Course Description
This course introduces students to a range of feminist scholarship that questions how gender is constructed, disciplined, and intersects with other markers of identity to produce notions of “normativity” and “difference.” We will use these analytic framings to begin to understand and unpack the logics that shape gender and related identity formations in schooling spaces, specifically as they play out in the settler colonial context of the United States. This course will critically interrogate compulsory heterosexuality, binary constructs of sex/gender, racialization, and the challenges imposed on LGBTQI youth in schooling spaces, among other issues and concepts.

Overarching Questions
How are “normative” constructs of gender, sexuality, race, and identity shaped? What is the role of schools in creating and upholding these constructs? How do the framing of problems shape the targets of intervention in schools? How can students, parents, and educators move beyond inclusivity towards more radical forms of justice?

Course Objectives
In addition to the substantive content of the course, students will be supported to:

- Develop close reading skills to identify authors’ arguments and key terms;
- Identify connections between course texts and discussion themes;
- Develop their own analyses in relation to texts and share them in class discussions, writing assignments, and group presentations.
Course Assignments and Expectations

Attendance: You must attend every class. If you have more than one unexcused absence, you will be subject to failure of the course. Excused absences must be confirmed in writing via email by the instructor. Please be prepared to provide a note from a health professional for medical related absences. If you miss a class, it is your responsibility to consult with classmates and/or the TA about missed work.

Participation: Our class will be structured around a collective process of sustained inquiry. Please come to class prepared; this means completing all assigned readings and demonstrating that you have thought about them in relation to the guiding questions. Active listening and engagement in discussions will be key to the success of the class. We will have in class quick-writes to facilitate your participation. Occasionally, these will be collected to assess your level of preparation. Students will also sign up to lead discussion for one class period; guidelines for leaders will be discussed in class.

Reading responses: This assignment is designed to give you an opportunity to make sense of the course readings and to systematically develop your analyses of the course themes. The reflection should (1) cite one quotation from the reading and provide a close reading of that quote. This means you should (2) explain the significance of the quote as it relates to the overarching argument of the author or as it relates to key terms the author engages. To do this, you will also need to restate the author’s argument in your own words. Reading responses will therefore demonstrate both a summary of the reading as well as your thinking/engagements with the text.

You should write a reading response for every class session and are encouraged to bring your notes to support your participation in discussions. The responses will be collected three times during the term (in weeks 2, 3 and 4). Responses should be approximately 3-4 pages.

Group Presentation: Students will work in groups of 4 - 5 people to develop a mini-lecture/teaching unit that considers an educational issue connected to the course themes. You will be asked to draw connections to the readings in your analysis of the issue. Students will choose their groups in Week 3 and there will be some class time for group work. Presentations will be on the last day of the class and each student will write a short reflection on their project. Additional guidance will be provided.

Final paper: The final paper asks students to connect the various themes of the course by focusing on the development of a key term through the work of at least 4 of the assigned texts. Additional guidance will be provided.

Evaluation

- Attendance and participation = 20%
- Reading responses = 30% (3 total, 10% each)
- Group presentation and paper = 20%
- Final paper = 30%
Course Policies

Deadlines: Late papers will not be accepted without prior approval by the instructor. Please communicate if something unexpected emerges. Any late submissions will be dropped up to one letter grade per day past the due-date.

Formatting Guidelines: Please use 1-inch margins, double spacing, 12 point Times New Roman font and page numbers. Please print and submit paper copies of your work in class.

Academic Integrity: Plagiarism, cheating, forgery or academic dishonesty will not be tolerated. Students found in violation of the UCSC Academic Integrity policy are subject to failing the course. Violations of the UCSC Academic Integrity policy can also result in dismissal from the university and permanent notation on a student’s transcript.

To avoid plagiarism, be sure to cite the words and ideas of all authors and sources. Use citations both for direct quotations as well as for paraphrasing or summarizing an author’s ideas in your own words. Please follow APA guidelines: https://owl.english.purdue.edu/owl/resource/560/01/.

Phones: Please silence and put away your phones during class. If you must use your phone (including texting), please step out of the classroom.

Accommodations
The Disability Resource Center (DRC) reduces barriers to inclusion and full participation for students with disabilities and varying learning needs. If you require an accommodation, please notify me as soon as possible, preferably within the first week. Appropriate paperwork from the DRC must be presented. I also am open to and want to encourage you to discuss with me ways we can ensure your full participation in this course. For more information, please contact the DRC at 459-2089 (voice), 459-4806 (TTY), or http://drc.ucsc.edu/.

To avoid plagiarism, be sure to cite the words and ideas of all authors and sources. Use citations both for direct quotations as well as for paraphrasing or summarizing an author’s ideas in your own words. Please follow APA guidelines: https://owl.english.purdue.edu/owl/resource/560/01/.

Academic Integrity:
The full UCSC policy on academic integrity: https://www.ue.ucsc.edu/academic_misconduct

Course Schedule:

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| Week 1 6/27/17| Situating the class| Reader
Online
Pronoun Etiquette Do’s and Don’ts by Robot Hugs: http://www.robot-hugs.com/pronoun-etiquette/ |

Assignments
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| Week 1 6/29/17 Thursday | Complicating Biology: Untangling Sex/Gender Binaries | **Reader**  
**Online**  
Where does gender come from? Anne Fausto-Sterling  
What your science teacher taught you about the sex chromosome is wrong, Sarah Richardson  
| Week 2 7/4/17, Tuesday NO CLASS | | | |
| Week 2 7/6/17 Thursday | Coloniality and the History of Schooling | **Reader**  
| Week 3 7/11/17 Tuesday | Differential Access to Childhood: The Framings of “Problems” | **Reader**  
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| Week 5 7/25/17      | **Gendered-Racialized Debt and Higher Education** | **Readings**  
“Deeper in Debt: Women and Student Loans” AAUW Report  
| Week 5 7/27/17      | **Connections, Intersections, Closings**   | **Readings**  
Research group presentations and papers                                                                                                                                                           |                                  |