

Gender and Education

EDUC 135 – Summer Session 2, 2018
Tuesdays and Thursdays, 9 am – 12:30 PM
Social Sciences 2 Room 179

Instructor Information

Sheeva Sabati
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Office Hours: Tuesdays,
2:30 – 3:30 pm or by
appointment
Mchenry 0284 (basement)

Course Materials

A course reader is required
and available for purchase.

Additional resources will be
posted to the Canvas
course site:

<https://canvas.ucsc.edu>

Key Dates

Add – Thurs, August 2nd
Drop – Mon, August 6th
Change Grade Option – Fri,
August 10th
Withdraw – Fri, August 17th

Please visit the summer
session website for full
details:
<http://summer.ucsc.edu/fundamentals/academic-calendar.html>

Course Description

This class introduces students to key issues in gender and education as part of the broader social and cultural contexts shaping schooling in the United States. Drawing from intersectional feminist perspectives across various disciplines, we consider how normative ideas of gender and related identities are (re)produced, both within and beyond schools, and how constructs of normativity shape inequity within education. In addition to analyzing the political work of gender, we will also consider how young people and educators subvert gender normativity, and how queer feminisms articulate alternative visions for educational justice.

Overarching Questions

- Where do gender norms come from?
- How are gender norms disciplined and subverted in schools?
- What are the assumptions that underlie normative gender constructs?
- How is educational justice a gendered issue?
- How do queer feminisms re-envision the politics of gender and what are the implications for education?

Learning Objectives

By the end of this class, students will be able to:

- Utilize research from multiple disciplinary perspectives to deconstruct gender “normativity”
- Articulate how notions of gender “normativity” shape injustices for young people in and beyond schools
- Apply queer feminist perspectives to analyze the political stakes of gender in education

Accommodations

The Disability Resource Center (DRC) reduces barriers to inclusion and supports full participation for students with disabilities and varying learning needs.

If you require an accommodation, please meet with me as soon as possible, preferably within the first week, so we can discuss how I can support your learning in this class. Please bring your DRC paperwork.

DRC 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu/>.

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 this class and other actions as specified in the UCSC Academic Integrity Policy https://www.ue.ucsc.edu/academic_misconduct.

To avoid plagiarism, 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/>.

Assignments and Assessment

Attendance and Participation	25%	(250 points)
Reading Responses and Synthesis	30%	(300 points)
Alternative Projects & Presentations	20%	(200 points)
Final Paper: Key terms	25%	(250 points)

Attendance and Participation (25%)

Attendance is required and especially matters in our short summer session. If you miss one class, this grade drops by 10% (25 points). If you miss two classes, this grade drops another 10% and you should check in with me to make sure you're on track to pass the class. **If you have more than two absences, you will not be able to pass the course.** Please speak to me if you have extenuating circumstances. Note that even in cases of emergency, there is a minimum level of attendance and participation required for credit.

It is your responsibility to consult with classmates for notes if you are absent. I encourage you to follow-up in office hours with me to go deeper into the content you missed. Arriving more than 10 minutes late or leaving more than 10 minutes early persistently will be treated like an absence. Please plan accordingly and arrive/leave on time.

Participation will be assessed by your demonstration of engagement with the material and with your peers. This doesn't mean dominating the conversation, but being a thoughtful participant, listener, building off of one-another's ideas, and raising questions that focus our attention on challenging aspects of the readings. In addition, you will have opportunities to earn

participation credit through in-class formative assessments such as a critical response to an in-class video/film or a written reflection on key concepts developed in assigned readings. There are no make-ups for participation credit if you miss class.

Reading Response and Synthesis (30%)

This two-part, weekly assignment gives you the opportunity to make sense of the readings and to develop your analysis of the course themes. I will provide guiding questions in class to frame your reading. Any late submissions will be dropped one third of a letter grade per day past the due-date. Scoring rubrics will be posted on canvas.

Reading Response - due in class on Tuesdays in weeks 2, 3, 4. Submit a printed copy 2 – 3 double spaced pages

Conduct a close reading of a passage from at least one assigned reading to engage the overarching class questions. This means you should 1) identify the quote or passage and 2) situate how it relates to the argument of the author, using your own words. Next, 3) explain the significance of the quote. You should also comment on 4) how this quote connects to ideas from the other readings from that day. Finally offer your 5) reflections, which might include: What did you find interesting about this piece in relationship to the guiding questions? What other questions are coming up for you? What are the limitations of or gaps in this argument?

