**Teaching Statement Safiyya Hosein**

My teaching philosophy is expansive, because I appreciate the importance of linking the course texts to deeper understandings of society. Being a researcher of Muslim demographics, Islamophobia, orientalism, and misogyny, I believe it is important to challenge students’ frames of references whenever necessary. For example, as a teaching assistant for the course “Women and Islam,” I was afforded the opportunity to engage with students on these topics, and I learned how to address their concerns. Additionally, my robust experience giving guest lectures and presentations strengthened my skill set required for teaching.

My guest lectures in the “Crafting a Novel” course at Sheridan College and the “Feminisms of Color” course at the University of California Irvine afforded me the opportunity to hone my skills in effectively delivering lectures, assigning activities to students, and engaging them in the question-and-answer component of the lecture. The “Crafting a Novel” lecture focused mainly on independent comics, while in “Feminisms of Color,” the lecture revolved around my dissertation topic, Muslim superheroes. I assigned course readings in advance of the lecture, in which I delivered a PowerPoint presentation on three Muslim superheroines. One of the class activities involved dividing students into four groups to read a short comic about the Egyptian Muslim superheroine, Qahera, fighting a Eurocentric Feminist group named *Femen*. I posed the question “What does the comic say about inclusivity, Muslim women, and Western Feminisms?” and asked students to discuss it among their groups, before having a designated member of each group share their analyses with the rest of the class. The question was not only pertinent to my topic, but was also aligned with the course mandates. Students were very enthusiastic about the activity, and the course instructor later informed me that they greatly enjoyed the class.

As a teaching assistant, I was also able to interact with students on a one-on-one basis. One of the assignments for the “Women and Islam” course called for a comparative analysis of two texts – one of which was Anaya McMurray’s *Hotep and Hip-Hop: Can Black Muslim Women Be Down with Hip-Hop?*, addressing Black Muslim women’s perspectives on hip-hop and connecting Black Muslim women to Muslim R&B artists such as Erykah Badu. As an intersectional feminist media scholar focused on Muslim representation, I paid close attention to marking papers on this subject. Sometimes, students would contest their grade, and I would clearly define the rubric and explain how they fell short of articulating their arguments. I was always constructive in these conversations, as I wanted to teach students how to refine their arguments and articulate their thoughts in a more convincing and well-supported manner—skills important in, and transferrable to, any field.

As a comics studies researcher, I favor presentations, believing that a visual element can be vital when educating one’s audience. Therefore, I utilize PowerPoint presentations to summarize my key points and elaborate on them at conferences. As a result, I have come to view technological advances as a critical component of teaching. I am interested in teaching a course on comics, race, and gender— in such a course, images and visual material would play a pivotal role in classroom discussions and in exploring various aspects of these topics.

I view teaching as a commitment to equity, inclusion, and engagement, and I hope to continue to meet students in an environment where I can bridge the course materials and lesson plans with their frames of reference regarding marginalized peoples.