Course Description:

This seminar is designed to provide a broad overview of the themes and debates falling under the rubric of gender and education especially the intersections of class, ethnicity, race, and sexuality. Our explorations will be both historical as well as contemporary as we focus on the construction and enactment of gender within educational arenas and the impact of gender on the production of knowledge, teaching, and learning.

Requirements:

1. **Class Preparation and Participation.** (10% of the final grade)

   The success of the seminar depends upon the preparation and participation of all members. We are all teachers and learners and I hope we all can try on new arguments and ideas freely. Our objective in seminar is to push us to think and reflect further. The content of our discussions is the responsibility of us all. You will be expected to be prepared for each class meeting by completing the readings, preparing questions and critical comments, and being actively involved in seminar conversations. Only one unexcused absence will be permitted during the semester. Unexcused absences will lower your grade.

2. **Discussion Co-Facilitator: Designated Drivers.** (5% of the final grade)

   Each week, two of you will be the "designated drivers." As "designated drivers, students will assist the instructor in facilitating class discussion. This role entails being prepared to present the main arguments of each of the readings; identify areas of debate and key themes that may strike you as particularly illuminating, dense, vivid, contradictory etc.; make connections with previous readings and discussions; and provide sparkplugs and starting points for seminar conversations. I suggest that you make a handout with a list of questions to prompt class discussion. Students are not expected to lecture while driving! (Snacks are welcome!)

3a. **Reaction essays.** (25% of the final grade)

   In order to help read actively, organize your thoughts, and participate in class discussions, each week you will need to prepare a critical commentary (1-2 pages) on seven of our weekly sets of readings. Reaction paper should be organized as follows:

   1) You need to summarize briefly the main arguments (one or two paragraphs only);
   2) Identify the major contributions and weaknesses of the arguments;
   3) Consider the connections and disconnections from other texts we have read in this seminar and identify unresolved issues in the readings to date or
indicate how ideas in the readings might be useful for your own work;
4) Identify one or two questions to be raised in class discussion;

3b. **Two Gender Observation\Interview Exercises.** (20% of the final grade)

The purposes of these two exercises are to observe and reflect upon the construction, teaching, and learning of gender. The first exercise will be an analysis of gender within popular culture. You may choose a TV show, film, magazine, department store, etc. The second exercise will be an analysis of a text\experience\observation\interview in a formal educational setting. You need to identify, describe, and interpret the assumptions made about gender in your selections. You need to reflect explicitly upon what you see, hear, or read in light of course readings and you need to include specific readings in your write-up. A short presentation will be required.

**Due Dates: September 22 and October 27.**

4. **Seminar Paper.** (40% of the final grade)

This is intended as an in-depth exploration of a topic that grows out of those addressed by this class. This paper is intended to help you analyze, critique, and integrate course material into your own work. It is expected that your paper will include some reading beyond assigned course materials; thus, the first step in preparing your paper should be to generate a bibliography. The main purpose of this paper is to afford you the opportunity to develop your own perspectives and synthesis on the kinds of questions that form the subject matter of this course. This paper need not be any longer than 20 pages. I am very glad to work with you to develop your topic for this paper, or any other assignments in class. By October 13, you should submit a paragraph length proposal for the paper so I can provide suggestions and feedback before you begin writing. A short presentation on this assignment will be scheduled during the last three weeks of the semester.

**Papers are due on December 8.**

Please feel free to call or come to talk with me about written work or any other aspect of the course.

**Course Readings:**


Other required course readings are on reserve at the Education library.
Tentative Travel Itinerary

1). August 25. Introduction to the course and each other. Overview of the course. What is gender? What is education? What are some of the core issues in thinking about gender and education? How have the issues emerged and shifted over time? What are the some of the areas of contestation?

2). September 1. Theorizing on Gender and Education

On Reserve:


3). September 8. Theorizing on Gender and Education: Ways of Knowing

From Wosyhner and Gelfond reader:

1) Gilligan, “In a Different Voice”
2) Gilligan, “Women’s Place in Man’s Life Cycle”

On Reserve:


Deborah Britzman. “Beyond Rolling Models: Gender and Multicultural Education.”


4). September 15. **Theorizing on Gender and Education: Ethics of Care and Constructing Masculinity**

On Reserve:


5). September 22. **Gender at Work: Identity and Everyday Instructions**

On Reserve:


From Woynshner and Gelfond:

1) Alex Wilson. “How We Find Ourselves.”

**** Gender Exercise I Due

6). September 29. **Gender at Work: Knowing and Identity**

Read Wendy Luttrell. Schoolsmart and Motherwise.

7). October 6. **Gender at Work: The Classroom**

Read Barrie Thorne. Gender Play

8). October 13. **Gender and Reform in the Schools**
Read Jane Kenway and Sue Willis. Answering Back.

9). October 20. **Educational Institutions and Policies:**

On Reserve:

Carolyn Bratt et al. (1990) "Let Facts Be Submitted to a Candid World... The Report of the University Senate Council Ad Hoc Committee on the Status of Women," University of Kentucky.


From Woyshner and Gelfond:

Eisenmann, “Reconsidering a Classic.”

Lee, “The Road to College.”

10). October 27. **School Work - Past and Present**

On Reserve:


Read Biklen, School Work

Gender Exercise II Due

11). November 3. **School Work - Past and Present**

Read Annette Henry. Taking Back Control

12). November 10. **Sexuality, Difference, Power**

From Wosyhner and Gelfond reader:

1) Micelle Fine. "Sexuality, Schooling, and Adolescent Females."
2) Nan Stein. “Sexual Harassment in School.”

On Reserve:


13). November 17. **Making Change**

On Reserve:


No CLASS— I will be attending the American Anthropology Association meetings

14). December 1. **Making Change**

From Woyshntner and Gelfond:

1) Schuster and Van Dyne, “Placing Women in the Liberal Arts.”
2) Young and Padilla, “Mujeres Unidas en Accion: A Popular Education Process.”
4) Ayers, “We Who Believe in Freedom.”

On Reserve:


16) December 8.

**** Paper Due: Presentations