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EDUC 135: GENDER and EDUCATION
Session Two: July 26-August 27, 2021
Location: Online
Meeting times: Tuesdays and Thursdays 9:00 am - 12:00 pm PDT
ZOOM LINK - password is education

Thanks to Professors Cindy Cruz and Amanda LaShaw for inspiration and to Ian Slattery for suggested edits that were crucial for clarity.

Course Catalog Description: Addresses the changing but continuing patterns of unequal expectations, opportunities, and treatment throughout the educational system for all students who do not match a standard model of gender performance.

Summer course focus: This course introduces students to major issues and concepts in the study of education and gender. The course proceeds from the assumptions that gender is a construction with material effects and that critical studies contain a precious reservoir for figuring out how power operates so that we can identify and disrupt the ways that some are in positions to benefit from gender constructs while others are purposively disadvantaged. Additionally, the course emerges from an understanding that the past-present-future are not divided but rather exist simultaneously along a continuum (historicity). Thus, we need to examine women’s lives and struggles in the past to respond to the present and project a future.

Overarching Questions
● Where do gender norms come from? How do we learn to enact them and/or subvert them? What role does schooling play in the construction, legitimization, enforcement and reproduction of normative genders and sexualities? How can we utilize critical studies on behalf of transformative justice?

Course Objectives
● By the end of the course, students will be able to use research from multiple perspectives to analyze the intersectional stakes that gender in education conjures, and the ways that feminist, queer, and intersectional politics can be leveraged to trouble unjust educational practices and policies.
**Course Materials**
The syllabus and all course readings will be posted on Canvas in our course files: [canvas.ucsc.edu](http://canvas.ucsc.edu). There are also links to readings in this syllabus (see below).

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### Course Assignments & Formulations

#### Types of Assignments

1. **Content Responses** - your responses to weekly content activities such as lectures, film viewings, podcasts, readings, etc. Links to these assignments and materials will be in Canvas. Please submit all of your weekly responses in ONE upload in Canvas - ONE content response submission per week (5 total).

   In the weekly schedule (see below), you will see a list of readings - **Everyone Reads** - that everyone will be expected to complete each week. In addition, during weeks 2-5, you will have a choice between readings in two categories: **Deeper into Teaching for Equity** and **Deeper Dives into Content**.

   If you're interested in becoming a teacher or educator in any capacity, then you might want to choose the readings under the “**Deeper into Teaching for Equity**” category. The readings in this category will focus on creating awareness and offering practical applications for more equitable classrooms/schools/ worlds.

   If you're not necessarily interested in teaching, but are interested in the issues we engage with related to education and would like to know more from a content perspective, then “**Deeper into Content**” might be the reading category you choose.

   You don’t have to commit to only one category for all of weeks 2-5. For example, you can choose to do the “Deeper into Content” readings in week 2 and then choose the “Deeper into Teaching for Equity” readings for week 3. Just make sure to read all of the materials and answer all of the questions for whichever category you choose each week in addition to completing the “Everyone Reads” assignments.

2. **Weekly Zoom Discussions & Canvas Discussion Posts** -

   **Zoom Discussions**: Each week you will join a one-hour small group discussion **on Zoom**. You can choose which time works best for you and **sign up for that discussion group**. You must remain with the same group for all five weeks. You must be logged in through your UCSC email in order to edit the “**Small Group Weekly Discussion**” form and to receive credit for attendance to discussions during the course. Questions for the Zoom discussions are in the Canvas assignments and in the weekly slideshows/lectures.

   We will also be available after class on most days to speak with students if there are questions about course materials or assignments or if you just want to hang out a
while longer and discuss how you're feeling.

*Canvas Discussion Posts:* These are your responses to the one-hour weekly discussions you participate in with your Zoom discussion group and that you submit through Canvas each week. You will find these discussion prompts in the same document as the prompts for your Zoom discussion group.

