

# Gender and Education

EDUC 135 – Summer Session 2, 2019  
Mondays and Wednesdays, 1:00 – 4:30 PM  
Physical Science Rm 136

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## Instructor Information

Andrea Vázquez  
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Office Hours: Mondays, 10:00 am – 12:00 pm  
or by appointment  
Mchenry 0258 (basement)

## Teaching Assistant

Fatima Raja  
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Office Hours: Wednesdays, 12:00pm– 1:00pm  
TBD

## Course Materials

All course readings will be posted on Canvas.

## Key Dates

Add – Thurs, August 1st  
Drop – Mon, August 5<sup>th</sup>  
Change Grade Option – Fri, August 9<sup>th</sup>  
Withdraw – Fri, August 16<sup>th</sup>

\*\*Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full-tuition reversal/refund. However, withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar:

<https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email [summer@ucsc.edu](mailto:summer@ucsc.edu).

## 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 do we learn to enact and subvert gender norms?
- What is the role of schools in creating and upholding gender norms?
- How is educational justice a gendered issue?
- What does feminism and intersectionality teach us about ongoing struggles for liberation, inside, through, and beyond schooling?

## 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, both academically and colloquially

- Apply feminist perspectives to analyze the political stakes of gender in education

### Accommodations

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).

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.

### Title IX:

No form of sexual discrimination, sexual harassment, sexual violence, and other related conduct will be tolerated in the class. In case

you suspect you have experienced any type of such behavior please inform the [Title IX Office](#) located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

### 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](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 (10pts) and Participation (15pts)	25%	(250 points)
Reading Response Assignments ( 3 total)	30%	(300 points)
Final Project Summary	15%	(150 points)
Final Project	30%	(300 points)

### Attendance and Participation (25%)

Attendance is required and especially matters in our short summer session. As such, attendance will be conducted during each class and worth 25 points. Please speak to me if you have extenuating circumstances that make it difficult for you to attend class on a regular basis. 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 during 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 as 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 or attendance credit if you miss class.

### Reading Response Assignment (30%)

This weekly assignment gives you the opportunity to make sense of the readings and to develop your analysis of the course themes. Any late submissions will not be accepted

Reading Response - Due in class on Mondays of weeks 2, 3, 4. Please submit a printed copy, 500-750 words.

For the Reading Responses please 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 and week. Finally, offer your 5) reflections, which might include: What did you find interesting about this piece in relationship to the guiding questions of the class as outlined at the beginning of this syllabus? What other questions are coming up for you? What are the limitations of or gaps in this argument?

Formatting Guidelines: Please use 1-inch margins, double-spaced, 12 point Times New Roman font and page numbers.

### Final Project (Due Friday August 30th) and Final Project Summary (Draft Due Wednesday August 7th, Final Version Due Monday August 12)

Throughout this class, we will be engaging with a series of complex and theoretically rich ideas. Therefore, your final assessment will prioritize your conceptual understanding of the themes of the class and how well you can explain/teach those to others. Though unconventional, yet rigorous both intellectually and creatively, the final for this class will require that you author and illustrate a children's book.

To begin your book, you will choose a theme or issue that pertains to the topic of Gender and Education, and utilize storytelling to guide your readers (children and adults alike) through a critical understanding of the issue in hand, through storytelling. Your book will include an appendix with key vocabulary words and definitions as defined and cited by our readings. In

addition, you will include a 1,000-1,200 word paper where you unpack the elements of your book and tell me why this would be a good book to include in a classroom/home library (educational justification). Your justification should be based on more than "it deals with intersectionality" or "it is exciting and interesting." I want to learn, in detail, your decisions as an author during the creation of this book that reflects thoughtful connections to what you have learned in this course.

In preparation for this final project, we will have three workshop sessions, and you will turn in a 500 word summary of your book (Final Project Summary) where you will share the issue and storyline of your project.

