University of North Texas  
College of Visual Art & Design  
Department of Art Education  

Course Syllabus: ARTE 5775 Feminist Perspectives on Art, Research, and Teaching

Class Time: Tuesdays, 5:30pm-8:20pm  
Lecturer: Dr. Trina Harlow  
Office: 262C  
Phone: 214-578-6269  
Email: trina.harlow@unt.edu  
Office hours: By appointment on Zoom or in person when possible  
Cell: 214-578-6269

Course Rationale
Feminist theory is written about in terms of four waves. The first wave was in the 19th and early 20th centuries and centered around the right to vote. The second wave occurred around the women’s liberation movement of the 1960s. The third wave occurred in the 1980s and 1990’s and was a continuation of the second wave. The fourth wave began around 2012 and has been affected by the Internet, politics, gender, business, has branched out to include other groups of people, post humanism and post structuralism, and other common themes of feminism. In this course, we will examine exactly what feminist theory is and the lenses it brings to art, and to the personal, the educational, and the political. “The Personal is Political” is a relevant slogan of the second second wave of feminism, and is a lens through which events, actions, projects, activities, dialogue, and research is examined. As we examine feminist theory and pedagogy during this course, we will examine how theory informs practice, and specifically art education and educational general practice. We will explore feminist interventions, manifestations, impetus for change, the problem and the unproblem, activism, organization, and theory. We will examine how feminist theory has advanced the wider academic community and problems that still exist within the educational
setting. We will examine lived experiences, academic and educational organization, curricular choices and foci, trends that both advance the theory and cause it to be questioned, and the examination of the usefulness of its approach. This course will use the mantra of the second wave of feminism, “The Personal is Political” as historical knowledge of feminism, but also as a lens to question feminist theory, its future in our world, and its usefulness and application in education. Subjectivity, subject hood, self, agency, and politics - especially as politics affects the educational setting - will be unpacked. Thought this unpacking, we will ask questions:

• How do we understand the relation of the self to the subject?
• How do we understand the self in relation to the other?
• How do we understand the student in relation to the educator, the educator to the educator, the educator to the educational space, the student to the educational space, and the power arrangements that matrix through these connections?
• How are the subjects of feminist theory focus related to power and politics?
• How does the discussion and the debate around subjectivity and self shape theoretical practices and vice versa?
• How has agency been affected by feminist theories and activist projects?
• How have and do feminist theories intersect with other theoretical approaches? How do these theories specifically affect education?
• Are their ethical issues to consider regarding feminist theories involving self, subjectivity, the other, and the student, educator, and educational setting?

As a part of this course, students will:
• Better understand feminist theory and apply it to art, pedagogy, and research.
• Be able to articulate and write with more scholarly approach to feminist theory.
• Be able to articulate and write how feminist theories shape research.
• Explore how feminist theory affects pedagogy, instruction, and the educational space.
• Explore different approaches to feminists theory and recognize similarities and differences between varying approaches.
• Evaluate feminist theories with criticality and rigor.
• Draw on feminist theories to explore personal/professional interests.
• Be able to reflect on the relationship between subjectivity and feminist theory.
• Appreciate the connection between feminist theory, practice, and activism.
• Recognize political and ethical issues associated with feminist theory.
• Better understand how feminist theory affects all educational choices, practice, and research.

Texts
You will need to purchase:
Leavy, P. & Harris, A. *Contemporary feminist research from theory to practice.* The Guilford Press.

These two texts and one novel will be provided:
Various articles have been placed in the weekly Canvas files.

**Rationale for Assignments**
1) To enable students to develop the ability to process, evaluate, discuss, and share opinion on scholarly reading.
2) To develop varying kinds of academic writing skills.
3) To gain ability to actively and critically engage with feminist texts and scholars.
4) To grow ability to develop analytical arguments - both written and oral.
5) To advance abilities to provide constructive criticism to peers and others.
6) To experience and partake in the collaborative nature of feminist theory.
7) To better understand the academic conference process.
8) To grow instructional skills.