Recap of weekly discussion expectations:
- **ZOOM:** small group discussions 1 hour each every week for five weeks (5)
- **Canvas:** Respond to prompts for the discussion threads in Canvas each Week (5)

3. **Creative Response** ONE creative work you produce in response to course content. Descriptions are in week 5 in the syllabus schedule (see below).

*Unfortunately, Learning Student Services was not able to place a tutor to support this course. However, there will be a writing tutor (tutors across the disciplines) available for the whole 10-weeks of the Summer Session. Students can set up an appointment 24 hours in advance, and they will meet virtually through zoom for 1-hour. Here are instructions for students who would like to sign up through the sign-up system, Tutor Trac. These instructions come from the LSS Website.*

**Weighted Grading**

- 50% “Content Responses” to slideshows/lectures and readings/resources each week. Each week, please upload responses in a single document to Canvas.
- 30% Participation in your group’s discussions and posting responses in Canvas each week
  - 15% showing up to discussions and participating (in Zoom)
  - 15% posting and responding weekly in discussion threads (in Canvas)
- 20% One Creative Response to course content (due at end of Week 5)

**My evolving grading philosophy**

(Because as educators we are always imperfect, incomplete and evolving)

★ My intention is to be clear about the purposes, intentions, expectations, and design of the course.

★ **All course assignments are graded to assess levels of engagement with course content.** Responses should reflect deep and thoughtful interactions with the texts, lectures, videos, readings, podcasts, discussions etc.

★ Responses to students’ work should be a conversation - not a deterministic ranking and filing. I want my grading practices to encourage students by celebrating what they have done exceptionally or effectively, and I want my comments to be instructive so students are more likely to feel assisted and never diminished.

  ★ I also want students to perceive each assignment as another component in an infinite and legible process of growth, not as a summary judgment. In instances where students’ work seems to indicate minor or major flaws or
misunderstandings of the content presented and it's necessary to communicate that with students, my comments are meant to inspire another dive into the material, or an alternative approach to interacting with the material with the hope that the next assignment will illustrate evidence of progress and more clarity for the student.

★ When I interact with students’ submissions, it is to understand where each student is in their personal social and intellectual development. I attempt to construct responses in ways that will advance students’ growth from whatever point at which they began. For those of you aspiring to a teaching career, I hope this explanation offers you an example of an “assessment” approach that is grounded in love and attempts to liberate students from fears about being “graded.” No one’s value has ever been determined, captured, or summarized by a grade.

Information and Student Support for Summer Sessions

**Important 2021 Deadlines:**
Please go to this link for important summer session deadlines: [5-Week Summer Session](#).

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

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

**DRC Remote 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 accommodations or any other disability-related matter, please contact the DRC office at 831-459-2089 or drc@ucsc.edu.

Since summer sessions have a different pace than the regular academic year, below is a suggested timeline for accommodations:

If my class starts on July 26th,
Schedule meeting with DRC by: July 9th
Give letter to course instructor July 26th or sooner

Don’t forget you can sign up for Small Group Writing Tutoring (details above) also!
**Undocumented/DACA**
DREAMers/DACAmmented are welcomed in this class, and I underscore my continuing support in alignment with the Dean of the Division of Social Sciences. In addition to support and protection in this class, I stand with others to work for long-term protections in the future.

From Chancellor Larive on 06/18/2020 - To our undocumented community: Know that we will continue to welcome you and value you at UC Santa Cruz without regard to immigration status. We see your humanity, your talents, and your contributions to our university and the world. This will never change.

