

<p style="text-align: center;">"You Can Set Your Body Free":</p> <p style="text-align: center;">Syllabus Design In + Against the Neoliberalist University</p> <p style="text-align: center;">Carmen Kynard, Ph.D.</p> <p style="text-align: center;">ckynard@jjay.cuny.edu http://carmenkynard.org @ckdigidesign</p>	Our Timing/ Plan
	7:00-7:30pm: Overview
	7:30-8:00pm: Writing Time & Partnered Sharing
	8:05-8:30pm: Discussion

Today's URL:

<http://bit.ly/kynard-syllabi>

A Now & Later Process: 15 Questions Towards an Anti-Corporate Syllabus Design

		What I Do Now	. . . and Later
1	What is the theme of your course? How have you pushed past the typical, short tropes like--- fear, identity, my digital self, etc? Where do the words of your theme come from? How do you explain that theme to students? How do you <i>show</i> students the theme? In other words, what does your syllabus LOOK LIKE--- <i>how do you make sure that the look and feel are not already white and standardized?</i>		
2	How do you open your syllabus and greet students? Have you started the syllabus with YOUR words, your message to the students? What song/ symbol might represent your course? Have you pushed past the tendency to copy and paste the departmental/ institutional registers?		
3	What is the very first assignment of your class--- the reading and/or writing assignment? Why? How does this help students understand the politics and purpose and vibe of the course?		
4	What do you want students to write in your class? How? Why? Is that different from most of their other classes? How do you respond to student writing/text? Why that way? How do you talk to students about all of this?		
5	What is your assessment philosophy and process? How do you explain your assessment policy to students? Why do you assess that way? What do students GET		

	from your unique assessment? A way to get a good or bad grade ... or is there more?		
6	What are your expectations for students' presence in your class (lateness, absence, etc)? Why do you have those expectations? What difference does it make to you? To the classroom? Where do you put other policy issues on your syllabus (official course description, etc)? Why there? How does that placement match/show their prominence in this class?		
7	What is YOUR plagiarism policy? If you MUST include institutional words (per campus requirements), where/how do you also add your own language and perspective?		
8	What is your policy about dis/ability? If you MUST include institutional words (per campus requirements), where/how do you also add your own language and perspective?		
9	Where/how do you treat the departmental/institutional learning objectives (LOs) of the class? Where do you put them? Do you translate/re-write them for the students at your institution? Who is the audience for these LOs as they are currently written?		
10	How do you ensure an ethical cross-racial/cross-sexual/cross-national/cross-lingual collection of authors and content in your course? What is the racial/ sexual/ gender/ national/ linguistic make-up of your curriculum right now? Who is missing and why? Who is over-represented and why?		
11	<p>What is your policy about pronouns and pronunciation? Where/how do you include it? Why?</p> <p><i>Here is the policy created by JJay Gender Studies last semester: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by all members of the classroom community - faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your</i></p>	<p>Right now, I cut and paste this policy right onto my syllabus since I am part of the advisory board who helped write it... despite faculty in ENG who questioned and challenged it. I need to put it in my own words now though.</p>	<p>I will create a webpage and I will show on the first day of class where we do an icebreaker learning one another's names and pronouns. See webpage that goes with this workshop for the videos I will use.</p>

	<i>gender identity. Please advise me of your name's proper pronunciation, and any name or pronouns not reflected by CUNYFirst. Students are expected to use the appropriate names and pronouns of their classmates and professor.</i>		
12	What are students DOING in this class? What do they MAKE and CREATE? Where do their creations go? When and where do they speak/write/design/create to and for communities outside of the teacher and classroom peers?		
13	How do you wind down the semester? Why that way? (Are you conscious of being more low-key and letting yourself and students breathe after grindin' all semester---i.e., structured self-care?)		
14	How have you protected yourself from the institutional gaze if/when you offer an alternative space? How does your assessment policy work against privileged white students who will complain against you?		
15	Your Own Question(s):		

notes