

Please note that this syllabus should be regarded as only a general guide to the course. The instructor may have changed specific course content and requirements subsequent to posting this syllabus. Last Modified: 01:20:18 01/20/2009

- February 24 hooks,chapter 8 and 9
Intro topic: Women and militarism
LEADERS:
- March 10 hooks, Chapter 3 and 5
Intro topic: Images of women: but what if I'm not white?
LEADERS:
- March 17 hooks, Chapter 10
Intro topic: Women and Health Care
LEADERS:
- March 24 hooks, Chapter 11
Intro topic: Images of women: body image
LEADERS:
- March 31 hooks, Chapter 12
Intro topic: Negotiating the workplace and the economy
LEADERS:
- April 7 NO CLASS
- April 14 hooks, Chapter 13 and 14
Intro topic: The Construction of Sexuality
LEADERS:
- April 21 hooks, Chapter 15
Intro topic: Parenthood, Reproduction and Reproductive Rights
LEADERS:
- April 28 hooks, Chapter 16
Intro topic: The Global State of Women
LEADERS:

HS 665/EN603/SC
Seminar in College Teaching: Feminist Pedagogy
Spring, 2009
Professor Ellen Friedman

Responsibilities of Student Teachers

- Leading discussion sections for Intro. to Feminisms in collaboration with your co-leader.
- Collecting, grading, and responding to journals of students in Intro. to Feminisms.
- Breakdown of final grades for students in Intro. to Feminisms.
- Weekly attendance in Intro. to Feminisms lecture and Seminar.
- Participation in Seminar discussions.
- Seminar readings as assigned.
- Co-leading a minimum of two Seminar discussions by preparing for weekly discussion sections. TA's will facilitate discussion around the main themes found in the Intro readings/lecture and seminar readings for the week. Co-leaders will develop a "lesson plan" and distribute copies for seminar members. Lesson plans should include descriptions of any exercises or materials (i.e., films, etc.) you plan to use.
- A journal with weekly entries, in a form of your own choosing, is to be kept and will be reviewed periodically. Journal entries may include, for example, your reflections and/or questions regarding how the group process in the discussion sections is evolving, how/if the Seminar readings are relevant to your own approach to leading the discussion sections, or your own personal development.

Evaluation

Grading will reflect an evaluation of your (1) attendance at lectures and Seminar meetings; (2) preparation for and active participation in the weekly seminar.

Reading assignments

Text: bell hooks, *Teaching Community. A Pedagogy of Hope*

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| January 20 | Welcome and introduction of seminar members; weekly assignments
Intro topic: INTRODUCTION
LEADERS: Jessica, Jac |
| January 27 | hooks, Preface, Chapter 1, 2
Intro topic: The Woman's Rights Movement
LEADERS: |
| February 3 | hooks, Chapter 4
Intro topic: Images of Women: Cultural Representations
LEADERS: |
| February 10 | hooks, Chapter 6
Intro topic: Violence Against Women
LEADERS: |
| February 17 | hooks, chapter 7
Intro topic: Global trafficking
LEADERS: |