

EFR 507: Gender and Education

Fall 2007, Thursdays, 4-6:50, Education Building 210

Instructor: Marcus Weaver-Hightower
E-mail: mwh@und.edu
Office: 305C, Education Building
Office Hours: By appointment (with notice)

Office Phone: 701-777-3238
Home Phone:
Website: <http://www.und.nodak.edu/instruct/mbweavhi/index.html>

Course Description

This course draws on work in sociology, anthropology, educational policy, women's studies, curriculum and instruction, and history to explore the multiple ways in which gender influences education, what goes on in schools and colleges (and other educational settings), and the outcomes of schooling. From the historical progression of policy aimed at increasing the educational attainment of women and girls to the current debates over the "underachievement" of boys, this class seeks to overview the key moments, ideas, and controversies involved in research and policy on gender and education.



As with every class I teach, this course will also focus on skills graduate students need to pursue their professional careers and to succeed in graduate school, particularly in research, reading, writing, and critical thinking.

Foundations Standards

Foundations courses at UND strive to meet the standards of the Council of Social Foundations of Education (CSFE) for student learning. At the successful completion of this course and other foundations coursework,

1. The educator understands and can apply disciplinary knowledge from the humanities and social sciences to interpreting the meanings of education and schooling in diverse cultural contexts.
2. The educator understands and can apply normative perspectives on education and schooling.
3. The educator understands and can apply critical perspectives on education and schooling.
4. The educator understands how moral principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
5. The educator understands the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.
6. The educator understands how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.

Required Readings

The following books are available from local bookstores, including the University Bookstore, as well as online and in the library. Please ensure that you have the correct editions.

- Arnot, M., & Mac an Ghaill, M. (Eds.). (2006). *The RoutledgeFalmer reader in Gender and Education*. New York: RoutledgeFalmer. ISBN 0415345766.
- Eisenhart, M. A., & Finkel, E. (1998). *Women's science: Learning and succeeding from the margins*. Chicago: University of Chicago Press. ISBN 0226195457
- Kimura, D. (1999). *Sex and cognition*. Cambridge, MA: Bradford Books. ISBN 0262611643
- *The Jossey-Bass Reader on Gender in Education*. (2002). San Francisco: Jossey-Bass. ISBN 0787960748
- Lopez, N. (2003). *Hopeful girls, troubled boys: Race and gender disparity in urban education*. New York: Routledge. ISBN 0415930758
- Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press. ISBN 0813519233

Other readings are available on Blackboard.

Those who have not already should consider purchasing the *Publication Manual of the American Psychological Association* (currently in the 5th edition) or copying pertinent portions of it at the library. Those who would like to improve their writing should consider reading Strunk and White's *The Elements of Style* or Swales and Feak's *Academic Writing for Graduate Students* (2nd edition).

Assignments and Assessment

- **Introductory Essay** (10%)--As a way to begin an engagement with the topic of gender and education, students will write a 3- to 5-page essay in which they reflect on their own gendered experiences of schooling. Students should also speculate on or recount gender issues that others may have faced in schooling. This essay will be due the second day of class.
- **Wiki Creation and Maintenance** (10%)—Students will collaboratively create and maintain a wiki on sociology of education terms using Blackboard. *Each week*, students should add a term, concept, or biography found in the readings that pertains to the sociology of education. Alternatively, the readings can be used to modify or expand an existing entry, whether made by the student or a colleague.
- **Journal Review** (10%)—Students will either: (1) look at five years of a journal that focuses either exclusively or largely on gender and education (e.g., *Gender and Education*, *On Campus with Women*, *Women in Higher Education*, etc.), OR (2) look at ten years of a journal focused on either gender or education, focusing on those articles that address both. The student will then write a 4-8-page review of the kinds of topics,

methodologies, writing styles, and theoretical approaches favored by the journal in that time period as well as any shifts they note over time. What appeals to the journal's editors that they might not even know? Secondly, students should describe the process of submitting to the journal and time frames, if available.

- **Class Participation** (20%)—Students will attend class, be obviously prepared, talk when appropriate, listen well, and complete in-class tasks.
- **Research paper** (45%)—Students will conduct library and/or field research concerning a significant topic related to gender and education. Students may take many perspectives (feminist theories, policy analysis, sociological, teacher/practitioner, ethnographic, etc.), but all papers should make a novel argument rather than simply summarizing the arguments of others. Students are encouraged to use this as an opportunity to advance their own research. Papers should be from fifteen to twenty-five pages and should include a bibliography that draws on “credible” sources. Final papers will be due on the last day of class.
- **In-class presentation of research paper** (5%)—Because hearing the research of others exponentially increases how much can be learned in a class, students will present a 5- to 7-minute talk about their research papers (including some kind of “visual aid,” like a poster, handout, or *brief* slideshow). Research presentations will be delivered during the final class session.