### Calculating the Final Grade

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<thead>
<tr>
<th>Relative Weight</th>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>20%</td>
<td>Bag Project</td>
<td>40 pts</td>
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<tr>
<td>15%</td>
<td>Weekly Facilitator Assignment</td>
<td>30 pts</td>
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<td>5%</td>
<td>Weekly Respondent Assignment</td>
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<td>5%</td>
<td>Class Conference Abstract Assignment</td>
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<td>10%</td>
<td>Paper Rough Draft</td>
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<td>20%</td>
<td>Class Conference Paper Presentation</td>
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<td>5%</td>
<td>Leavy, Teaching, and Living Feminist Theory</td>
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<td>Journal Article</td>
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<td>10%</td>
<td>Attendance &amp; Participation</td>
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<td>TOTAL</td>
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<td>D</td>
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<td>F</td>
<td>Below 60%</td>
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Assignments

The below art based bag assignment functions as a thesis or dissertation Chapter 1 Introduction and a Chapter 2 Literature Review. It must include references to Leavy’s text. The theme should be an identified topic that the student will ultimately explore for their Conference Abstract Conference Paper, and Journal Article (three of the last four assignments). This is a research mapping activity:

1. Bag Project Assignment:
Due: Research Summary Document with Images, Feb. 27, do not need to bring to class until April 16. 20% of Grade.
The purpose of this assignment to create a visual creative and written representation of feminist theory and research, and to suggest pedagogical approach in feminist theory. Each student is to make a highly aesthetic, intuitive, and informative bag that demonstrates feminist theoretical frameworks (Leavy, Part I) and includes a substantial representation of definitions, feminist approaches to doing research (Leavy, Part II), and being a feminist researcher (Leavy, Part III). The bag should express the message with an equal balance of verbal and visual context.

The “bag” should center or be developed around a historical or contemporary event/activity/theme that has relevance for education and art education. The bag should be highly artistic and representative of graduate quality art making - this is the visual aspect of the assignment. The verbal aspect of the assignment can be manifested in a variety of ways - including text that is typed and printed on paper and then tucked in various aspects of the bag, or actually adhered to the bag - inside and/or outside, recordings or QR codes adhered to the bags, and so on. This bag should be a visual depiction, enhanced with research narrative, that is equivalent in magnitude to the work of a 15-20 page paper. While a brown kraft bag will be provided for each student, students may choose to construct their own bags. Ultimately, when finished the bag should be around 18 inches tall by 18 inches wide and four inches deep, have a theme, a color scheme, a coherent design plan, be of good quality craftsmanship, and thought should be given to a way in which the bag can stand up on its own or a stand should be made if needed. The bags can be inspired by any favorite medium, such as painting, fiber arts, sculpture, and reflect local, regional, indigenous, or global design and themes. The bag can have hidden work, contain writing that is incorporated in ways that are not immediately visible, and require interaction by the viewer to fully engage with the bag. The viewer should be easily able to recognize that the bag is a representation of feminist theory and Leavy’s text on contemporary feminist research. We will share images of the bags with Leavy.

While the bag project does have a due date, students may add to the bag all semester. Students will work actively on the bags in class during a portion of Week 1 and Week 2, with all of Week 3 being dedicated to bagwork. While we can use basic supplies that are available in room 182 and 181, students need to bring their own unique bag supplies.
and materials to class Week 2 and 3. If students need a glue gun and glue sticks, they should bring them to class as there are not always glue sticks or working glue guns available in our art education classrooms. At least 75% of the bag should be made during class time and encourage active theoretical discussion during the making. We will hold two mid-project critiques in class.

Presentation/Video: A bag show will be held in class during Week 13, with refreshments. Students will display their bag in class and the course instructor will video them - with permission- speaking about the bag’s theme, research, an intent.

