



California Institute of Integral Studies

TEACHING TO TRANSFORM: LIBERATORY FEMINIST EDUCATION

PARW 6292, 3 units, Fall 2022

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COURSE DESCRIPTION

This course will provide you with the tools needed to foster transformative learning experiences in academia as well as sites of popular education. We will engage with feminist and critical pedagogies, integral and embodied learning, intergroup dialogue, and holistic education. This course will emphasize practical skills for applying these theoretical frameworks to actual classroom or workshop settings. We will pay particular attention to facilitating difficult conversations related to gender, diversity, and social justice. You will develop a statement of teaching philosophy, create an original syllabus, deliver presentations, and lead group activities. Priority to WSE students.

COURSE FORMAT, DATE, AND TIME

This is an online course that is split between synchronous and asynchronous components. The course is organized in a way to give students practice teaching in both formats. Our first synchronous meeting takes place during the WS intensive:

Thursday, 9/1 2-5pm PST

We then have five **Tuesday** meetings in a row:

9/20: 2:30-5:30 PST

9/27: 2:30-5:30 PST

10/4: 2:30-5:30 PST

10/11: 2:30-5:30 PST

10/18: 2:30-5:30 PST

STUDENT LEARNING OUTCOMES

By the conclusion of this course, you will be able to:

1. Synthesize and evaluate relevant scholarship on feminist pedagogy, critical pedagogy, integral education, and embodied learning.
2. Understand and apply strategies for facilitating group dialogues, particularly dialogues that involve sensitive or controversial issues.
3. Evaluate your own and others' teaching effectiveness.
4. Articulate your teaching philosophy, both orally and in writing.
5. Apply teaching skills to both online and face-to-face learning environments.
6. Create an effective syllabus for an academic course or public workshop series.

COURSE TEXTS

The following required texts are available as free e-books via the CIIS library:

AnaLouise Keating. *Teaching Transformation: Transcultural Classroom Dialogues*. 2010.

Becky Thompson. *Teaching with Tenderness: Toward an Embodied Practice*. 2017.

Flower Darby and James Lang. *Small Teaching Online: Applying Learning Science in Online Classes*. 2019

Gabriella Gutiérrez y Muhs, Yolanda Flores Niemann, Carmen G. Gonzalez, and Angela P. Harris, eds. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. 2012.

Olivia N. Perlow, Durene I. Wheeler, Sharon L. Bethea, and Barbara M. Scott. *Black Women's Liberatory Pedagogies: Resistance, Transformation, and Healing Within and Beyond the Academy*. 2017.

Required to purchase (not avail at CIIS library):

bell hooks. *Teaching Community: A Pedagogy of Hope*. 2003.

Supplementary readings will be made available on Canvas.

COURSE ASSIGNMENTS

A. Statement of Intent (2-3 pages) Due before 9/1 5%

Please reflect on your intentions for both this course and future teaching endeavors. Some questions to consider:

- What motivates you to teach?
- What teaching experience, if any, do you have?
- In what capacity do you wish to teach (e.g. college/university, public workshops, K-12)? Do you anticipate teaching online, in-person, or both?
- What gifts and talents do you bring to the field of teaching? What concerns or challenges do you have?
- Reflect on the stated learning objectives for this course. Which objectives seem most relevant to you and why? What other specific skills do you hope to gain from this course?

Note: I would like to read your statements prior to the first day of class as a way of getting to know more about each of you. However, Canvas will not allow me to set the due date prior to the course start date, so it will not be marked late if you turn this in the morning of Sept 1. Please submit via email if you are not able to send via Canvas.

B. Participation 15%

Full participation in this course requires that you:

- (1) Attend all the synchronous Zoom sessions for the course. (Please let us know in advance if you need to miss one class and we can make alternate arrangements)
- (2) Respond to Canvas discussion prompts within the allotted time frame.
- (3) Be fully engaged in working with your co-teacher to prepare your teaching demo.
- (4) Read announcements and respond to emails in a timely manner. Make sure that you are checking Canvas announcements and your CIIS email account regularly.
- (5) Follow the Zoom guidelines as listed on Canvas

C. Teaching Demos 25%

1) Synchronous Teaching Demo, in pairs

The first five course sessions will be synchronous in order to allow each student a chance to practice their teaching skills in “real-time.” Students will work collaboratively in pairs to present main themes from course readings and facilitate discussion. Each pair will have about 40 minutes for their teaching demo and then will receive peer & instructor feedback for 15 minutes.

