second, this approach to grading allows for a redistribution of power and privilege rather than something an instructor lords over students. Lastly, this process of grading is a reflection of the critical and feminist epistemic stances that will guide much of our time together. Thus, this approach to grading is consistent not only with the course content, but also the process of the course.

By the start of class on **February 4**, you will fill out, sign, and turn in your Individual Grading Contract. There are only two guidelines you must follow when completing this contract, which are:

- You may not make any assignment worth less than 10% of your overall grade, and
- You may not make any assignment worth more than 40% of your overall grade.

I recognize this may be a new approach to grading for you. As such, it may be uncomfortable and/or difficult to know where to begin in assigning percentage values to different assignments. As a way to begin thinking about this, you should think about where your strengths and talents lie as a student and lead with those. For example, if you know that scholarly writing is a strength of yours, you may want to weigh the Critical Book/Media Review heavier. However, if you find your strengths lie within personal reflection, perhaps you will want to emphasize the Course Vlog/Blog portion of your grade. Another alternative would be weighing all assignments the same, which is an option if you feel like you are equally talented in various areas (e.g., participation in dialogue with others, personal reflection, and scholarly writing).

Again, these are individual grading contracts, meaning you should do what works best for you. You do not need to do the same thing as other classmates, nor should you feel the need to check in with me as an instructor about what I think is best. It is worth noting that while this grading strategy is offered for the various reasons outlined above, it should not be understood as a reflection of diminished expectations. As an instructor, I will continue to have high expectations for all of your work in this course, regardless of its weight in your overall grade. Thus, your potentially weighing certain assignment(s) less than others should not be used as an explanation for not putting as much effort into any aspect of the course.

## Course Schedule

DATE	TOPIC	READINGS & ASSIGNMENTS
Week 1 January 21		NO CLASS
Week 2 January 28	Introductions; Expectations; Feminisms Primer; Critical Race Theory (CRT) Primer	<ol style="list-style-type: none"> <li>hooks, b. (2000). <i>Feminist theory: From margin to center</i> (2<sup>nd</sup> ed.). Cambridge, MA: South End Press. [Chapters 1, 2, &amp; 3]</li> <li>Lorde, A. (1983). The master's tools will never dismantle the master's house. In C. Moraga &amp; G. Anzaldúa (Eds.), <i>This bridge called my back: Writings by radical women of color</i> (2<sup>nd</sup> ed.) (pp. 98-101). Latham, NY: Kitchen Table: Women of Color Press.</li> <li>Delgado, R., Stefancic, J., &amp; Liendo, E. (2012). <i>Critical race theory: An introduction</i> (2<sup>nd</sup> ed.). New York: New York University Press. [Chapters 1 &amp; 2]</li> </ol> <p><b>Due: Collective Blog/Vlog Post #1 (January 27)</b></p>
Week 3 February 4	Institutional racism and brick walls	<ol style="list-style-type: none"> <li><i>On Being Included (OBI)</i>: Introduction, Chapters 1 &amp; 2</li> </ol> <p><b>Due: Collective Blog/Vlog Post #2 (February 3); Individual Grading Contract</b></p>
Week 4 February 11	Hot Topic Discussion Lead; Non-performatives	<ol style="list-style-type: none"> <li><i>OBI</i>: Chapters 3, 4, 5, &amp; Conclusion</li> <li>Reading assigned by Hot Topic Discussion leader</li> </ol> <p style="text-align: center;">Presenter: _____ <b>Z</b> _____</p>
Week 5 February 18	Hot Topic Discussion Lead; Depletion, brick walls, and critical hope	<ol style="list-style-type: none"> <li>Ahmed, S. (2013, November 17). Feeling depleted? [Blog post]. Retrieved from: <a href="http://feministkilljoys.com/2013/11/17/feeling-depleted/">http://feministkilljoys.com/2013/11/17/feeling-depleted/</a></li> <li>Patton, L. D., &amp; Catching, C. (2009). "Teaching while Black": Narratives of African American student affairs faculty. <i>International Journal of Qualitative Studies in Education</i>, 22(6), 713-728.</li> <li>Morphew, C. C., &amp; Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. <i>The Journal of Higher Education</i>, 77(3), 456-47.</li> </ol>

		<p>4. Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete. <i>Harvard Educational Review</i>, 79(2), 181-194.</p> <p>5. Reading assigned by Hot Topic Discussion leader</p> <p>***deadline for Group Praxis Project approval***</p> <p><b>Due: Collective Blog/Vlog Post #3 (February 17)</b></p> <p>Presenter: _____ <b>Lori</b> _____</p>
Week 6 February 25	Hot Topic Discussion Lead; Bringing up gender	<p>1. Henderson, E. F. (2014). Bringing up gender: Academic Abjection? <i>Pedagogy, Culture, &amp; Society</i>, 22(1), 21-38.</p> <p>2. <i>Gender Pedagogy (GP)</i>: Chapters 1, 2, 3, &amp; 4</p> <p>3. Reading assigned by Hot Topic Discussion leader</p> <p><b>Due: Collective Blog/Vlog Post #4 (February 24)</b></p> <p>Presenter: _____ <b>Romeo</b> _____</p>
Week 7 March 3	Hot Topic Discussion Lead; Gender pedagogy	<p>1. <i>GP</i>: Chapters 5, 6, 7, &amp; 8</p> <p>2. Reading assigned by Hot Topic Discussion leader</p> <p><b>Due: Collective Blog/Vlog Post #5 (March 2)</b></p> <p>Presenter: _____ <b>Lori</b> _____</p>
Week 8 March 10	Buffer zones and the cooptation of activism	<p>1. Kivel, P. (2009). Social service or social change? In <i>INCITE! Women of Color Against Violence</i> (Eds.), <i>The revolution will not be funded: Beyond the non-profit industrial complex</i> (pp. 129-149). Brooklyn, NY: South End Press.</p> <p>2. <i>The Reorder of Things (RoT)</i>: Introduction &amp; Chapter 1</p> <p><b>Due: Collective Blog/Vlog Post #6 (March 9)</b></p>
Week 9 March 17		NO CLASS – SPRING BREAK
Week 10 March 24	Educational activism and resistance	<p>1. <i>RoT</i>: Chapters 2, 3, &amp; 4</p> <p><b>Due: Collective Blog/Vlog Post #7 (March 23)</b></p>