Research Summary Document (fill out template): Students will complete the Bag Project Research Summary template in class on the evening of the bag project show and upload it in Canvas - the research summary must have five photos from different angles or views of the bag. Students can take those photos the night of the bag project show or they can have already taken their photos and just insert them into the document during class.

More information will be shared about this project in class and in the Canvas Module for the assignment.

The following two assignments are related to one week that each student will be the course facilitator and one week that each student will be a designated responder.

2. Weekly Facilitator Assignment: Due - varies, but by mid-April, 15% of Grade. Students will be assigned weeks to be the Weekly Facilitator for the entire course session. The purpose of this assignment is for each education student to have the opportunity to plan, lead, and teach a course, and to bring more voice and lens to course inquiry.

Facilitators should plan each course according to the following time plan: (times below are suggestions)
30 minutes (5:30-6:00pm) - Dr. Harlow will need this time.
30 minutes (6:00-6:30pm) - introductory art-based activity (bring all supplies or use 182/181supplies) (students can take break as needed during this time slot)
30 minutes (6:30-7:00pm) - lecture, slide show (showing relevant videos/video clip is ok)
15 minute (7:00-7:15pm) - break
30 minutes (7:15-7:45pm) - article(s) discussion, topic discussion (responder actively involved)
20 minutes (7:45-8:15pm) - each student adds at least one summary slide to course slide show, either as part of opening activity or as as summary after the discussion - this is up to the facilitator.

Facilitators must incorporate at least three articles/book chapters/videos listed for their selected week within their facilitation, and should include provided webpages and
videos when listed in developing lectures. Facilitators should lean heavily on one of the listed readings and make sure other course students know which article they will lean the heaviest on - they should post the title of this article on the Discussion Board at least five days before class, and also list the other assigned weekly articles they have chosen as a secondary focus. Facilitators can incorporate articles/readings not on the weekly list in their lecture, but must only include the course assigned readings into the main course discussion section of class so that other course students have had time to read the articles prior to discussion.

Five days before class, the facilitators must:
• Post 3-5 comments AND questions about the main reading and supporting readings (or video) they have selected. These must be from the weekly reading list.
• The comments and questions should help classmates be able to more fully engage in presented arguments, activities, explore tensions within the article, and extract meaningful purpose for the education space, pedagogy, curricular implications, and research.
• The facilitator must clearly write the name of their main article and the author(s) names at the top of their post, list their 1-2 supporting articles/book chapters/videos also from the weekly reading list, and clearly divide the Discussion Board post to reflect which comments/question are on the main article and the supporting articles, all of which are listed below on the weekly schedule.
• The title of the facilitators Discussion Board Post MUST READ: “[Class Week and Date] - Article Comments and Questions.”

During the 30 minute article discussion portion of the facilitation, the facilitator will post the questions that were pre-shared in the Discussion Board post to the class.

3. Weekly Respondent Assignment: Due - varies, but by mid-April. 5% of Grade.
While all course students are expected to participate in discussion, each course student will be assigned a week to be the official weekly respondent. The respondent will be expected to have thoroughly analyzed the facilitators comments and questions that are posted on the Discussion Board and be able to respond substantially to them during the discussion, and should have thoroughly read all the articles used by the facilitator prior to class. Responders may include some of their own ideas/thoughts/comments, but the main focus is to be able to converse with the facilitator about the comments and questions the identified by the facilitator on their Discussion Board post. The respondents grade is a participation grade - if they fully participate, demonstrating spending ample time preparing, they will get full points; an average or more vague ability to respond will get half points; if the respondent is absent or cannot participate with scholarly thought, they will get no points.

______________________________________________________________________
The following three assignments are all related to one topic/theme and final paper and are 50% of the course grade:

4. Class Conference Abstract Assignment:
Due - February 13, 5% of Grade.
A “Class Conference” will be held during the last two weeks of class. The “Class Conference” will be organized and conducted similar to the many academic conferences held across the United States and world. All students will prepare an abstract in response to the class call for papers, carefully following the exact specifics indicated for the Abstract. Abstract guidelines must be closely followed and the author guidelines for writing the abstract are in the Canvas module for this assignment.