2) Asynchronous Teaching Demo

Beginning in class 6, the class will shift to a primarily asynchronous format.

Your second teaching demo will take place on Canvas; during your assigned week, you will design an online learning experience that includes discussion.

3) Integral Practice (synchronous or asynchronous)

For this exercise, each student will work individually to design a brief (under 15 minutes) activity that engages their peers in embodied, creative, and/or contemplative learning. You could offer a movement exercise, art practice, ritual, or any other modality that you would like. About half the students will offer their practice in a synchronous format during Zoom classes and the other will post their activity on Canvas during the asynchronous portion of the course.

D. Statement of Teaching Philosophy 20%

Articulate your personal teaching philosophy based on your values, experiences, and areas of expertise. While you may draw from the readings to help inform your philosophy, this is primarily a statement of your unique perspective rather than a summary or critique of other scholars. Your teaching philosophy should address the following:

- What unique gifts you bring to the classroom.
- How you negotiate issues of power and authority in the classroom.
- How you address issues of social justice and diversity.
- If and how you incorporate embodied, holistic, and/or spiritual paradigms in the classroom.

You are encouraged to illustrate your points with concrete examples from any teaching and presentation experience that you have. Teaching philosophy statements are often required by potential employers in higher education; you can also adapt parts of your statement when writing cover letters. As you write your statement, keep in mind prospective employers and how you might distinguish yourself as a job applicant.

E. Annotated Syllabus and Final Paper 30%

Develop an original syllabus for a potential course or workshop series and post it on the personal Canvas workspace that will be provided for you. This syllabus should include a course description, student learning outcomes, readings, activities, and any other relevant information. (It does not have to be as fully fleshed out as a full university syllabus). Include notes after each section that elaborates on the rationale for why you've included the elements you have in your syllabus. Please have your syllabus reviewed by your teaching demo colleague before submitting it.

The paper that accompanies your syllabus should provide an in-depth explanation of why you chose the texts, activities, and structure that you did. Explain how your course design reflects your teaching philosophy. Please draw upon relevant course texts as well, including the text you used for your teaching presentation.

This paper should be written using Chicago style formatting (with footnotes) and must include a works cited page (non-WS students can use the style used in their programs). The length of your syllabus will vary depending on how you choose to format things, how much detail you provide, etc. Focus not on the specific page length but on constructing an original and well-organized project.

MA students: The paper that accompanies your syllabus should be 5-6 double spaced pages and must reference at least 3 texts from our course.

PhD students: Your papers should be 8-10 pages and must reference at least 5 course texts.

COURSE POLICIES & ACCESSIBILITY INFO

Evolving Curriculum

Please note that I may make modifications to the course calendar, based on student needs & interests, discovery of new research, availability of guest lecturers, and other factors. Changes will be made clear on Canvas and announcements made on Canvas supersede what is on the paper syllabus.

Appointments and Emails

Alka: You can book an appointment with me on www.calendly.com/drarora. I accept emails at both aarora@ciis.edu or on Canvas. Please note that I do not generally respond to emails on weekends; if your email comes in on a Friday and I am unable to respond the same day, you may have to wait until Monday afternoon. Email is best for quick questions; I'm happy to discuss things in more detail during office hours. International students: If my office hours don't work with your time zone, I am happy to find alternate times.

Student Well-Being

It is our goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the requirements of this course, please set up a meeting with one of the instructors so that we can explore potential options. CIIS also provides students with wellness services and support for personal challenges. Visit <https://www.ciis.edu/student-resources/health-and-wellness>

Disability Accommodations

CIIS complies with the provisions of the American with Disabilities Act (ADA) of 1990 and with Section 504 of the Rehabilitation Act of 1973. Students who request accommodation for a disability should contact Office of Student Accessibility Services by emailing osas@ciis.edu. Students will be guided through the registration procedures for accommodation. The Director of Accessibility & Accommodations Services will communicate with the student's faculty only after receiving a written request from the student; the nature of the disability is never disclosed. The Office of Student Affairs is responsible for working toward equal access. Any questions or concerns regarding

services for students with a disability as defined by law should be addressed to the Director, Office of Student Accessibility Services (OSAS). More information can be found on CIIS Accessibility Services webpage: <https://www.ciis.edu/student-resources/disability-related-services>

If you have any other concerns about course accessibility, feel free to reach out to us to discuss, regardless of whether or not you choose to work with the OSAS office.