Class Norms:

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 Mon. July 29	<b>What is gender?</b>	<p>Aultman, B. (2014). Cisgender. In <i>Keywords for TSQ: Transgender Studies Quarterly</i>, Duke University Press.</p> <p>Gutt, B. &amp; Spencer-Hall, A (Forthcoming). Trans &amp; Genderqueer Studies Terminology, Language, and Usage Guide. In <i>Trans and Genderqueer Subjects in Medieval Hagiography</i>, ed. by Alicia Spencer-Hall and Blake Gutt. Amsterdam University Press</p> <p>Halberstam, J. (2014). Gender. In <i>Keywords for American Cultural Studies, Second Edition</i> (2nd ed., pp. 116–118). NYU Press.</p>	

Week 1 Wed. July 31	<b>Social Construction of Gender: Society, Science, and Education</b>	West, C., & Zimmerman, D. H. (1987, 06). Doing Gender. <i>Gender &amp; Society</i> , 1(2), 125-151.  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.	
Week 2 Mon. Aug. 5	<b>Disciplining Gender in School</b>	Keenan, H. B. (2017, 12). Unscripting Curriculum: Toward a Critical Trans Pedagogy. <i>Harvard Educational Review</i> , 87(4), 538-556.  <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. <b>Or</b> 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.	<b>Reading Response #1 due in class</b>
Week 2 Wed. Aug. 7	<b>Gendered Education for Gendered Work: Schools and Colonialism</b>	Margolis, E. (2004). Looking at discipline, looking at labour: photographic representations of Indian boarding schools. <i>Visual Studies</i> , 19, 72–96.  Jacobs, M. D. (2011). Gender and Settler Colonialism ( <b>excerpts</b> ) 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.	<b>Draft of Final Project Summary</b>  <b>Presentation by Paloma Medina</b>
Week 3 Mon. Aug. 12	<b>Feminism and Intersectionality</b>	Ahmed, S. (2017). Feminism is Sensational. In <i>Living a Feminist Life</i> . Durham, NC: Duke University Press  Combahee River Collective (1974). The Statement.  Rinku Sen – How to do Intersectionality. Blog Post.	<b>Reading Response #2 due in class</b>  <b>Final Draft of Project Summary due in class</b>
Week 3 Wed. Aug. 14	<b>Race, Gender and Education</b>	Gaine, D. C. (2005, 06). Gender, 'Race' and Class in Schooling	

		<p><b>Choose one (sign up will be circulated):</b>  Shange, S. (2019, 01). Play Aunties and Dyke Bitches: Gender, Generation, and the Ethics of Black Queer Kinship. <i>The Black Scholar</i>,49(1), 40-54.</p> <p><b>Or</b>  Jones, N. (2009, 02). "I was Aggressive for the Streets, Pretty for the Pictures". <i>Gender &amp; Society</i>,23(1), 89-93.</p>	
<p>Week 4  Mon.  Aug. 19</p>	<p><b>Hetero-norm  ative  Masculinities  and School  Violence</b></p>	<p>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><b>Choose one (sign up will be circulated):</b>  Vito, C., Admire, A., &amp; 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> <p><b>Or</b>  Stuart, F., &amp; Benezra, A. (2017, 05). Criminalized Masculinities: How Policing Shapes the Construction of Gender and Sexuality in Poor Black Communities. <i>Social Problems</i>,65(2), 174-190</p>	<p><b>Project  Workshop #1</b></p>
<p>Week 4  Wed.  Aug. 21</p>	<p><b>Sex Education</b></p>	<p>Fine, M., &amp; McClelland, S. (2006). Sexuality Education and Desire: Still Missing after All These Years. <i>Harvard Educational Review</i>, 76(3), 297–338.</p> <p>Dobson, A. S., &amp; Ringrose, J. (2015, 07). Sext education: Pedagogies of sex, gender and shame in the schoolyards of Tagged and Exposed. <i>Sex Education</i>, 16(1), 8-21</p>	<p><b>Reading  Response #3  due in class</b></p>
<p>Week 5  Mon.  Aug.26</p>	<p><b>Campus  Sexual  Assault and  Feminist  Responses</b></p>	<p>Doyle, J. (2015). <i>Campus sex, campus security</i>. Semiotext(e) Series, Cambridge, Mass, MIT 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>	

<p>Week 5 Wed. Aug. 28</p>	<p><b>Queer Politics and Futurities</b></p>	<p>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> <p>Love, B. L. (2017, 12). A Ratchet Lens: Black Queer Youth, Agency, Hip Hop, and the Black Ratchet Imagination. <i>Educational Researcher</i>, 46(9), 539-547.</p>	<p><b>Final Project Workshop # 3</b></p>
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Final Projects due Friday August 30th