Topic Exploration Article Two

Brandon M.C Ryan

University of Regina

This article mostly discusses “Perennialist” (Edmund, 2015) ideas of linking old figures to a modern-day “Feminist Pedagogy,” (Foertsch, Fall 2000) and this article goes more into depth about creating and adopting a “Feminist Pedagogy.” (Foertsch, Fall 2000) The article does reference “Plato” (Foertsch, Fall 2000) and “Socrates,” (Foertsch, Fall 2000) quite a bit, and uses them as a tool to help enhance the points made within the article; mostly, the points expressed to justify a “Feminist pedagogy’s” (Foertsch, Fall 2000) foundation, for example “disempowering him as student: Plato bosses Socrates arrogantly, rises vengefully against his "father" in classic Oedipal fashion.” (Foertsch, Fall 2000) The article does talk a lot about the opposition from the radical right and criticism of a “Feminist pedagogy,” (Foertsch, Fall 2000) and the article explores the differences and similarities between students and teachers or professors; explores the idea of students calling teachers or professors by their first names. Some critical ideas are expressed within the article about common modern classrooms that are both “Essentialist” (Edmund, 2015) and “Perennialist,” (Edmund, 2015) for example “others have pointed out, students will be "led to" (Foucault's term) this sort of expert knowledge by the controlling figure of the teacher-the only one in the room able to do it and who therefore simply must.” (Foertsch, Fall 2000) Ideas, such as, using first names in the classroom to “personalize” (Foertsch, Fall 2000) connections, and the idea and foundation of the syllabus, they describe the syllabus as an academic contract, for example “spread responsibility for teacher-generated policies to students in their acceptance of the syllabus/contract,20 and hide or soften the presence of obvious authority.” (Foertsch, Fall 2000) Finally, the article concludes by describing the benefit of academic freedom within the classroom, by using a syllabus, [sic] and describing the teacher as an individual who is paid to teach culturally accepted social traits, but then argues against this notion by pointing out that by forcing guilt into nefarious students the teacher is only reinforcing disruptiveness, competitiveness, materialist, and finally, arrogance as character traits, for example “that the instillation of values (the reform of "delinquents," the instilling of "guilt" in madmen) hardly subverts power structures but instead only strengthens and enlarges them.” (Foertsch, Fall 2000)

Personally, I think that this article aligns immaculately with my beliefs in “Perennialism” (Edmund, 2015) and “Social Reconstructionism,” (Edmund, 2015) because of the references to old antiquity philosophers and academic figures, such as “Plato” (Foertsch, Fall 2000) and “Socrates.” (Foertsch, Fall 2000) However, this article discusses more about my topic by sharing ideas and experiences, related to my topic, for example “I have requested that students address me by my first name (though not in a spirit of generosity so much as, again, through my sense of being equally powerless, on the same level as they,” (Foertsch, Fall 2000) so not only does this article connect to my topic and beliefs, but this article also gives me great ideas and theories to consider while I develop my own pedagogy. Since this article goes more into depth with the idea of a syllabus, I now understand the concept and benefit of adopting a syllabus approach, as an academic contract, within my own pedagogy and praxis, hopefully, I can succeed at persuading future students, with a syllabus, to use their academic freedom efficiently and wisely. Based on what I have read so far, I would like to point out that between the two articles I noticed a connection; between me and a “Feminist Pedagogy,” (Foertsch, Fall 2000) personally, I will be looking more into adopting a similar pedagogy within the future. The idea that punishing students with guilt and shame only leads to reinforcing undesirable character traits, and I think this is an interesting idea because I never realized how much impact certain strict individuals, such as teachers, could have on a collective group, of students. However, I must agree with Dewey’s criticism of progressive teaching, because students, who are young, will still be looking towards an authority figure for some guidance within their individual lives, and I think that we as teachers should be willing to provide that guidance with some structure or method, unfortunately, I just disagree with “Essentialism,” (Edmund, 2015) and I do not think that a syllabus would be enough to guide students in the right direction, but by being cryptic, poetic, and omnipresent, like, as a teacher, I think we could guide students in the right direction while reinforcing those undesirable character traits.

References

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