

Associate Professor of Political Science and Women's Studies at York University, was awarded a 3M National Teaching Fellowship in 2005. Her publications include *Feminist Challenge to the Early Canadian Left* (McGill Queens 1995), *Voices from the Classroom: Reflections on Teaching and Learning in Higher Education* (Garamond 2001), and articles on preventing plagiarism, classroom assessment and feminist pedagogy. Dr. Newton has also been invited to present teaching workshops in Canada and the United States. Currently, Dr. Newton's sabbatical research is focused on the following question: if we want students from a broad range of disciplines to graduate with the democratic skills needed for a democracy, what implications does this have for our teaching practices? In particular, Dr. Newton is focused on democratic listening skills: What are they? Why do we need to teach them across the disciplines? What pedagogical practices would help students learn these skills? How would we assess student learning of democratic listening skills?