

EDUC 135
Gender and Education
Summer Quarter 2016
MW 1-4:30pm
Engineering 2 194

In school books, the Dick and Jane syndrome reinforced our emerging attitudes. The arithmetic books posed appropriate conundrums: “Ann has three pies ... Dan has three rockets ...” We read the nuances between the lines: Ann keeps her eye on the oven; Dan sets his sights on the moon.

--Letty Cottin Pogrebin, 1972, “Down with Sexist Upringing” in *The First Ms. Reader*

One is not born, but rather becomes, a woman [or a man].

--Simone de Beauvoir, *The Second Sex*, addition by Erik Green

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modified from the syllabus and course taught by Cindy Cruz

Description of the Course

“Addresses the changing but continuing patterns of unequal expectations, opportunities, and treatment throughout the educational system for all students, female and male, who do not match a standard model of gender performance.”

Schools, and other social institutions, are spaces which strongly influence, impact, and police the construction of identity. Issues of gender are inherently tied to the intersectionality of identity across a variety of lines, including race, ethnicity, sexual orientation, gender identity, and socioeconomic status. As academics, students, and teachers (either currently or in the future), it is important that we begin to understand and unpack the roles that gender and other identities play in our schools. Through a variety of mediums, we will explore together the difficult terrain of gender and sexual identity, how race differentiates the responses and experiences of children and youth, and the role that schools play in the construction of these identities.

Some questions that will help guide our approach to this course include:

What is the “standard model of gender performance” in schools – what is “normal”? How does that get constructed? How is gender inherently tied to other identities? How does one “become” a man or a woman, what institutions are involved in that, and how do they construct our gender? What is the role of violence and policing in this process, especially within our schools? Why are the consequences so high when young people step outside the normative gendered and sexual roles they have been ascribed to? What are the expectations for teachers and students within these proscribed, gendered spaces? How does this class relate to our own work, and what can we do to change the systems we identify as flawed?

Course Attendance and Participation (20% of your grade)

Students are expected to attend all class sessions and be on time. Much of the class is based on peer interaction and discussion, which must be achieved within the classroom. Excessive tardiness, leaving early, and missing class will affect your grade. With such a shortened schedule, even a single unexcused absence could affect your final grade. All excused absences must be negotiated with me on a one-on-one basis (email is best). No late papers will be accepted without prior approval. Please talk to me if you anticipate needing more time for completing any course requirements.

Class participation is a significant portion of the final grade, so be sure to attend class prepared. Much of our discussion will be about applying the ideas of theory to the themes of the class, so I strongly recommend that students read the assigned articles multiple times and utilize your reading journals to take notes in order to grasp the main ideas of the readings. However, class participation is not solely based on who speaks up the most during discussions. Instead, a willingness to engage in the topic – either verbally, through your writing, or both – is much more highly valued than how long winded you may be. Those who typically dominate discussions are asked to instead step back and serve as discussion generators, using their ease at speaking to help coax out deeper meanings and understandings from others. Those who are more shy are encouraged to step up and realize that your opinion is valid and valued. There are also many alternative ways to interact within the class that we will talk about, and people can always discuss more with me on a one-on-one basis. Further discussion rules will be created collectively on the first day of class.

Personal Experience

The experiences of sexuality and gender is a very personal topic, especially non-traditional sexualities and genders and the study of those topics. Students are encouraged to interact with the course material and their own personal experiences – whatever they may be. However, at no point should you ever feel forced to disclose anything about yourself. Everything is on a voluntary basis, and if you feel like this ideal is being violated, please speak to me right away.

If in the course of this class you ever do discover any discomfort due to the topics explored, there are a number of supportive services you can seek out, including the UCSC Counseling Center: <http://www2.ucsc.edu/counsel/>

Technology in the Classroom

The use of technology in the classroom is something which has presented problems and opportunities for teachers. I personally believe that technology is a great addition to the

classroom, and will be utilizing it myself. However, technology can also prove to be a big temptation and distraction.

Given that almost all of the readings for this class will be online, I will request that technology (tablets, laptops, cell phones, etc.) be used only during discussions of the readings. I will ask that these otherwise be kept stowed away during class time. I will try to be explicit about the times when it is appropriate to use your electronic devices, or you can always ask me if it's alright to pull out your electronics.

Accommodations for Students with Disabilities

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first week of the quarter. Contact DRC at 146 Hahn Student Services, 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

Accommodations for Religious Observance

Given the diversity of religious practice within the campus community, academic and administrative units are encouraged to make reasonable accommodation when the schedule of a required campus event conflicts with an individual's religious creed. It is the official policy of the University of California, Santa Cruz, to accommodate, without penalty, requests for alternate examination times in cases where the scheduled time for the examination violates a student's religious creed.