Academic Integrity

Creative and original scholarly research is at the heart of the Institute's academic purpose. It is essential that faculty and students pursue their academic work with the utmost integrity. This means that all academic work produced by an individual is the result of the individual's efforts and that those efforts acknowledge explicitly any contribution by another person. Reproducing another's work and submitting it as one's own work or without acknowledging the source is called "plagiarism," or stealing the intellectual property of another, which is the antithesis of scholarly research. Any use of other ideas or others' expression in any medium without attribution is a serious violation of academic standards. If confirmed, plagiarism subjects a student to disciplinary action. Please note that course syllabi are considered intellectual property. While it is common practice for educators to gain inspiration and ideas from colleagues' syllabi, using significant portions of another person's syllabus should be done only with permission.

Late Paper Policy

This course is designed to have you take on the perspective of a teacher. Therefore, we will collectively discuss how requests for extensions should be handled and come to a group decision. We will weigh the pros and cons of accepting late papers, and balance the needs of students with the needs of the professor. Note that this only applies to work that is turned in within the semester; any requests for extensions beyond the semester are subject to the Incomplete policy.

Incomplete Policy

CIIS has adopted the following Incomplete Policy to be applied across the university: Permission to be given an "I" grade is given only in the following circumstances:

- a. medical reasons documented by a health-care professional.
- b. a family emergency verified with supporting documentation.
- c. decision by the faculty member based on exceptional pedagogical reasons.

For reasons "a" or "b," students are given a maximum of two semesters to finish their coursework. Please note that in many cases, a shorter extension will be granted (e.g. one month or one semester). Also note that reason "c" was developed for serious extenuating circumstances only; in this case, a maximum of one semester is granted for the Incomplete. If you believe that you will need to request an incomplete for this course, please let me know as soon as possible - Incompletes will not be granted on the day or two before the final paper is due.

COURSE CALENDAR

MODULE ONE: Integral & Feminist Frameworks

Week #1: Sept 1, 2-5 pm PST (Synchronous via Zoom)

Readings:

- **Teaching Community*, Ch 4, 7, & 11
- Zulaski, “A Complete Integral Education: Five Principal Aspects”
- Arora, “Women’s Spirituality at CIIS: Uniting Integral and Feminist Pedagogies”
- Huston, “Why It’s Better Than it Seems” from *Teaching What You Don’t Know*

***starred texts indicate a reading from one of our core textbooks. All other texts will be posted on Canvas.**

Activity: Submit your statement of intent.

Week #2: Sept 6-12 (Asynchronous)

Readings:

- Fisher, “What is Feminist Pedagogy”
- Freire, “Pedagogy of the Oppressed”
- Chick and Hassel, “Don’t Hate me Because I’m Virtual: Feminist Pedagogy in the Online Classroom”
- Landry, “Re-imagining ‘Indigeneity’: From Dichotomous toward Intrinsic Based Understanding of Indigenous Philosophy and Pedagogy”

Activities:

1. Review above readings & review all instructor postings on Canvas
2. Respond to Canvas prompts
3. Sign up for your teaching demos
4. Meet with your co-teacher and begin preparing for your teaching demo

Week #3: Sept 13-19* (Asynchronous)

Activities

- Read ahead for Module Two so you are prepared for class on Sept 20
- Work on your teaching demo

MODULE TWO: Negotiating Authority and Identity

Week #4: Sept 20, 2:30-5:30pm PST (Synchronous)

- **Teaching Community*, Ch 1 & 2
- Palmer, “The Heart of a Teacher: Identity and Integrity in Teaching”
- Bell et al. “Knowing Ourselves as Social Justice Educators”
- Wells, “Transgender Teachers: The Personal, Pedagogical, and Political”
- Bollden, “Teachers’ Embodied Presence in Online Teaching Practices”