**Academic Dishonesty**
Academic integrity is the cornerstone of 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. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

**Title IX**
The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link.

For more information please visit the Title IX Operations under Covid-19 page.
UCSC COVID-19 Operational Plans

Due to the COVID-19, we will continue to offer our services and support on a remote basis. To reach a Dean of Students Office staff member, you may:

- Leave a detailed voicemail at 831.459.4446, including your name and a telephone number at which you can be reached
- Send an email to deanofstudents@ucsc.edu

Slug Support Case Managers

Slug Support is available to all students on a remote basis. Please email deanofstudents@ucsc.edu to request an appointment with a Slug Support Case Manager. If this is a crisis (e.g., immediate food or housing insecurity or major distress), and you need to be assisted right away, please see the crisis schedule and contact the Slug Support case manager on crisis duty. We will be available for phone and Zoom appointments during our normal business hours (Mon-Fri 9:00 am-5:00pm). Please note that campus police and Counseling & Psychological Services (CAPS) are also still available. Call 911 to be connected to dispatch or (831) 459-2628 to be connected to a CAPS counselor. We expect to return to in-person availability as soon as classes resume in-person.

Week One - July 26-30

Creating Community out of COVID-induced Chaos
Introducing/Understanding Gender, Education, and Intersectionality

Days 1 & 2
Lecture/Slideshow:
Topics: Introductions, Course Overview, Gender, Education, Intersectionality

*Recorded Slideshow/Lecture
*PDF of Slideshow
*Content Questions for Slideshow/Lecture and Readings

Each week make sure you complete the “Everyone” task (reading, video, podcast, artwork) BEFORE your weekly small-group discussion. It’s okay if you don’t have everything read before the first day of class. We’ll spend the first hour going through some materials so that everyone has a sense of the first week’s topics.

Everyone Reads (44 pages):

The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.

1. Rethinking Gender, Sexism, Sexuality, Chapter 1, Introduction, pp. 12-37
2. The New Teacher Book, Creating Community out of Chaos, pp. 3-13
3. Intersectionality Comics - Talhi Briones, Writer, Illustrator, Graphic Designer, pp. 1-9
Please sign up for a time to meet with your discussion group for one hour each week for the next 5 weeks. The group numbers and days and times offered are in this Zoom Link Google Doc.

Please submit your responses to the Week 1 content prompts through the assignment in Canvas.

After your small group discussions in Zoom, submit your discussion posts in Canvas to the Week 1 discussion thread.

★ All course assignments are graded to assess levels of engagement with course content.

Week Two - August 2-6
Historical and Political Contexts of Gender and Education

★ All course assignments are graded to assess levels of engagement with course content.

Lecture/Slideshow
Topics: Recap, Genealogy of gender and education (including prominent people), Gender as political
PDF

Each week make sure you complete the “Everyone” task (reading, video, podcast, artwork) BEFORE your weekly small-group discussion.

Everyone Watches: The Great American Lie (2020) (97 minutes)

Choose to complete readings and questions in EITHER the Deeper into Teaching for Equity OR Deeper into Content Readings assigned for this week.

Deeper into Content Readings: (39 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.

- Model vs Feminist: Seeing beyond the binaries by Stephanie Abraham pages 283-286 in We Don’t Need Another Wave (2006)
Deeper into **Teaching for Equity Readings**: (39 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.

- 7th graders and Sexism by Lisa Espinosa pages 82-91 in *Rethinking Sexism, Gender, and Sexuality (2016)*
- **Our Curriculum: Introduction** by Jeff Sapp pages 122-125 in *Rethinking Sexism, Gender, and Sexuality (2016)*

Please submit your responses to the **Week 2 content prompts** through the **assignment in Canvas**.

Week 2 small group **ZOOM discussion** participation and posts in **Canvas discussion thread**. **LINK to discussion prompts** in Google

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**Week Three - August 9-13**
**Students and Classrooms**

⭐ All course assignments are graded to assess levels of engagement with course content.

**Lecture/Slideshow:**
Topics: students experiences with gender-related issues, carceral logics across institutions

PDF

Each week make sure you complete the “Everyone” task (reading, video, podcast, artwork) BEFORE your weekly small-group discussion.


