

SO353-15 Feminist Pedagogy/Feminist Activism

22/23

Department

Sociology

Level

Undergraduate Level 3

Module leader

Akwugo Emejulu

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

N/A

Module aims

This module aims to explore what constitutes 'feminist pedagogy' and how this radical approach to education and knowledge production might foster and support different kinds of feminist activism for social change. This module does not seek to advance a unified theory of feminism but rather, to highlight how race, class, gender, sexuality, disability and legal status intersect to produce particular knowledges and repertoires of action for different feminist actors.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Session 1 Whose feminism and why feminist pedagogy?

Session 2 Who gets to be a feminist activist? What counts as feminist activism?

Session 3 Doing feminist pedagogy: Consciousness-raising sessions
Session 4 Doing feminist pedagogy: Non-hierarchical collectives and group-centred leadership
Session 5 Activist Case Study
Session 6 Reading week
Session 7 Activist Case Study
Session 8 Activist Case Study
Session 9 International Women's Day event
Session 10 Student Review and Summative feedback session

Learning outcomes

By the end of the module, students should be able to:

- Identify and apply key tenets of feminist pedagogy
- Compare and contrast competing approaches to feminist pedagogy
- Analyse the feminist pedagogical strategies of different feminist activisms at the local, national and international levels and across different cultural and historical contexts

Indicative reading list

Ahmed, S. (2009) 'Embodying Diversity: Problems and Paradoxes for Black Feminists.' *Race, Ethnicity and Education* 12(1): 41-52.

Ahmed, S. (2014). 'Selfcare as Warfare' *feministkilljoys* blog
<https://feministkilljoys.com/2014/08/25/selfcare-as-warfare/>

Amos, V. and Parmar, P. (1984) 'Challenging Imperial Feminism', *Feminist Review*, Autumn 17: 3-19.

Annesley, C. (2012). 'Campaigning against the Cuts: Gender Equality Movements in Tough Times.' *The Political Quarterly* 83(1): 19-23.

Banks, I. (1998) 'Resistance in Two Acts: Practical and Ideological Implications.' *Feminist Teacher* 12(1): 29-39.

Bassel, L. (2017) *Why Listen?* London: Palgrave.

Combahee River Collective (1977) 'Combahee River Collective Statement: Black Feminist Organizing in the Seventies and Eighties' in Moraga, C. and Anzaldúa, G. (eds) (1984) *This Bridge Called My Back: Writings by Radical Women of Color*. New York: Kitchen Table. Chun, J. J. et al (2013) 'Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates.' *Signs*, 38(4): 917-940. Crossley, A.D. (2015) 'Facebook Feminism: Social Media, Blogs and New Technologies of Contemporary US Feminism', *Mobilization*, 20(2): 253-268. Davis, A. Y. (1981) *Women, Race and Class*. New York: Random House. Delphy, C. (2015) *Separate and Dominate: Feminism and Racism After the War on Terror*. London: Verso Books. Emejulu, A. (2011) 'Can "the People" Be Feminists? Analysing the Fate of Feminist Justice Claims in Populist Grassroots Movements in the United States', *Interface: Special Issue on Feminism, Women's Movements and Women in Movements*, 3(2): 123-151. Falola, B. and Oluwalana, C.W (2017) 'Resist, Persist, Desist: Building Solidarity from Grandma Ella through Baby Angela to the Women's March', *Gender, Place & Culture*, 24(5): 1-19. Hill Collins, P. and S. Bilge (2016) *Intersectionality*. Cambridge:

