

Women in Academe: Feminist Perspectives on Academe and Pedagogy IDS 5600 – Spring 2006

Mondays, 6-9 p.m. LLA 222 (Student Lounge)

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This course is one of two required courses for the 12-hour Graduate Certificate in Women's Studies. See the description on the Women's Studies web page:

www.ws.appstate.edu

Course Description

This seminar offers an advanced examination of the feminist project in university education: the history of higher education for women and of women's studies as a discipline; the equality of women and members of other marginalized groups; gendered power within academic contexts, women in academic and administrative positions; tensions between various groups with emancipatory knowledge-seeking projects; and feminist pedagogical practices.

Students will reflect on their own disciplines through an interdisciplinary scholarly lens, and examine readings on the history of women's higher education, feminist academic memoirs, the history of women's studies, feminist pedagogy, and analyses of the current situation for women in academe. Each week one or two students will be responsible for preparing comments and discussion questions on the readings. Written and oral assignments will be read and critiqued by all members of the seminar; assignments will be relevant to each student's discipline and career goals. Each week we will begin with a look at current issues on women and academe around the world—the U.S. Supreme Court, CEDAW at the UN (and the 50th anniversary session of the UN Commission on the Status of Women), affirmative action, etc. Mentoring, networking, and professional advice will be a part of discussions and individual conferences.

Required Texts

Emily Toth, *Ms. Mentor's Impeccable Advice for Women in Academia* (Philadelphia: Univ. of Pennsylvania Press, 1997)

Patricia J. Williams, *The Alchemy of Race and Rights: The Diary of a Law Professor* (Cambridge, Mass.: Harvard University Press, 1991)

Annette Kolodny, *Failing the Future: A Dean Looks at Higher Education in the 21st Century* (Durham, NC: Duke University Press, 1996).

Virginia Woolf, *Three Guineas* (1938)

Articles on Reserve on-line at Belk Library

Requirements

- Participation and Attendance - 20%
- Two in-class presentations, written as well as oral – 20% each (one of these may be presented at the Southeastern Women’s Studies Association meetings, Mar.30-Apr. 1, the ASU Women’s History Symposium, or at the student research day April 20). Both must take specific account of relevant assigned readings.
- Final assignment relevant to student’s career goals – 40%
(Possibilities are a grant proposal, an annotated course syllabus, a research proposal, an elaborate statement of one’s teaching philosophy, or a proposal for work in a non-profit agency, etc. The paper should include a lengthy annotated bibliography of at least 20 sources and be at least 12 pages long.)

Course Objectives

- To narrate the history of women’s higher education and the history of women’s studies
- To learn how the equality of women is connected to struggles of other marginalized groups in academe
- To understand the dynamics of gendered power within academic contexts
- To learn the principles and impact of feminist pedagogical practices
- To understand the history of women’s struggles for greater visibility and opportunities in academic teaching, research, and administrative positions in U.S. academic institutions
- To prepare for teaching, research, and/or administrative positions in U.S. higher education.

Events during the semester:

- Women Artists of North Carolina, exhibit at the Turchin Center, beginning March 3
- Southeastern Women’s Studies Association meetings, Valdosta State University, Valdosta, Ga. March 30-Apr. 1 (plan now to attend: transportation and registration paid by Women’s Studies)
- UN Commission on the Status of Women (50th anniversary session), Feb. 24-March 8, New York: MM is delegate from Episcopal Church USA.
- Session and lecture by Dr. CA. Cranston, University of Tasmania, on women and sustainability, March 20 and March 22
- Dr. Georgia Rhoades, presentation on Irish sheela-na-gigs, March 8 (International Women’s Day), Student Union, 7-9 p.m. room TBA
- Women’s History Month Symposium, Sat. March 4. Dr. Sheila Phipps (phippssw)
- Women in Ministry, lecture by the Rev. Jeanette Stokes, Resource Center for Women and Ministry in the South, Durham, N.C.; at ASU sometime in April (not yet confirmed)

UNITS

Setting the Stage: Problems of Women in Academe

History of Women’s Higher Education

Origins and Purposes of Women’s Studies

Education and Justice: Race, Class, Gender, and Politics

The Institutionalization of Women’s Studies

Feminist Pedagogy

The Future of Women in Academe

I. Setting the Stage: Problems of Women in Academe

Jan. 9: Introductions, yours and mine: what would you like to do in this course?
Sample readings from Emily Toth, *Ms. Mentor*

Jan. 23: Continue

--*Ms. Mentor's Impeccable Advice for Women in Academia*: Read sections on Graduate School (pp. 1-20), The Job Hunt (21-42), The Conference Scene (43-57), The First Year on the Job (58-82), When Cultures Collide (105-127), Muddles and Puzzles (128-160).

Find the most relevant questions and answers and be prepared to discuss.

And, read these articles and be prepared to discuss.