Choose to complete readings and questions in **EITHER** the **Deeper into Teaching for Equity** OR **Deeper into Content Readings** assigned for this week.
Deeper into Teaching for Equity Readings: (45 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.
- We Begin to Know Each Other: Laura by Maiya Jackson, Illustrator: Alaura Seidl in Rethinking Schools, Volume 30, Issue 2 - Winter 2015/16 (pages 1-8)
- When the Gender Boxes Don’t Fit by Ericka Sokolower-Shain pages 97-99 in Rethinking Sexism, Gender, and Sexuality (2016)
- As a Mom and a Teacher by Judy Sokolower pages 100-102 in Rethinking Sexism, Gender, and Sexuality (2016)
- 500 Square Feet of Respect: Queering a study of the criminal justice system by Adam Grant Kelley pages 235-242 in Rethinking Sexism, Gender, and Sexuality (2016)

Deeper into Content Readings: (45 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.

Please submit your responses to the Week 3 content prompts through the assignment in Canvas.

Week 3 small group ZOOM discussion participation and posts in Canvas discussion thread
Week Four - August 16-20
Educators and Gender

PLEASE, PLEASE, PLEASE HELP US & FUTURE STUDENTS BY COMPLETING THE STUDENT EXPERIENCE OF TEACHING SURVEY (SETS)!

Lecture/Slideshow
Topics: Educators grappling with and challenging issues/situations related to gender in classrooms and schools
PDF

Each week make sure you complete the “Everyone” task (reading, video, podcast, artwork) BEFORE your weekly small-group discussion.

Everyone Reads: (16 PAGES)

Please choose to read and answer the prompts for EITHER Deeper in Content OR Deeper into Teaching for Equity.

Deeper into Content Readings: (32 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.
- Sandra Chang-Kredl, Katherine Pauls & Katherine Foster (2021) ‘You’re all so good with poo here’: mainstream media representations of the early years educator, Gender and Education, 33:1, 103-118, DOI: 10.1080/09540253.2019.1632805
- Baby Mamas in Literature and Life by Abby Kindelsperger pages 254-262 in Rethinking Sexism, Gender, and Sexuality (2016)

Deeper into Teaching for Equity Readings: (31 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.
- “‘How Could You Let This Happen?’ Dealing with 2nd graders and rape culture” by Zanovia


- When Teachers Come Out: Introduction by Jeff Sapp pages 264-265 in *Rethinking Sexism, Gender, and Sexuality* (2016)


Please submit your responses to the Week 4 content prompts through the assignment in Canvas.

**Week 4 small group ZOOM discussion participation and posts in Canvas discussion thread**

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**Week Five - August 23-27**

**Gender in and Beyond Education**

<table>
<thead>
<tr>
<th>Weekly Lecture/Slideshow</th>
<th>Topics: Education for Healing and Transformative Justice, Art in Social Movements, and the Challenges of Change</th>
</tr>
</thead>
</table>

PDF

★ All course assignments are graded to assess levels of engagement with course content.

The final Creative Response is due by midnight (Pacific Coast Time) on Friday, August 27. Your submission should be placed in the "Creative Response" assignment category in Canvas. If your file type cannot be uploaded, please create a link that will allow us to access your submission.

Choose from ONE of the following options to use an intersectional critical lens for interacting with topics covered in the course this session:

- Write a 5 page essay, (Arial or Times New Roman 12-point font, double-spaced) ([writing in college resource](#))
- Create a 5-10 minute video/vlog (NOT just a PowerPoint or slide show) ([resources for vlogs/instructional videos](#))
- Create an 8-10 page graphic novel/zine ([zine resources/graphic novel resources](#))
• Create a 5-10 minute podcast (resources)

*Please be sure to cite at least five sources from our course throughout your creation and at the end (podcasts, films, videos, readings, art). Any citation format is accepted (MLA, APA, AMA, Chicago, etc). You are free to cite lectures, but please DO NOT count my words in lectures as one of the five sources required for your creative response. Sources and videos within lectures/slideshows are fine to cite and count towards the five sources required for the response.