Synthesis Response - due after class on Thursdays in weeks 2, 3, 4 -by midnight on Saturdays (submit via Canvas) 1 - 2 double spaced pages

In the synthesis response, you will reflect on the themes or patterns in lecture, group discussion, in-class videos/films and the readings across the entire week. You don't need to be comprehensive, but rather, use this space to add insights, build connections, or raise additional questions. I recommend doing these as quickly as possible after class ends, but no later than the Saturday of that week.

Formatting Guidelines: Please use 1-inch margins, double-space, 12 point Times New Roman font and page numbers. Please use word or a compatible file type when uploading to Canvas.

Alternative Projects & Presentations (20%) – due in class, Thursday, August 30th

The alternative project is an opportunity for you to explore a topic of interest that we did not have time to address in this class, or to go deeper into one of the course themes. You will be required to conduct research, choose a project format, and identify at least one in class reading that informs your analytic lens. Possible project formats include: critical analysis of an education policy issue, analysis of a children’s book, or a critical analysis of a news article or pop-cultural text. You have the option of working alone or in pairs/trios and will present your projects on the last day of class. More detailed instructions and rubric will be provided in week 2, and you’ll submit a project proposal for instructor feedback at the end of week 3. No late projects will be accepted.

Final Paper: Key terms (25%) – due on Canvas Monday, September 3rd by midnight

This analytic paper allows you to demonstrate your understanding of the intersections across readings, and to articulate how gender shapes young peoples’ educational experiences. This 6 – 8 page, double-spaced paper (excluding references), asks you to connect course readings around a “key term” of your choosing. Additional guidance and a rubric will be provided in week 3, and you’ll submit your paper idea for feedback at the end of week 4. Final papers will be submitted via Canvas. No late papers accepted, except in cases of emergency (instructor approval required).

Please silence and put away your phones and computers during class, unless we’ve spoken about an accommodation. You will be instructed when it’s ok to use computers for in-class activities. I will post copies of lecture slides to the Canvas course site after class.

Bring your snacks, coffee, tea, water, or whatever you need to be focused and engaged. Clean up after yourself. Stand, move and stretch. We will take regular breaks to refresh.

Course Schedule

Session & Date	Topic	Readings	Assignments
Week 1 Tuesday, July 31 st	Situating the class – What is gender?	Reader Halberstam, J. (2014). Gender. In <i>Keywords for American Cultural Studies, Second Edition</i> (2nd ed., pp. 116–118). NYU Press.	

Session & Date	Topic	Readings	Assignments
		<p>Aultman, B. (2014). Cisgender. In <i>Keywords for TSQ: Transgender Studies Quarterly</i>, Duke University Press.</p> <p>Online Pronoun Etiquette Do's and Don'ts by Robot Hugs: http://www.robot-hugs.com/pronoun-etiquette/</p>	
<p>Week 1 Thursday, August 2nd</p>	<p>Sex, Gender, Science, and Culture: Towards a Gender-Complex Approach to Education</p>	<p>Reader Dreger, A. D. (1998). "Ambiguous Sex"—or Ambivalent Medicine? Ethical Issues in the Treatment of Intersexuality. <i>Hastings Center Report</i>, 28(3), 24–35.</p> <p>Rivers, C., & Barnett, R. C. (2013). Ch. 3 More Pink and Blue. In <i>The truth about girls and boys: challenging toxic stereotypes about our children</i> (pp. 23–41). New York: Columbia University Press.</p> <p>Rands, K. E. (2009). Considering Transgender People in Education: A Gender-Complex Approach. <i>Journal of Teacher Education</i>.</p>	
<p>Week 2 Tuesday, August 7th</p>	<p>Disciplining Gender in School</p>	<p>Reader Thorne, B. (1993) Boys and Girls Together. . .but Mostly Apart. In <i>Gender Play: Girls and Boys in School</i>. New Brunswick, NJ: Rutgers University Press.</p> <p><u>Choose one (sign up will be circulated):</u> Pascoe, C. J. (2005). 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. <i>Sexualities</i>, 8(3), 329–346.</p> <p><i>Or</i> Love, B. L., & Tosolt, B. (2013). Go Underground or in Your Face: Queer Students' Negotiation of All-Girls Catholic Schools. <i>Journal of LGBT Youth</i>, 10(3), 186–207.</p>	<p>Reading Response #1 due in class</p>
<p>Week 2 Thursday, August 9th</p>	<p>Gendered Education for Gendered Work</p>	<p>Reader Margolis, E. (2004). Looking at discipline, looking at labour: photographic representations of Indian boarding schools. <i>Visual Studies</i>, 19, 72–96.</p> <p>Rury, J. L. (1984). Vocationalism for Home and Work: Women's Education in the United States, 1880-1930. <i>History of Education Quarterly</i>, 24(1), 21–44.</p>	<p>Synthesis Response #1 due by Saturday, August 11th On Canvas</p>

