

Gender and Education
Course Syllabus

This course examines issues, research, theory, and policy on gender and education from a historical, political, and contemporary perspective. Gender effects in socialization, schooling, and lifelong learning are analyzed for their implications for individuals, society, and culture. Intersections of gender with race, class, and ethnicity are highlighted. The purpose of the course is to provide an overview of topics, controversies, and positions on the role of gender in education. We seek to accomplish the following objectives through readings, class lectures, discussions, and reflections:

1. Given a set of issues on gender and education, we can analyze them for
 - a. alternative ways of framing the problems raised,
 - b. the research and policy literature appropriate for examining the problems,
 - c. the moral and ethical principles involved, and
 - d. the consequences for individuals, groups, and societies of solutions proposed.
2. We can describe how gender divisions are defined across cultures. We can assess effects of these constructions and resulting beliefs, behaviors, and attitudes on our experiences of work, knowledge, power, leadership, and education.
3. We can examine the intersection of gender with race and ethnicity, socioeconomic class, immigration status, religion and consider the implications for education.
4. We can identify, describe, and apply relevant theoretical perspectives to the examination of selected issues in gender and education. We can describe the assumptions and implications underpinning these theoretical perspectives.
5. We can locate, organize, and synthesize research studies on gender and education from multiple disciplines; we can abstract from these syntheses the major constructs formulated and relationships proposed.
6. We can identify and discuss implications for gender of research in school achievement, peer interaction and socialization, teacher-student interactions, hidden curriculum, institutional organization and hierarchies of schooling, literacy and numeracy, knowledge production and distribution in higher education, divisions in schooling across cultures, teaching as work, teaching and learning outside schools, and patterns of lifelong learning.
7. Given the variety of policy positions toward gender and education, we can identify the origins, the operational requirements, and the potential consequences of each; we can generate applications of each position to our own lives and anticipated futures and specify and defend our preferred policy(ies).

Course Requirements:

1. We expect regular attendance and will take excessive absences (missing more than 6 hours of a 45-hour course) into account in the final course grade.
2. We expect people to come to class prepared and to contribute to class discussions and activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.
3. All students are required to have and to use an electronic mail account. These are available free in the Office of Information Technology, Aderhold 231. We may make periodic email assignments. These will all be assessed on a pass-fail basis. Failure to complete email assignments will be taken into account in the final course grade.
4. All students are required to complete one oral and three written assignments--two short ones and a class project. The final grade will be based on the following distribution:
 - a. Attendance, preparation, and discussion: 15%
 - b. Oral presentation: 15%
 - c. Two short papers at 15% each: 30%
 - d. Final project: 40%

Assignments:

I. Standard Option:

1. PAPERS: You will submit a 10-page paper at the end of the course on the topic, "The Relationship between Gender and Education." This is to be a position paper representing how you believe these two constructs are connected. To prepare for this paper, you will turn in two shorter pieces. First, you will prepare a one-page draft abstract of your piece. This preliminary piece will reflect your initial thinking about the subject and will include an outline of the paper and the material you intend to cite. Please attach separately a list of complete citations for any references. Second, you will turn in a short rough draft of the project--no longer than four pages--that reflects your work up to that point. Attach a reference list for any material cited. You may draw from a variety of resources in justifying your position: material read for class discussion, material read for your topical presentation (see below), other literature encountered, personal experiences, and so on.

2. TOPICAL PRESENTATION: You and a partner you choose will select one of the topics listed on the "Readings on Gender and Education" bibliography for which you will prepare a 20-minute presentation to the rest of the class. This may be based entirely or partly on the citations we have listed. You may substitute or include other materials, but be sure to share your citations. The presentation is intended to be a brief contribution from you on a topic that interests you. The subject you select may overlap with the topic you develop for the final project.

II. Alternative Option: You may substitute for the standard option a project negotiated with us. This may be work on an ongoing task such as a thesis or dissertation related to gender and education or combined with an assignment for another course that also is related to gender and education. It should result in a project sufficient for assigning you a grade for the course.

Instructors:

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Judith Preissle can be reached by telephone at 542-6489, by email at preissle@coe.uga.edu, and in her office, Aderhold 630B, during announced office hours from 2:30 to 4 on Monday and Wednesday and by appointment.

Topics in Gender and Education

Current issues in gender and education: sexism and its critique; defenses across cultures of traditional gender divisions; equal recompense for equal training; equal access to knowledge traditionally limited by gender; knowledge and the distribution of private and public power; leadership and control of educational decision making; feminism, womanism, and the women's movements; human diversity and its relationship to gender and education (race and ethnicity; socioeconomic class; immigration; religion; disability)

Theoretical perspectives toward gender and education: social science theories; action theories (critical theories; critical race theory; feminist and womanist theories; postmodern theories)

Empirical research on gender and education: school achievement; peer interaction and socialization; teacher-student interactions; the hidden curriculum; the visible curriculum (reading, mathematics, language arts, social studies, science, music, art, physical education, occupational studies); the institutional organization and hierarchies of schooling; literacy and numeracy among males and females across cultures; knowledge production and distribution in higher education; the history of gender divisions in schooling across cultures; teaching as gendered work; teaching and learning in the family and other social institutions; patterns of lifelong learning; professional socialization; gender socialization; gender and language use and acquisition; education and men's studies research; socialization and sexuality