<p>Week 11 March 31</p>	<p>Hot Topic Discussion Lead; Disciplining minority difference</p>	<ol style="list-style-type: none"> <li>1. Rojas, F. (2007). <i>From Black power to Black studies: How a radical social movement became an academic discipline</i>. Baltimore, MD: The Johns Hopkins University Press. [Chapter 6]</li> <li>2. Wiegman, R. (2008). Feminism, institutionalism, and the idiom of failure. In J. W. Scott (Ed.), <i>Women's studies on the edge</i>. Durham, NC: Duke University Press.</li> <li>3. Nast, H. J., &amp; Pulido, L. (2000). Resisting corporate multiculturalism: Mapping faculty initiatives and institutional-student harassment in the classroom. <i>The Professional Geographer</i>, 52(4), 722-737.</li> <li>4. Reading assigned by Hot Topic Discussion leader</li> </ol> <p style="text-align: right;">Presenter: _____ <b>Romeo</b> _____</p>
<p>Week 12 April 7</p>	<p>Hot Topic Discussion Lead; the Reorder of Things</p>	<ol style="list-style-type: none"> <li>1. <i>RoT</i>: Chapters 5 &amp; 6</li> <li>2. Reading assigned by Hot Topic Discussion leader</li> </ol> <p><b>Due: Collective Blog/Vlog Post #8 (April 6)</b></p> <p style="text-align: right;">Presenter: _____ <b>Romeo</b> _____</p>
<p>Week 13 April 14</p>	<p>Hot Topic Discussion Lead; The Reorder of Things</p>	<ol style="list-style-type: none"> <li>1. <i>RoT</i>: Chapter 7 &amp; Conclusion</li> <li>2. Reading assigned by Hot Topic Discussion leader</li> </ol> <p style="text-align: right;">Presenter: _____ <b>Z</b> _____</p>
<p>Week 14 April 21</p>	<p>Hot Topic Discussion Lead; The un/disciplining of sexuality and gender</p>	<ol style="list-style-type: none"> <li>1. Jourian, T.J., Simmons, S. L., &amp; Devaney, K. (2015). "We are not expected": Trans* educators (re)claiming space and voice in higher education and student affairs. <i>TSQ: Transgender Studies Quarterly</i>, 2(3), 431-446.</li> <li>2. Patton, L. D. (2014). Preserving respectability or blatant disrespect?: A critical discourse analysis of the Morehouse Appropriate Attire Policy and implications for intersectional approaches to examining campus policies. <i>International Journal of Qualitative Studies in Education</i>, 27(6), 724-746.</li> <li>3. Reading assigned by Hot Topic Discussion leader</li> </ol> <p><b>Due: Collective Blog/Vlog Post #9 (April 20)</b></p> <p style="text-align: right;">Presenter: _____ <b>Lori</b> _____</p>

<p>Week 15 April 28</p>	<p>Envisioning liberation</p>	<ol style="list-style-type: none"> <li>1. Butler, J. (2004). <i>Undoing gender</i>. New York: Routledge. [Chapter 1]</li> <li>2. Kafer, A. <i>Feminist, queer, crip</i>. Bloomington, IN: Indiana University Press. [Chapter 7]</li> <li>3. Spade, D. (2015). <i>Normal life: Administrative violence, critical trans politics, and the limits of law</i> (2<sup>nd</sup> ed.). Durham, NC: Duke University Press. [Conclusion]</li> <li>4. Cohen, C. (1997). Punks, bulldaggers, and welfare queens: The radical potential of queer politics? <i>GLQ: A Journal of Lesbian &amp; Gay Studies</i>, 3(4), 437-465.</li> </ol> <p><b>Due: Critical Book/Media Review</b></p>
<p>Week 16 May 5</p>	<p>Future directions and final musings</p>	<ol style="list-style-type: none"> <li>1. Boggs, G. L. (2012). <i>The next American revolution: Sustainable activism for the twenty-first century</i>. Berkeley, CA: University of California Press. [Chapter 5]</li> <li>2. Erevelles, N. (2011). The color of violence: Reflecting on gender, race, and disability in wartime. In K. Q. Hall (Ed.), <i>Feminist disability studies</i> (pp. 117-135). Bloomington, IN: Indiana University Press.</li> <li>3. Cooper, D. (2014). <i>Everyday utopias: The conceptual life of promising spaces</i>. [Introduction]</li> </ol> <p><b>Due: Collective Blog/Vlog Post #10 (May 4)</b></p>