5. Paper Rough Draft AND Class Conference Paper Presentation:
Due - 5 Page Paper Rough Draft, exclusive of title page and reference section: 2 weeks prior to presentation. 10% of Grade.
Due - Presentations: Last three class dates in April, 20 % of Grade
Rough Draft of Paper: Students will write a ROUGH DRAFT of a conference paper and then present the paper as part of a “Class Conference.” Students will not be conducting active research, but instead gathering and synthesizing research on a topic of their choice. The format of this rough draft (and final paper) will be discussed in more detail in class but this first submission is a rough draft and is designed to help you focus on your presentation as students in this course - rough drafts are not expected for conference proposals, usually only abstracts. Students should seek out online examples of quality research papers and to know how to format papers in APA style. The APA website and Purdue OWL website have sample papers. While the purpose of this class is not to teach how to write a paper and students are expected to seek out additional sources of help in paper writing, some limited information on paper structuring, style, etc. will be discussed in class. Students will submit the paper via Canvas for feedback at least two weeks prior to their assigned conference date. They will also share that paper with a colleague prior to the presentation, who will provide feedback on the conference paper - this will be discussed in class. Presentation: Students will use their rough draft paper to plan and guide their conference presentation. Students should have a slide show with at least a few slides for their presentation. The Class Conference will be run much like a professional conference. Course students will act as session hosts, act as assigned respondents, and ask questions during the sessions - these assignments will be made closer to the date. Professionalism and professional dress will be required. Major headings for the paper will be discussed in class.

6. Journal Article (final draft of rough draft paper): (2500 words minimum, apx. 10 pages excluding title page and reference section, double spaced, size 12 font, 1” margins APA Style)
Due: One week after presentation. If anyone presents on April 30th, their final paper is due on or before May 6. 10% of Grade
The final paper of the course is designed to provide students with the opportunity to develop and further prepare their original conference paper into a journal article for a relevant publication. This development includes becoming familiar with the publication requirements as stated by the journal of choice. Two journals that may be deleted are listed below.

Suggested formatting for the final paper may follow the Feminist Studies Journal or the Feminist Theory Journal Submission Guidelines. However, while these journals typically accept articles of apx 8000 to 10000 words, for this course assignment the MINIMUM word length is 2500 words - apx 10 pages, double spaced, size 12 font, 1” margins, APA Style:

Feminist Studies Journal
http://www.feministstudies.org/home.html
and
http://www.feministstudies.org/submissions/guidelines.html

Feminist Theory Journal
https://journals.sagepub.com/home/FTY
and
https://journals.sagepub.com/author-instructions/FTY
and
https://us.sagepub.com/en-us/nam/manuscript-submission-guidelines?gl=1%2A1aotij5q%2A_ga%2AMzgzNzQ2ODU4LjE3MDM2OTgyNTM.%2A_ga_60R758KFDG%2AMTcwMzY5ODI1Mi4xLjEuMTcwMzY5OTg5Ni4zMC4wLjA.#PreparingYourManuscript

7. Leavy, Teaching, and Living Feminist Theory:
Due: March 26 (themed place setting) and April 2 - written event review.
Author, philosopher, researcher, art educator, and novelist, Dr. Patricia Leavy, will join our course via Zoom from 5:45pm-6:45pm on March 26th. On that date, each student will design, bring, and set up their own dinner party place setting that incorporates a feminist theme, as well as bring their own meal and drink. All course students will work with Dr. Harlow to plan this event. Students will also help draft pre-planned questions for conversation with Dr. Leavy, design and bring their own table setting and meal to the event, actively participate in the event, and will draft a two-page review of the event that will be due one week after the event. This event will be filmed so students should either dress within the theme or their table setting OR dress in a way that is professional. Please review Judy Chicago’s Dinner Party for ideas. THIS IS AN EXCITING EVENT! Dr. Harlow has crossed paths with Dr. Leavy a few times and reached out to her to do this course event, as we are using her contemporary feminist text as the course text. Because of this event, Dr. Harlow is now including her newest novel, The Location Shoot, as a part of course reading. Do not purchase this book. More details about this soon.
8. Attendance: 10% of Grade

Course Policies
Assignment Due Dates
See Canvas and Course Schedule at the end of this syllabus for all due dates.