Topics from the course that might be relevant to your creative response:

Blurring gender binaries, gender spectrum, effects of stereotypical gender constructs, historicity, misogyny as a component of attacks on teachers, feminization of teaching and other “care” labor, intertwining of racism/misogyny/xenophobia and capitalism, adultification, diagnoses disparities, The Lavender Scare, education-gender leaders (Harry Hay, Jovita Idár, Anna Julia Cooper, Zitkála-Šá, Pauline Park, Barbara Smith), LGBTQ+ educators and their experiences, patriarchal structures, parenting, white parents, Lady Bountiful, LGBTQ+ student experiences (safety, punishment, social interactions, attendance, clubs), teachers’ unions, strikes, #FreeTheTampons, teachers’ working conditions, gender-inclusive curriculums (& the stories we tell) and schools, carceral logics across systems/institutions, feminist killjoys, teaching the taboo, gender-inclusive nations (Iceland), intersectional justice, transformative justice, resistance, political events, art and storytelling, poetry, hip hop, Title IX, school-prison nexus and its interrelationships, the words we use, organizations for support and resources (Badass Teachers, GLSEN, GLAAD, Gender Spectrum, Trevor Project), classrooms/schools as brave and safe spaces, queering/queer use, brave educators, being a rebel

The Creative Response Prompt

Tell a story! Using intersectionality as a lens for critical inquiry and transformative
potential, describe how constructions of gender and points along your educational journey have intertwined in positive and/or negative ways. Using the framework of intersectionality means that you will not be able to consider gender without other social and personal identities and experiences.

Then, analyze your educational journey for moments of potential or actual disruptions to society’s gendered expectations. In at least 20% of your Creative Response, identify moments along your educational journey where and when interventions for transformative justice (related to gender and other social or personal identities and experiences) could have or did occur.

Each week make sure you complete the “Everyone” task (reading, video, podcast, artwork) BEFORE your weekly small-group discussion.

Everyone Reads: the highlighted parts of Art, Gender, and Education from MoMA (12 pages with many images) & read all of My Silence, My Story. 2021 ZINE (10 pages with images)

Choose to complete readings and questions in EITHER the Deeper into Teaching for Equity OR Deeper into Content Readings assigned for this week.

Deeper into Teaching for Equity Readings: (12 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.
- Teaching and Learning about Sexism: 3 conceptual challenges pages 429-435 in Rethinking Sexism, Gender, and Sexuality (2016)

Deeper into Content Readings: (12 PAGES)
The above link takes you to the files in Canvas with all of the readings organized by week and category. The links below mostly take you to google drive files or a whole book in Canvas.
- Education in the Age of Outrage By Kelly Oliver in The Stone, Oct. 16, 2017 (4 pages)

Please submit your responses to the Week 5 content prompts through the assignment in Canvas.

Week 5 small group ZOOM discussion participation and posts in Canvas discussion thread

Additional Course Resources utilized for Lectures/Slideshows (next page)
Art by Kevin “Rashid” Johnson, a founding member of the Revolutionary Intercommunal Black Panther Party Prison Chapter. Rashid is currently being repressed by prison administrations and transferred to different prisons. Support Rashid and make some calls on his behalf. https://rashidmod.com

**Week 1**


**Week 2**


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**Week 3**


Student Support Resources

The Trevor Project at 1-866-4-U-TREVOR (866-488-7386)
The Trevor Project is a national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning youth.

The National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

Additional Resource Links
- American Psychology Association: LGBT Youth Resources
- Gender Spectrum: GLSEN Safe Space Kit
- GLAAD: Rainbow Reading List
- Live Out Loud
- Welcoming Schools
- Teaching Tolerance
- Lambda Legal

Week 4


**Week 5**