Requests for accommodation for religious observance must be made directly to me (preferably in writing via email) within the first week of the term or as soon as possible after an examination date is announced.

See Something, Say Something

A campus safety awareness campaign called See Something, Say Something, Do Something, has been implemented at UCSC. We try to cultivate a community within the classroom, and should strive to do so with our campus as well. If you see someone who is in distress, you can find directions and resources for responding at:

<http://deanofstudents.ucsc.edu/student-care/see-say-do/>

Note that the website has some problematic overtones of self-policing and surveillance, but the overall message of looking out for each others' well-being is important to share.

Academic Integrity

http://undergraduate.ucsc.edu/acd_integrity/index.html

“Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the University as an institution and all members of the University community. It tarnishes the value of a UCSC degree.”

We will discuss in class what qualifies as “Academic Integrity”, especially ideas of plagiarism. Remember that this is one of UCSC's Principles of Community – when you break this principle

you are not only harming yourself but jeopardizing the community we are creating in our classroom. Penalties can be very stiff for academic dishonesty, even if a student is unaware that they are committing an act of dishonesty. It is important for everyone to be aware of what Academic Integrity is, what qualifies as dishonesty, and to feel welcome to come speak with me if you ever have any questions about this.

Course Assignments

As a summer class, the coursework will be intense and all readings will be posted on eCommons.

Reading Journals (Collected twice, 30% of your grade)

This course involves interaction and co-participation with each other and the reading materials. To ensure that students are engaged with the assigned readings, I will be asking you to keep some sort of Reading Journal throughout the class. Note that the actual form of this journal may be as (un)conventional as you want. We will discuss further in class what this constitutes, but please approach me if you have any suggestions or ideas about the form that your journal could take. I will be providing you with a template that you can use if you find it helpful in shaping your journal. Note that while your format is very open-ended, I do have fairly high standards for the content I expect you to cover.

These journals will be specifically focused on asking you to engage in **close reading** and **critical response**. Good research and writing should be compelling and credible, and these two methods will help you to evaluate the assigned reading and prepare for class discussion.

Close reading is an analysis of an author's use of language – finding specific quotes or themes within a reading. Close reading may also include analyzing an author's bias or the ways the reading can be transgressive or conventional. A critical response is an in-depth examination of an author's argument, and should answer questions like:

- What is the thesis or main argument of the essay?
- How does the author support her argument and is that supporting evidence credible?
- Who is the target audience here? Does the author successfully reach out to them?

It is usually at the end of a critical response that your own personal response to the essay is introduced. A critical response is a good writing exercise that helps us see how a writer constructs her argument and allows us to see the structure of that argument. It will help you to become a better writer as you learn to see how other writers develop an argument.

Take Home Midterm (20% of your grade)

Your Midterm will be very similar to your entries from your reading journals, but will ask you to synthesize the readings from the first three weeks of the class. For those who have kept up with their journals, this should be a fairly painless task. The Midterm will also ask you to prepare for your final group project.

Final Group Research Project (30% of your grade)

The Final Group Research Project will be focused on the development of a tangible product for students, teachers, parents/caregivers, etc.. Each group of 3-4 students will research, develop,

and present their artifact for the particular topic they will be addressing. Each topic will come from an issue that emerges in of the course and referrals/resources will be limited to Monterey and Santa Cruz county. This project could take many forms – a curriculum guide for teachers, a pocket guide for students, a flyer or resource guide for staff, a website, etc. Presentations of your group project will be held the final week of classes. Final projects will be due the day of the final. More details will be given out later in the quarter.

Evaluations:

Attendance & Participation	20%
Readings Journals	15&15%
Take Home Midterm	20%
Final Group Research Project	30%

Important Due Dates:

Wednesday, August 3	Reading Journals Collected
Monday, August 15	Take Home Midterm Due
Monday, August 22	Reading Journals Collected
Wednesday, August 24	Final Group Research Project Presentations
Wednesday, August 24	Final Group Research Paper Due

Tentative Course Schedule

Note: These are not properly formatted citations

Week One: The Social Construction of Gender, Sexuality, and Race

Monday, July 25

Reading Due:

Emily Martin. The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Roles

Dad Protects Son From Bullies (<https://ca.style.yahoo.com/blogs/parenting/dad-protects-son-bullies-wearing-skirt-guess-works-153600107.html>)

Raising a Gender Nonconforming Child (<http://www.themotherco.com/2014/03/raising-a-gender-nonconforming-child/>)

When Boys Dress Like Girls for Halloween (<http://well.blogs.nytimes.com/2010/11/05/when-boys-dress-like-girls-for-halloween/>)

Swedish Train Drivers Protest (http://www.huffingtonpost.co.uk/2013/06/10/swedish-train-drivers-skirts-work-protest-ban-shorts_n_3414512.html)

Wednesday, July 27

Reading Due:

Anne Fausto-Sterling. How to build a man

Sarah E. Chinn (1997). “Gender Performativity”

Week Two: Historical Issues in Gender and Education

Monday, August 1

Reading Due:

M. Sadker and D. Sadker (1986). Sexism in the Classroom: From Grade School to Graduate School. *The Phi Delta Kappan* 67(7), 512-515.