Visual, Written, and Presentational Professionalism, Writing Lab
• All written and verbal assignments and presentations should reflect the high quality of the teaching profession and graduate school.
• For any assignments/papers that need citations and reference sections, APA Style 7th Edition is required. Also, use APA to provide a reference slide at the end of slide shows and citations within the slide show. If you are highly skilled in another type of Style, at the beginning of the semester please speak to Dr. Harlow about using that Style.
• Written documents must be submitted using proper grammar, spelling, formatting consistency, etc. If grammar, spelling or using a Style are not your strength, please utilize the UNT Writing Center for tutoring and other writing assistance. Their website is https://writingcenter.unt.edu/
• All verbal and written communication (emails, Canvas messages, texts, and in-person conversations and dialogue) should reflect educational professionalism. Begin professional emails with a salutation or greeting (Examples: “Hello, Dr. Harlow, I am writing to you to ask . . . .” OR “Good Morning, Dr. Harlow, I was reading the syllabus and I have . . . .”)
• Professional dress is required for in-class presentations. Professional dress means business casual - this link explains: https://www.indeed.com/career-advice/starting-new-job/guide-to-business-casual-attire

Research Assistance
To assist you with course research please visit UNT University Libraries at https://library.unt.edu/ Librarians are on staff who can help you.

Late Assignments
Due dates are listed on the syllabus. In certain cases that are approved by Dr. Harlow, late assignments will be accepted WITH GRADE PENALTY – AFTER the assignment is graded, the grade for these assignments will be reduced by a total of 5% for late Day 1 - Day 3; 10% for Day 4 - Day 5; 20% Day 6 - Day 7. Any assignments turned in more than 7 days late will get 1 point and must be completed. No incompletes will be given. Submitting assignments late will have an impact on your course grade.

Extra Credit Policy
Give your best effort as you complete each course requirement. No extra credit assignments will be given for additional points in the course, unless Dr. Harlow chooses
to give extra credit points to the entire class for a specific purpose or to attend a university/college/department event.

**Redoing Course Assignments**
Give your best effort as you complete each course requirement. While reworking an assignment shows great initiative on your part in regard to your personal learning, no assignment that has been reworked after initial grading will be accepted for new grading. Upon your request, I will be happy to provide feedback prior to your completion of an assignment and turning it in for a grade, provided it is sent to me in a timely manner.

**Learning Management System (LMS)**
Canvas will be used in this course. Look for: Current announcements regarding course, weekly updates, assignment modules for each assignment containing relevant documents and rubrics, upload portals, grades, and miscellaneous course files.

**Technological Considerations**
If your own personal device (laptop, desktop computer, iPad, smart phones, or other devices) is not working properly, you will be EXPECTED to use UNT provided computers in the library or other various locations on campus to complete assignments on time and with the directions given. If you use Google Docs or Google Slides to submit assignments, make sure you have set it to “anyone with the link can view” so Dr. Harlow does not have to request permission to view. *If she has to request permission to view, you will receive late points for the assignment.*

**Audio/Video Recording**
Permission by the professor is required prior to recording any portions of class, including recording the professor. All class members must also be informed of such recordings. The professor will take a variety of photos and videos during class to use in future courses and also for Social Media related to the course. Please let the professor know if you prefer not to be filmed or photographed.