Session & Date	Topic	Readings	Assignments
		Jacobs, M. D. (2011). Gender and Settler Colonialism (excerpts) in <i>White mother to a dark race: settler colonialism, maternalism, and the removal of indigenous children in the American West and Australia, 1880-1940</i> . Lincoln: University of Nebraska Press.	
Week 3 Tuesday, August 14 th	Constructions of Threat: Intersectional Oppression and Resistance	<p>Reader Rinku Sen – How to do Intersectionality</p> <p>INCITE (2001). Statement on Gender Violence and the Prison Industrial Complex.</p> <p><u>Choose one (sign up will be circulated):</u> Ferguson, A. A. (2010). Naughty by Nature. In <i>Bad Boys: Public Schools in the Making of Black Masculinity</i>. Ann Arbor: University of Michigan Press. Or Wun, C. (2016). Angered: Black and non-Black girls of color at the intersections of violence and school discipline in the United States. <i>Race Ethnicity and Education</i>.</p>	Reading Response #2 due in class
Week 3 Thursday, August 16 th	Hetero-normative Masculinities and School Violence	<p>Reader Klein, J. (2013). Masculinity and White Supremacy. In <i>The bully society: school shootings and the crisis of bullying in America's schools</i> (pp. 43–56). New York: New York University Press.</p> <p>Vito, C., Admire, A., & Hughes, E. (2018). Masculinity, aggrieved entitlement, and violence: considering the Isla Vista mass shooting. <i>NORMA: International Journal for Masculinity Studies</i>, 13(2), 86–102.</p>	Synthesis Response #2 due by Saturday 18th On Canvas
Submit alternative project proposal for feedback by midnight on Sunday, August 19th - Canvas			
Week 4 Tuesday, August 21 th	Sex Education	<p>Reader Fine, M., & McClelland, S. (2006). Sexuality Education and Desire: Still Missing after All These Years. <i>Harvard Educational Review</i>, 76(3), 297–338.</p>	Reading Response #3 due in class

Session & Date	Topic	Readings	Assignments
		Guest Lecture: <i>Queering Sex Education</i> Jamie Joy, The Santa Cruz County Diversity Center	
Week 4 Thursday, August 23 rd	The Gendered aspects of Student Debt	<p>Canvas: Read excerpts (TBD) from <i>Deeper in Debt: Women and Student Loans</i>, American Association of University Women (AAUW) 2017, posted on Canvas</p> <p>Guest Lecture: <i>Debt as Philosophical Problem in Education: Gendered and Racialized Effects</i> Dr. Jason Wozniak</p> <p>In class time for working on alternative projects</p>	Synthesis Response #3 due by Saturday, August 25th On Canvas
Submit final paper idea for feedback by midnight on Sunday, August 26th – Canvas			
Week 5 Tuesday, August 28 th	Campus Sexual Assault and Feminist Responses	<p>Reader Doyle, J. (2015). <i>Campus sex, campus security</i>. Semiotext(e) Series, Cambridge, Mass, MIT Press.</p> <p>Ahmed, S. (2017). Feminism is Sensational. In <i>Living a Feminist Life</i>. Durham, NC: Duke University Press.</p> <p>Lober, B. (2018). (re)Thinking Sex Positivity, Abolition Feminism, and the #MeToo Movement: Opportunity for a New Synthesis. <i>Abolition Journal</i>, January 26.</p>	
Week 5 Thursday, August 30 th	Queer Politics and Futurities	<p>Reader Sadowski, M. (2016-2017). More Than a Safe Space: How Schools Can Enable LGBTQ Students to Thrive. <i>American Educator</i>, Winter: 1-9, 42.</p>	Alternative Projects and Presentations

Final Papers due Monday, September 3rd by midnight