- Pryal, *Life of the Mind Interrupted: Essays on Mental Health and Disability in Higher Education* (selected chapters)

Week #5: Sept 27, 2:30-5:30pm PST (Synchronous)

- **Presumed Incompetent*, Ch 3, Ch 6, & Ch. 19
- Podcast: “Presumed Incompetent with Yolanda Niemann” Teaching in Higher Ed podcast <https://teachinginhighered.com/podcast/presumed-incompetent/#transcriptcontainer>
- Rios and Case, “Unlikely Alliances from Appalachia to East L.A.”
- Fisher: “The Rocky Road to Feminist Empowerment: Questioning Authority”
- Selections from *Teaching What You’re Not: Identity Politics in Higher Education*
- Gullage, “Fat Lessons: Fatness, Bodies, and the Politics of Feminist Classroom Practice”

MODULE THREE: Exploring Spirituality, Creativity, & Healing

Week #6: Oct 4, 2:30-5:30pm PST (Synchronous)

- **Teaching with Tenderness*, read at least first half (pp. 1-62)
- **Teaching Community*, Ch 13, 14, 15
- Berila, “Mindfulness as a Healing, Liberatory Practice in Queer Anti-Oppression Pedagogy”
- Chavez, “Instituting Reading and Writing Rituals,” from *The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom*

Week #7: Oct 11, 2:30-5:30pm PST (Synchronous)

- **Teaching with Tenderness*, finish book (pp. 63-112)
- Carello and Butler, "Potentially Perilous Pedagogies: Teaching Trauma Is Not the Same as Trauma-Informed Teaching."
- Crumpton, “Trauma-Sensitive Pedagogy” from *Teaching Sexuality and Religion in Higher Education*.

Week #8: Oct 18, 2:30-5:30 pm PST (Synchronous)

- **Black Women’s Liberatory Pedagogies*, Ch 2 and all of Part III “Pedagogies of Healing”
- Razak, “The Divine Feminist”
- Williams, “Altars”

MODULE FOUR: Diving Deeper into Liberation Pedagogies

Week #9: Oct 25-31 (Asynchronous – Canvas Discussion Week)

- Begin Keating, pp. 1-80
- Podcast: “Revolutionary Blueprints: The Question of Palestine Is a Question of Pedagogy” from Nothing Never Happens: A Radical Pedagogy Podcast

- Excerpt from *Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching* by Jarvis Givens

Week #10: Nov 1-7 (Asynchronous – Canvas Discussion Week)

- Finish Keating
- Watson, “Staying in the Conversation” and Farr, “Racialized Consciousness and Learned Ignorance”
- Warren, “Hot Moments in the Classroom”

Week #11 Nov 8-14 (Asynchronous – Reading Week)

- Atkinson “Eco-Grief and Climate Anxiety in the Classroom” from *Contemplative Practices and Anti-Oppressive Pedagogies for Higher Education*
- Pilgrim and Davis, “More Crucial Matters: Reclaiming Sustainability and Transcending the Rhetoric of Choice Through Ecofeminist Pedagogy”
- José Salomón Espinoza Andrade, “Memories and reflections of the Ecoiversities planetary gathering in Siwa”
- Film: “Re-learning the Land: A Story of Red Crow College”

Week #12: Nov 15-21 (Asynchronous – Canvas Discussion Week)

- Finish texts from previous list
- Online discussion

Week #13: Nov 22-28 (Asynchronous – Reading Week and Holiday)

- Read ahead for next module

MODULE FIVE: Honing Professional Skills

Week #14: Nov 29 - Dec 5 (Asynchronous – Canvas Discussion Week)

- Read 1st half of *Small Teaching Online*
- Website: Radically Remote Facilitation Toolkit
- Korten and Vargas “Movement Building for Transformational Change: Bringing Together Diverse Leaders for Connection and Vision”

Week #15: Dec 6-12 (Asynchronous – Canvas Discussion Week)

- “Assessing Social Justice Outcomes” Handout
- Other TBD
- Finish *Small Teaching Online*

After Class: Please fill out the Course Evaluation Form. I welcome your feedback!