**Disclosure Statement**
The professor reserves the right to alter from this syllabus and course policy if deemed necessary to assure, but not limited to, the attainment of course learning outcomes and objectives, disability and other accommodations, illness, and academic honesty and integrity.

**Additional Policies**

**Student Policies**
Students are encouraged to familiarize themselves with all policies listed on the UNT and CVAD websites.

**Academic Integrity**
The University of North Texas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Student Academic Integrity Policy 06. 003. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy. Read more about the UNT Student Academic Integrity Policy here: https://vpaa.unt.edu/ss/integrity

Americans with Disabilities Act
The UNT adheres to the requirements of the Americans with Disabilities Act. If students need accommodations under this Act due to a disability, please contact the UNT Office of Disability Access, 940-565-4323. This is the website: https://studentaffairs.unt.edu/office-disability-access. Students with disabilities who need legally required accommodations as suggested by 2010 ADA Standards for Accessible Design, Section 508 of the U.S. Rehabilitation Act, and the Americans With Disabilities Acts should contact the UNT Office of Disability Access and make sure the course professor is also aware of accommodations needs.

The following links provide important information:

College of Arts, Humanities, and Social Sciences
View the UNT College of Visual Art and Design website here: https://cvad.unt.edu/
View the UNT Art Education Program website here: https://cvad.unt.edu/arteducation

Counseling Services
This is the website for UNT Student Counseling -

Student Academic Grade Appeals
To read more about grade appeals: https://policy.unt.edu/policy/06-040

Professional and Ethical Conduct Policy
UNT has a Code of Student Conduct. Read more about it here: https://studentaffairs.unt.edu/dean-of-students/conduct

Title IX Disclosure
If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://idea.unt.edu/title-ix Disclosure of sexual misconduct by a third party who is not a
student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

**University Policies**  
View UNT policies [here](https://policy.unt.edu/)

**Student Evaluations**  
Thank you for completing the course evaluation at the end of the semester – this is very important to Dr. Harlow and crucial for helping us know what has been successful or how to improve the course. In the written comments, please be sure to share how aspects of the course or the professor’s interaction with you assisted you as a student and future teacher. Students may evaluate courses they take starting on a date designated by the university and will receive emails from the university on how to access these course evaluations. The course professor will also send reminders.

**Art Building Emergency Plan**  
An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS information for most buildings on campus are available at [https://emergency.unt.edu/emergency-preparedness](https://emergency.unt.edu/emergency-preparedness) Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes and sign up for UNT emergency apps at this webpage. All UNT students taking classes in the ART Building should be familiar with the Emergency Emergency procedures are located at the following link:  [https://emergency.unt.edu/emergency-guidelines-0](https://emergency.unt.edu/emergency-guidelines-0) This link shows emergency plans specifically for the ART building: [https://emergency.unt.edu/sites/default/files/emergency_floor_plan_-_art_building.pdf](https://emergency.unt.edu/sites/default/files/emergency_floor_plan_-_art_building.pdf)

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**Weekly Required Reading Schedule AND Course Activities**

**WEEK 1, JAN. 16: INTRODUCTION TO COURSE, FEMINIST THEORY, & BAG PROJECT**

Weekly Readings:
- Text, Chapter: Leavy, P. & Harris, A. *Contemporary feminist research from theory to practice*. The Guilford Press. [Read Part I, Chapter 1-4]

WEEK 2, JAN. 23: TEACHING & EDUCATION, BAG PROJECT

Weekly Readings:
Text, Chapter: Text, Chapter: Leavy, P. & Harris, A. Contemporary feminist research from theory to practice. The Guilford Press. [Read Part II, Chapter 5-7]

WEEK 3, JAN. 30: BAG SHOW WORKSHOP

Weekly Readings:
• Text, Chapter: Leavy, P. & Harris, A. Contemporary feminist research from theory to practice. The Guilford Press. [Read Part III, Chapter 8-9]