--Virginia Woolf, *Three Guineas*, part 1

--Elizabeth Minnich, in *Transforming Knowledge*, "Conceptual Approaches: Thinking Through" 37-48 (Reserve)

--Marilyn Jacoby Boxer, "Feminist Advocacy, Scholarly Inquiry, and the Experience of Women," in *WHEN WOMEN ASK THE QUESTIONS* (Reserve)

II. History of Women's Higher Education

Jan. 30:

Barbara Miller Solomon, Ch. 6 (Reserve) and Ch. 7 (handout), *In the Company of Educated Women: A History of Women and Higher Education in America* (1985)

Virginia Woolf, *Three Guineas*, part 2

Feb. 6:

Florence Howe, *The Politics of Women's Studies*, pieces by Sheila Tobias and Beverly Guy-Sheftall (Reserve)

Blanche W. Cook, "Women and Peace: The Legacy," *Ms.* Winter 2006, 40-43 (handout)

McFadden, Review of Joyce Blackwell, *No Peace Without Freedom: Race and the Women's International League for Peace and Freedom, 1915-1975*, *AHR*, Dec. 2005, 1562-1563 (Reserve)

Virginia Woolf, *Three Guineas*, part 3

Assignment #1: Bring in an example of your research or writing (in progress or finished) that analyzes gender, sexuality, or inequality. Explain your work in terms of the themes of the readings so far. Present in class Feb. 6.

The Vagina Monologues, Feb. 8, 9, 10: 8 p.m. PSU

III. Origins and Purposes of Women's Studies

Feb. 13:

Marilyn Jacoby Boxer, Ch. 2, "Constituting a New Field of Knowledge," and Ch. 3, "Challenging the Traditional Curriculum" (handout) in *When Women Ask the Questions* (1998)

McFadden, "Women's Studies" from *The New Dictionary of the History of Ideas* (2005)(Reserve)

Susan M. Hartmann, Review of books by Ellen Messer-Davidow, Judith Ezekiel, Estelle Freedman, Sara Evans on Women's Studies and Second Wave Feminism, *SIGNS* (31, 2, Winter 2006) (Reserve)

IV. Education and Justice: Race, Class, Gender, and Politics

Feb. 20: Ms. articles by Anita Hill and Donna Brazile (handouts)

Gloria Anzaldúa, "Towards a New Consciousness," *Borderlands: La Frontera* (Reserve)

Begin *The Alchemy of Race and Rights*, Patricia J. Williams

Feb. 27: No class: Read in *The Alchemy of Race and Rights* by Patricia J. Williams (continue reading and work on second assignment.)

Assignment #2: Assess the status of women in your chosen field: use Bureau of Labor Statistics (on-line), *Chronicle of Higher Education Almanac* issue (library), articles in data bases for various fields, BD 119 for salaries by department at ASU (library). If possible, gets stats by race as well as by gender. Written and oral; present in class Mar. 6 and Mar. 20

(MM at UN Commission on the Status of Women, New York)

Mar. 6: *The Alchemy of Race and Rights*, finish book

Status of women in your field, presentations (3)

Mar. 8: Dr. Georgia Rhoades, on Sheela-na-gigs, 7-9 p.m. Student Union

Mar. 13: No class – Spring Break

Mar. 20: "Wom(a)n and Sustainability: A Personal View" – Dr. CA. Cranston, University of Tasmania, Launceston. Readings TBA

Status of women in your field, presentations (2)

Mar. 22: CA. Cranston public lecture on Gender, Environmental Literature, and Sustainability, 5 p.m. Raley Hall TBA

V. Pedagogy

Mar. 27:

Dr. Georgia Rhoades and Dr. Beth Carroll on Feminist Pedagogy

Readings:

Bernice Resnick Sandler, "Strategies for Classroom Success by Women Faculty," *Women in Higher Education* (handout)

Mary J. Hart, "Handling Hostile Male Students," *Teaching Times* (Univ. of Pittsburgh, 1995) (handout)

Other readings TBA

Southeastern Women's Studies Association meetings, Valdosta State University, Georgia, Mar. 30-31, Apr. 1: Van going from ASU

VI. The Institutionalization of Women's Studies

Apr. 3:

The National Women's Studies Association

"Preamble to the Constitution of NWSA" (1977) and "Revised Preamble" (1982) (handout)

"NWSA Organizational Development: A View from Within, at 25 Years," Barbara Gerber (2002) (Reserve)

"Claiming Success: From Adversity to Responsibility in Women's Studies," Sally L. Kitch (2002) (Reserve)

Apr. 10:

Criticisms of Women's Studies

Wendy Brown, "The Impossibility of Women's Studies," *differences* 9.3 (1997) (Reserve)

Daphne Patai & Noretta Koertge, Ch. 1, "Introduction to the World of Women's Studies" (handout) and Ch. 5, "Semantic Sorcery: Rhetoric Overtakes Reality" (Reserve), in *Professing Feminism: Cautionary Tales from the Strange World of Women's Studies* (1994)

Linda Kerber, "We Must Make the Academic Workplace More Humane and Equitable," *The Chronicle of Higher Education*, Mar. 18, 2005, B6-B9 (Reserve)

Robin Wilson, "The Laws of Physics: A Postdoc's Pregnancy Derails her Career", *The Chronicle of Higher Education*, Nov. 11, 2005, A10-A12 (Reserve)

VII. The Future of Women in Academe

Apr. 24:

Failing the Future: A Dean Looks at Higher Education in the 21st Century, Annette Kolodny (first half, ch. 1-4)

Final project presentations (3)

May 1:

***Failing the Future*. Finish the book (ch. 5-8 and “A Closing Refrain”)**

Final project presentations (2)