Policy positions on gender and education: sources of opposition to equalizing power and resources; compensatory efforts to promote gender equity; equal opportunity approaches to gender equity; multiculturalism and gender equity; empowerment efforts to promote gender equity; feminist pedagogy

Course Outline

Class meetings:

- One Introduction
- Two Sociohistorical Constructions of Gender
*Rabow et al.
Andersen and Collins, Chs. 17, 18, 19
Menchu, Intro. and Chs. 1-2
- Three Menchu, Chs. 3-17
Biklen and Pollard, Chs. 1-2
*Stolcke
- Four Experiencing Gender: Multiple Identities
Menchu, Chs. 18-23
Andersen and Collins, Overview to II and Ch. 8
Biklen and Pollard, Ch. 4
*Grant
- Five Biklen and Pollard, Ch. 9
*Chaudhry
Menchu, Chs. 24-34
Biklen and Pollard, Ch. 8
- Six Andersen and Collins, Chs. 10, 12, 14, 15, 47, 48, 49
*Benham
ABSTRACTS DUE AND TOPIC DATE SELECTED
- Seven Andersen and Collins, Ch. 13
*Gibbs
*Reed
TOPIC PRESENTATIONS
- Eight Studying Gender: Research and Reflections
Stromquist, Chs. 1-3
Biklen and Pollard, Ch. 5
TOPIC PRESENTATIONS
- Nine Stromquist, Chs. 4-6
Biklen and Pollard, Ch. 6
TOPIC PRESENTATIONS
- Ten Stromquist, Chs. 7-9

Biklen and Pollard, Ch. 7
TOPIC PRESENTATIONS

- Eleven hooks, Chs. 1-7
 *Foster
 TOPIC PRESENTATIONS
- Twelve hooks, Chs. 8-14
 *Henry
 TOPIC PRESENTATIONS
- Thirteen Affecting Policy and Practice
 *Datnow
 Andersen and Collins, Chs. 32, 35, 55
 TOPIC PRESENTATIONS
 DRAFTS DUE
- Fourteen Hopkins, Chs. 1-4
 Andersen and Collins, Ch. 11
 TOPIC PRESENTATIONS
- Fifteen Conclusion
 Hopkins, Chs. 5-8
 *Hemmings
 Biklen and Pollard, Chs. 10-12

Required Textbooks:

- Andersen, Margaret L., and Patricia Hill Collins
1998 Race, Class, and Gender: An Anthology. Third ed. Belmont, CA: Wadsworth.
- Biklen, Sari Knopp, and Diane S. Pollard, eds.
1993 Gender and Education. Chicago: University of Chicago Press.
- hooks, bell
1994 Teaching to Transgress: Education as the Practice of Freedom. New York:
Routledge.
- Hopkins, Ronnie
1997 Educating Black Males: Critical Lessons in Schooling, Community, and Power.
Albany: State University of New York Press.
- Menchu, Rigoberta
1984 I, Rigoberta Menchu: An Indian Woman in Guatemala. New York: Verso.
- Stromquist, Nelly P.
1997 Literacy for Citizenship: Gender and Grassroots Dynamics in Brazil. Albany: State
University of New York Press.

*Materials on Reserve:

*Benham, Maenette K.P.

1997 Silences and Serenades: The Journeys of Three Ethnic Minority Women School Leaders. *Anthropology and Education Quarterly* 28(2):280-307.

*Chaudhry, Lubna

1998 Aisha: An Ethnographic Montage of a Pakistani Muslim Immigrant Woman. Manuscript submitted for publication.

*Datnow, Amanda

1997 Using Gender to Preserve Tracking's Status Hierarchy: The Defensive Strategy of Entrenched Teachers. *Anthropology and Education Quarterly* 28(2):204-228.

*Foster, Michele

1990 The Politics of Race: Through the Eyes of African-American Teachers. *Journal of Education* 172: 123-142.

*Gibbs, Jewelle Taylor

1988 Young Black Males in America: Endangered, Embittered, and Embattled. In *Young, Black, and Male in America: An Endangered Species*. Jewelle Taylor Gibbs, ed. Pp. 1-36. Dover, MA: Auburn House.

*Grant, Linda

1992 Race and the Schooling of Young Girls. In *Education and Gender Equality*. Julia Wrigley, ed. Pp. 91-113. London: Falmer Press.

Hemmings, Annette

1996 Conflicting Images? Being Black and a Model High School Student. *Anthropology and Education Quarterly* 27(1):20-50.

Henry, Annette

1995 Growing Up Black, Female, and Working Class: A Teacher's Narrative. *Anthropology and Education Quarterly* 26(3):279-305.

*Rabow, Jerome, Michelle A. Charness, Johanna Kipperman, and Susan Radcliffe-Vasile

1994 *William Fawcett Hill's Learning Through Discussion*. Third ed. Thousand Oak, CA: Sage.

*Reed, Rodney J.

1988 Education and Achievement of Young Black Males. In *Young, Black, and Male in America: An Endangered Species*. Jewelle Taylor Gibbs, ed. Pp. 37-96. Dover, MA: Auburn House.

*Stolcke, Verena

1993 Is Sex to Gender As Race Is to Ethnicity? In *Gendered Anthropology*. Teresa del Valle, ed. Pp. 17-37. London: Routledge.