Kolata, GB, Math and Sex: Are Girls Born with Less Ability?

Elizabeth Fennema, Women and Girls in Mathematics—Equity in Mathematics Education Stemarginalized (<http://stnfrdstatic.com/2013/01/05/stemarginalized/>)

Science Gender Gap

(http://www.slate.com/blogs/xx_factor/2013/02/08/the_math_gender_gap_the_u_s_has_one_of_the_worst_in_the_developed_world.html)

Optional: Bombardieri, M (2005, January 17). Summers' remarks on women draw fire. *The Boston Globe*

Wednesday, August 3

Reading Due:

Single Sex Ed: The Pros and Cons (<http://www.greatschools.org/find-a-school/defining-your-ideal/1139-single-sex-education-the-pros-and-cons.gs?page=all>)

Girls and Boys Brains: How Different Are They?

(<http://www.greatschools.org/students/academic-skills/1121-gender-differences-learning.gs>)

Researchers Just Found A Big Difference Between The Male And Female Brain

(<http://www.businessinsider.com/male-and-female-brains-are-different-2013-12>)

Girls' Math Skills May Fall Short Of Boys' Because Of Male Impulsiveness

(http://www.huffingtonpost.com/2012/07/30/girls-math-skills-boys-male-impulsiveness_n_1718642.html)

AAUW Report, How Schools Shortchange Girls: Executive Summary

Sadker, Gender Equity: Still Knocking at the Classroom Door

Why your 8 year old should be coding (<http://venturebeat.com/2013/04/12/why-your-8-year-old-should-be-coding/>)

Optional: Google Is Offering Free Coding Lessons To Women And Minorities

(<http://www.businessinsider.com/google-free-coding-lessons-to-women-2014-6>)

Optional: Guys and Dolls No More?

(<http://www.nytimes.com/2012/12/23/opinion/sunday/gender-based-toy-marketing-returns.html>)

Optional: The "Gendering" of Our Kids' Toys (<http://www.newdream.org/blog/2011-10-gendering-of-kids-toys>)

Due: Reading Journals

Week Three: Heteronormativity, Trans/Queer Bodies, and the Classroom

Monday, August 8

Reading Due:

Eve Kosofsky Sedgwick, How to bring your kids up gay. In Michael Warner (Ed.) *Fear of a Queer Planet*.

GLSEN 2013 National School Climate Survey: Executive Summary

C.J. Pascoe, (2005). 'Dude You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities* 8, 319-346.

Kimmel (1994), "Masculinity as Homophobia"

Ari Bloomkatz, Fairfax High School Prom Queen is a Boy (*LA Times*)

(<http://articles.latimes.com/2009/may/28/local/me-prom-queen28>)

Wikipedia entry on E.O. Green School Shooting

(http://en.wikipedia.org/wiki/E.O._Green_School_shooting)

Optional: Setoodeh, Ramin. "Young, Gay and Murdered" (<http://www.newsweek.com/young-gay-and-murdered-junior-high-92787>)

Optional: What I Learned From Gay Sex (http://www.huffingtonpost.com/simon-moritz/what-i-learned-from-gay-sex-misogyny-and-homophobia_b_3092418.html)

Wednesday, August 10

Reading Due:

Serano (2007). "Trans Woman Manifesto", *Whipping Girl*.

Not Your Mom's Trans 101 (<http://www.tranarchism.com/2010/11/26/not-your-moms-trans-101/>)

On Azealia Banks and White Gay Cis Male Privilege

(<http://www.crunkfeministcollective.com/2013/01/10/on-azealia-banks-and-white-gay-cis-male-privilege/>)

J.C. Penney Releases Father's Day Ad Featuring Two Gay Dads

(<http://finance.yahoo.com/news/j-c--penney-releases-father-s-day-ad-featuring-two-gay-dads.html>)

4th Grader Ends Gay Marriage Debate With One Essay

(<http://www.policymic.com/articles/37575/4th-grader-ends-gay-marriage-debate-with-one-essay>)

Please watch some of the It Gets Better videos: <http://www.itgetsbetter.org/>

And explore the We Got Your Back Project: <https://wegotyourbackproject.wordpress.com/>

Doyle, Does it Get Better Make Life Better for Gay Teens. *The Atlantic*, 2010.

