

<b>EFND 7100 Gender and Education</b>
<b>Mondays, 4:40-7:25 pm, Aderhold 112</b>
<b>Spring 2008: Version 080110</b>

**Dr. Judith Preissle, Coordinator**  
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**and by appointment**

<b>Bulletin Description</b>
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Issues, research, theory, and policy on gender and education. Gender effects in socialization, schooling, and lifelong learning are analyzed for their implications for individuals, society, and culture.

<b>Course Schedule and Topical Outline</b>
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- 1-7-08        **Introduction to gender and its relationship to education;**  
**Course overview and requirements**
- 1-14-08     **Sociohistorical Constructions of Gender**  
\* Rabow et al.  
Jossey-Bass Reader, Part 1
- 1-21-08     Martin Luther King, Jr. Holiday: no class meeting
- 1-28-08     Nieuwenhuys, Prologue-Ch. 2  
Eder, Chs. 1-4
- 2-4-08       **Sexism and Gender Challenges**  
Jossey-Bass Reader, Introduction  
King  
Henry
- 2-11-08     Nieuwenhuys, Chs. 3-4  
Eder, Chs. 5-7
- 2-18-08     Jossey-Bass Reader, Part 2
- 2-25-08     Jossey-Bass Reader, Part 4  
**PRESENTATION TOPICS AND PARTNERS SELECTED**
- 3-3-08       **Gender Equity**  
Jossey-Bass Reader, Part 3  
**PLAN FOR FINAL PROJECT DUE**
- 3-17-08     Nieuwenhuys, Chs. 5-8  
Eder, Chs. 8-10
- 3-24-08     **Experiencing Gender: Multiple Identities**  
Jossey-Bass Reader, Part 5

- 3-31-08 Sewell  
Grant  
Johnson
- 4-7-08 **Studying Gender: Research and Reflections**  
Holland and Eisenhart, Preface, Parts 1 and 2, Appendix *OR*  
Mechling, Introduction, Day 1, Day 2, Methodology Appendix  
TOPIC PRESENTATIONS
- 4-14-08 Holland and Eisenhart, Parts 3 and 4 *OR*  
Mechling, Days 3-10  
TOPIC PRESENTATIONS
- 4-21-08 Holland and Eisenhart, Parts 5 and 6 *OR*  
Mechling, pp. 187-283  
TOPIC PRESENTATIONS
- 4-28-08 **Affecting Policy and Practice**  
Jossey-Bass Reader, Part 6  
TOPIC PRESENTATIONS
- 4-30-08 **Projects due by 5 pm; no class meeting**

### Required Textbooks

Eder, Donna

1995 *School Talk: Gender and Adolescent Culture*. New Brunswick, NJ: Rutgers University Press.

Jossey-Bass

2002 *The Jossey-Bass Reader on Gender and Education*. San Francisco: Jossey-Bass.

Nieuwenhuys, Olga

1994 *Children's Lifeworlds: Gender, Welfare and Labour in the Developing World*. London: Routledge.

### One of the Following:

Holland, Dorothy C., and Margaret A. Eisenhart

1990 *Educated in Romance: Women, Achievement, and College Culture*. Chicago: University of Chicago Press.

Mechling, Jay

2001 *On My Honor: Boy Scouts and the Making of American Youth*. Chicago: University of Chicago Press.

### Reserve Reading

Grant, Linda

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

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. 3<sup>rd</sup> ed. Thousand Oaks, CA:  
Sage. (Note: 3 of the 4 versions on reserve are the earlier edition. Read either edition.)

Johnson, Corey W.

2005 'The First Step Is the Two-Step': Hegemonic Masculinity and Dancing in a  
Country-Western Gay Bar. *International Journal of Qualitative Studies in Education* 18  
(4): 445-464.

King, James R.

2000 The Problem(s) of Men in Early Education. *In* *Masculinities at School*. Nancy  
Lesko, ed. Pp. 3-26. Thousand Oaks, CA: Sage.

Sewell, Tony

1997 *Black Masculinities and Schooling: How Black Boys Survive Modern Schooling*.  
Introduction and Chs. 1, 8-9. Stoke on Trent, England: Trentham Books.

\*Starred entry is available on reserve at the Office of Instructional Technology (OIT) in Aderhold  
Hall 232; limited copies are also available in the UGA Bookstore. All other reserve materials are  
or will be available by mid-January on our WebCT page.

### Course Requirements

1. I expect regular attendance and will take excessive, unexcused absences (missing more than 6 hours of a 3 credit-hour course) into account in the final course grade.
2. I 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 use the WebCT services that support this course. Some course material will be available only on the course WebCT site. We will be emailing one another for individual and group purposes using this site. Assignments are to be submitted on the WebCT site.
4. All students are required to complete one oral and two written assignments. The final grade will be based on the following distribution:
  - a. Attendance, preparation, and discussion: 15%
  - b. Oral presentation: 20%
  - c. Overview and plan for final project: 15%
  - d. Final project: 50%

### 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 in a relevant context of your choice (e.g., gender and a curricular area, gender and

education in the family or home, gender and teaching or administering, gender and education in international contexts, etc.) . To prepare for this paper, you will submit a two-page overview. 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. 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 areas listed on the "Topics in Gender and Education" bibliography for which you will prepare a 15-minute presentation to the rest of the class. This may be based entirely or partly on the references provided for the topics on our WebCT page. 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 whatever you develop for the final project.

II. Alternative Option: You may substitute for the standard option a project negotiated with me. 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 (with permission from the instructor of that course). It should result in a project sufficient for assigning you a grade for the course.

Grading is based on this distribution:

100-93 = A	79-77 = C+
92-90 = A-	76-73 = C
89-87 = B+	72-70 = C-
86-83 = B	69-60% = D
82-80 = B-	below 59 = F

### **Course Objectives**

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. Both the constructs gender and education are interpreted broadly, and we consider these ideas in both U.S. and international contexts.

We will accomplish the following objectives through readings, class lectures, student

presentations, 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-ethnicity, socioeconomic class, sexual orientation, immigration status, and 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).

### **University of Georgia Academic Honesty Policy**

All of us are expected to abide by the standards for academic honesty adopted by the university. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. I expect all students to review the guidelines at <http://www.uga.edu/honesty/>. If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

*“All academic work must meet the standards contained in ‘A Culture of Honesty.’ All students are responsible to inform themselves about those standards before performing any academic work”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

## Accommodations for Qualified Individuals with Disabilities

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let me know if you have a disability request.

## Need for Editorial Assistance

Requirements for the course depend on substantial writing. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the UGA Writing Center: <http://www.english.uga.edu/writingcenter/>.

## Nature of This Course

Because sex and gender are deeply experienced facets of human identity, their study and discussion arouse strong feelings and involve profound ethical and moral dilemmas. People vary considerably in how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement. Challenges to arguments contribute to knowledge development, but personal attacks have no place in scholarly debate.

## Instructor

I can be reached by telephone at 542-6489, by e-mail through WebCT for course business, and in my office, River's Crossing 303, during office hours and by appointment. For business not related to EFND 7100, you may use my UGA email address, [jude@uga.edu](mailto:jude@uga.edu). Preissle is pronounced price-lee with the accent on the first syllable. I work in the qualitative research program here at the University of Georgia as well as in the College of Education's social foundations of education program. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, and qualitative research design. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing. See my website at <http://www.coe.uga.edu/leap/faculty/preissle/index.html>.

*\*“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary” (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).*