WEEK 4, FEB. 6: THEORY - STUDENT LED FACILITATION #1

Facilitator:
Respondent:

Weekly Readings:
WEEK 5, FEB. 13: INTERSECTIONALITY - STUDENT LED FACILITATION #2

Facilitator:
Respondent:

Weekly Readings:

WEEK 6, FEB. 20: KNOWLEDGE - STUDENT LED FACILITATION #3

Facilitator:
Respondent:

Weekly Readings:

WEEK 7, FEB. 27: NATURAL CARING, ETHICAL CARING, AND TEACHING - STUDENT LED FACILITATION #4

Facilitator:
Respondent:
Weekly Readings:
• Article 2-4: Noddings, N. (2013) Chapters 1-4. Caring: A relational approach to ethics and moral education, 2nd ed. University of California Press. (This reference listing is not done with APA Style - each chapter is shared as one file in Canvas, but listed one time here.)

WEEK 8, MARCH 5: AFFECT - STUDENT LED FACILITATION #5

Facilitator:
Respondent:

Weekly Readings:

WEEK 9, MARCH 19: ISMS - RACE, GENDER, ABLE, AND OTHER ISMS - STUDENT LED FACILITATION #6

Facilitator:
Respondent:

Weekly Readings:
WEEK 10, MARCH 26: LEAVY, TEACHING, AND LIVING FEMINIST THEORY

We have a special guest via Zoom on this course evening. Dr. Patricia Leavy, our text author and the author of the novel you have been provided with, will be joining us for a dinner party and conversation centered on feminist theory, the 4th wave of feminism, pedagogy, and intersectionality. Each student is to have a well-designed table setting (research Judy Chicago’s Dinner Party) reflecting some aspect of feminism and bring their own meal and drink. Please see the various assignment details listed elsewhere on this syllabus. Please arrive early to class on this evening and have your table setting completely set up by 5:45pm, which is when the Zoom starts with Dr. Leavy. Please make arrangements to NOT be late for class on this evening and to leave where you might be prior to class early, if need be, so you can be early for our course. We will work
together to plan this evening and we will discuss this in great detail in class throughout the semester.

**WEEK 11, APRIL 2 - NO CLASS - NAEA CONVENTION**

Use this week to work on your Class Conference Presentations.

**WEEK 12, APRIL 9: MATERIALITY AND EXHIBITIONS - STUDENT LED FACILITATION #7**

Facilitator:
Respondent:

**Weekly Readings:**

- Website 1: Bureau of Feminism. https://hammer.ucla.edu/feminism
- Website 2: Half the Picture. https://www.brooklynmuseum.org/exhibitions/half_the_picture
- Website 4: Manal AlDowayan: https://www.manaldowayan.com/
- Website 5: #metoo in China: https://www.crassh.cam.ac.uk/events/32882/
- Website 7: A New Gallery Show Scrutinizes the Legacies of Anti-Feminist Women, From Ayn Rand to Kellyanne Conway: https://news.artnet.com/art-world/michelle-vaughan-a-movement-of-women-1901488
- Website 8: Solidarity! Transnational Feminisms Then and Now: https://www.radcliffe.harvard.edu/event/2023-solidarity-transnational-feminisms-then-and-now-exhibition
- Website 10: Judy Chicago’s Dinner Party - Brooklyn Museum: https://www.brooklynmuseum.org/exhibitions/dinner_party/
- Website 12: Brooklyn Museum’s The Fertile Goddess Teacher Packet: https://d1fxha3ugu3d4.cloudfront.net/education/docs/Fertile_Goddess_Teachers_Packet.pdf

**WEEK 13, APRIL 16: THE BAG SHOW, CLASS CONFERENCE (2 STUDENTS)**
WEEK 14-15, APRIL 23, APRIL 30: CLASS CONFERENCE, (2-3 STUDENTS EACH NIGHT, depending on course enrollment) (Note: There will only be course presentations on April 30th if the class size deems it necessary.)

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