Polity Press. Hill Collins, P. (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. Boston: Unwin Hyman. Hobson, B. (ed) (2003) *Recognition Struggles and Social Movements: Contested Identities, Agency and Power*. Cambridge: Cambridge University Press. hooks, b. (1989) *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press. Hull, G. T., Patricia B. S., and Smith, B. (eds) (1982) *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies*. Old Westbury: The Feminist Press. Kishimoto, K. and Mwangi, M. (2009) 'Critiquing the Rhetoric of "Safety" in Feminist Pedagogy: Women of Color Offering an Account of Ourselves', *Feminist Teacher*, 19(2): 87-102. Lewis, M. M. (2011) 'Body of Knowledge: Black Queer Feminist Pedagogy, Praxis, and Embodied Text', *Journal of Lesbian Studies*, 15(1): 49-57. Lorde, A. (2017) *Your Silence Will Not Protect You*. London: Silver Press. Lugones, M. (2010) 'Toward a Decolonial Feminism'. *Hypatia*, 25(4): 742-759. Moraga, C. and Anzaldúa, G. (eds) (1984) *This Bridge Called My Back: Writings by Radical Women of Color*. New York: Kitchen Table. Mirza, H.S. (1997) *Black British Feminism: A Reader*. London: Routledge. Payne, C. (1989) 'Ella Baker and Models of Social Change', *Signs*, 14(4): 885-898. Ransby, B. (2003) *Ella Baker and The Black Freedom Movement: A Radical Democratic Vision*. Chapel Hill: University of North Carolina Press. Sudbury, J. (1998) *Other Kinds of Dreams: Black Women's Organisations and the Politics of Transformation*. Routledge: London. Tormos, F. (2017) 'Intersectional Solidarity', *Politics, Groups, and Identities*, 5(4): 707-720. Yuval-Davis, N. (2012) *The Politics of Belonging: Intersectional Contestations*. London: Sage

Subject specific skills

Communication
 Team work
 Critical thinking
 Problem solving
 Time management

Transferable skills

Communication
 Team work
 Critical thinking
 Problem solving
 Time management

Study

Study time

Type	Required
Lectures	8 sessions of 1 hour (6%)
Total	142 hours

Type	Required
Seminars	8 sessions of 1 hour (6%)
Tutorials	(0%)
Project supervision	(0%)
Practical classes	1 session of 2 hours (1%)
Supervised practical classes	(0%)
Private study	124 hours (87%)
Total	142 hours

Private study description

reading, preparing for seminars, participation in group activities

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A1

	Weighting	Study time
Oral History Project	75%	5 hours
A 3,000-word essay. Students will be required to interview 2-3 feminist activists and critically analyse the pedagogical strategies that have informed the activists' work.		
Co-organise an International Women's Day	25%	3 hours
Co-design and co-organise a two-hour International Women's Day event. Working closely with the module leader, students will collectively co-organise an event of their choice and design which commemorates International Women's Day on 8th March and which links to the module's learning outcomes.		

Feedback on assessment

Formative feedback in the selection of interview participants for essays
 Summative feedback on student essays
 Formative feedback over 10 weeks in the planning of the International Women's Day event
 Collective summative peer review/feedback on the International Women's Day event

Availability

Courses

This module is Core optional for:

- Year 3 of ULAA-ML33 Undergraduate Law and Sociology

This module is Optional for:

- USOA-L301 BA in Sociology
 - Year 3 of L301 Sociology
 - Year 3 of L301 Sociology
 - Year 3 of L301 Sociology
- Year 4 of USOA-L306 BA in Sociology (with Intercalated Year)
- Year 3 of UHIA-VL15 Undergraduate History and Sociology (with a term in Venice)
- Year 3 of USOA-L314 Undergraduate Sociology and Criminology

This module is Unusual option for:

- UPHA-V7ML Undergraduate Philosophy, Politics and Economics
 - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)
 - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)
 - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)

This module is Option list A for:

- ULAA-ML34 BA in Law and Sociology (Qualifying Degree)
 - Year 3 of ML34 Law and Sociology (Qualifying Degree)
 - Year 4 of ML34 Law and Sociology (Qualifying Degree)
- Year 4 of UHIA-VL16 Undergraduate History and Sociology (with Year Abroad and a term in Venice)
- Year 4 of ULAA-ML33 Undergraduate Law and Sociology

This module is Option list B for:

- Year 4 of UPOA-ML14 Undergraduate Politics and Sociology (with Intercalated year)

This module is Option list C for:

- Year 3 of UHIA-VL13 Undergraduate History and Sociology
- Year 4 of UHIA-VL14 Undergraduate History and Sociology (with Year Abroad)

This module is Option list D for:

- Year 3 of UHIA-VL13 Undergraduate History and Sociology
- Year 4 of UHIA-VL16 Undergraduate History and Sociology (with Year Abroad and a term in Venice)

- Year 4 of UHIA-VL14 Undergraduate History and Sociology (with Year Abroad)
- Year 3 of UHIA-VL15 Undergraduate History and Sociology (with a term in Venice)