Does It Really Get Better? (http://www.bilerico.com/2010/10/does_it_really_get_better.php)

Critiquing "It Gets Better" (<http://www.theatlanticwire.com/national/2010/10/critiquing-it-gets-better-project-for-gay-teens/22739/>)

Optional: Theresa Quinn, "You Make Me Erect!": Queer Girls of Color Negotiating Heteronormative Leadership at an Urban All-Girls' Public School, *Journal of Gay & Lesbian Issues in Education*, 4(3), 2007.

Optional: 7 LGBT Issues That Matter More Than Marriage (<http://www.buzzfeed.com/hfetter/7-lgbt-issues-that-matter-more-than-marriage-fk74>)

Optional: The Quiet Clash Between Transgender Women And Drag Queens

(<http://thinkprogress.org/lgbt/2014/06/25/3449462/drag-queens-trans-women/>)

Optional: Facebook's 51 Gender Options

(<http://www.thedailybeast.com/articles/2014/02/15/the-complete-glossary-of-facebook-s-51-gender-options.html>)

Optional: Transgender first-grader wins the right to use girls' restroom

(http://www.cnn.com/2013/06/24/us/colorado-transgender-girl-school/index.html?hpt=us_r1)

Week Four: The Maintenance of Masculinity and Sexual Violence on Campus

Monday, August 15

Reading Due:

Mike Messner (1990). Boyhood, Organized Sports and the Construction of Masculinities. *Journal of Contemporary Ethnography* 18(4), 416-444.

Lois Weis (2006). Masculinity, Whiteness, and the New Economy. *Men and Masculinities* 8(3), 262-272.

What Happened When I Started a Feminist Society At School

(<http://www.theguardian.com/education/mortarboard/2013/jun/20/why-i-started-a-feminist-society>)

What Do Dress Codes Say About Girls' Bodies? (<http://msmagazine.com/blog/2013/05/24/what-do-dress-codes-say-about-girls-bodies/>)

Due: Take Home Midterm

Wednesday, August 17

Reading Due:

June Larkin (1994). Walking Through Walls: The Sexual Harassment of High School Girls. *Gender & Education*, Vol. 6 Issue 3, p263, 18p.

Athena Devlin (1999). The Shame of Silence. In A. Kesselman, L.D. McNair, and N. Schniedewind (Eds.), *Women, Images, and Realities: A Multicultural Anthology*. (pp.437-439). Mountain View: Mayfield Publishing.

Peggy Reeves Sanday (1999). Naming and Studying Acquaintance Rape. In A. Kesselman, L.D. McNair, and N. Schniedewind (Eds.), *Women, Images, and Realities: A Multicultural Anthology*. (pp. 440-448). Mountain View: Mayfield Publishing.

Where Men Stand: Men's Roles in Ending Violence Against Women. (Report by the White Ribbon Foundation)

NYTimes: Teenage Girls Stand By Their Man

(<http://www.nytimes.com/2009/03/19/fashion/19brown.html>)

School shootings and gender (<http://www.genderandeducation.com/issues/shootingsgender/>)

Elliot Rodger and Poisonous Ideals of Masculinity

(<http://www.theatlantic.com/national/archive/2014/05/elliott-rodger-and-poisonous-ideals-of-masculinity/371588/>)

Week Five: Sexuality, Sex-Ed, and Teen Pregnancy in the Classroom

Monday, August 22

Reading Due:

Michelle Fine (1988). Sexuality, Schooling, and the Missing Discourse of Desire. *Harvard Education Review*, 58(1), 29-53.

Arline Geronimus (2003) Damned if you do: culture, identity, privilege, and teenage childbearing in the United States. *Social Science and Medicine*, 57, 881-893.

Wagoner, Teens Need Information, Not Censorship (<http://www.advocatesforyouth.org/topics-issues/abstinenceonly/761-speeches>)

Kirby, Do Abstinence Programs Delay the Initiation of Sex Among Young People and Reduce Teen Pregnancy?

Rob Stein, Premarital Abstinence Pledges Ineffective (<http://www.washingtonpost.com/wp-dyn/content/article/2008/12/28/AR2008122801588.html>)

Stein (2010), Abstinence only programs might work

Due: Reading Journals

Wednesday, August 24

Reading Due:

Shawn Ginwright, From Assets to Agents of Change: Social Justice, Organizing, and Youth Development. *New Directions for Youth Development* 96, 27.

Duke University Freshman (<http://www.xojane.com/sex/duke-university-freshman-porn-star>)

Due: Final Project Papers