Policies

Attendance

I expect graduate students to be in class every class period, on time. Please alert me in advance when this is impossible. If a student is going to miss three or more classes, we must meet to discuss whether it is appropriate to continue the student's enrollment in the course. Be aware that I do not distinguish between reasons for absences. *Absences do not excuse students from completing assignments and they may negatively affect class participation scores.*

Prompt Work

I expect graduate students to present their work in a professional manner and on time. *Absences do not excuse students from completing assignments on the day they are due.* Please E-mail any papers to me on the due date when it is impossible to be in class.

Weather

When the University is open, class will meet. Closure of the University is rare; when storms occur, listen to local media or call (701) 777-6700. Also, please check your E-mail before driving in, if possible, in the *rare* event that I cannot get to class (but, please, no requests!!); any such E-mail should come well in advance of class time. PLEASE NOTE: I want above all for everyone to be safe. *If you feel it is not safe, don't come to class.*

Academic Honesty and Plagiarism

I expect that graduate students are striving to meet the highest standards of scholarship, which includes honest and skillful use of scholarly knowledge. I take plagiarism and other acts of

academic dishonesty very seriously, and I am also quite good at catching it. *I do not differentiate between purposeful and accidental plagiarism.* Please learn about the very easy ways you can avoid plagiarism. As outlined in section 3-3 of the Code of Student Life, it is my discretion as to whether to handle plagiarism as a scholastic matter (i.e., failing the course) or as a disciplinary matter (i.e., referral to the Graduate Dean).

Incompletes

The University's policy: "The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor." (See the 2005-07 UND Catalog for complete policy statement.)

Exceptionalities

Students who feel they may need some instructional modifications to complete course requirements due to exceptionalities have the responsibility of making the instructor aware of this in a timely manner.

Weekly Schedule

The following lists topics, readings, and assignments for the course by the date they are due. Please note that these are subject to change with notice. Readings from the Jossey-Bass reader are noted with "(JB)," while those in the RoutledgeFalmer reader are noted with "(RFR)." Readings found on Blackboard are noted with "(BB)." Readings are not listed in order of importance.

Week 1 (Aug 23)

Topic: Introduction to the course; Introductory essays explained; The terminology of gender studies; In-class viewing of *Men, Women, and the Sex Difference*

TOPIC ONE: HISTORY AND THEORIES OF GENDER AND EDUCATION

Week 2 (Aug 30)

Topic: **The Peril(s) of Women & Coeducation; Policy Histories & Feminist Landmarks;** Creating and maintaining wikis

Reading(s): American Association of University Women (AAUW), executive summary from *How Schools Shortchange Girls* (BB)
Beasley, "Gender and Feminism: An Overview" (BB)
Clarke, Selections from *Sex in Education* (BB)
Sandler, "'Too strong for a woman'—The five words that created Title IX" (JB)
Tyack and Hansot, "Feminists discover the hidden injuries of coeducation" (JB)
Women on Words and Images, Selections from *Dick and Jane as Victims* (BB)

Due: Introductory essay due

Week 3 (Sept 6)

- Topic:** **Theories of Gender; Approaches to Researching Gender and Education;** Discuss introductory essays; Review of APA formatting
- Reading(s):** Butler, “Performative Acts and Gender Constitution” (RFR)
Bourdieu, “Masculine Domination” (RFR)
Dillabough, “Gender Theory and Research in Education” (RFR)
Francis, “The Nature of Gender” (BB)
Liu, “School Culture and Gender” (BB)
- Due:** First wiki contribution

TOPIC TWO: ACHIEVEMENT AND THE DISCIPLINES

Week 4 (Sept 13)

- Topic:** **Math, Science, and Technology**
- Reading(s):** Eisenhart and Finkel, *Women’s Science*
- Due:** Wiki contribution

Week 5 (Sept 20)

- Topic:** **Reading, Writing, and “Other” Literacies**
- Reading(s):** Finders, Selections from *Just girls: Hidden literacies and life in junior high* (BB)
Hartman, “‘Loud on the Inside’: Working-Class Girls, Gender, and Literacy” (BB)
Iverson & Murphy, “Boys Don’t Write Romance” (RFR)
Newkirk, “Misreading masculinity: Speculations on the great gender gap in writing” (JB)
- Due:** Wiki contribution

Week 6 (Sept 27)

- Topic:** **Toward Explaining Achievement Differences, Part I;** Explanation of journal review process; In-class viewing of *How Boys and Girls Differ*
- Reading(s):** Kimura, *Sex and Cognition*
- Due:** Wiki contribution

Week 7 (Oct 4)

- Topic:** **Toward Explaining Achievement Differences, Part II**
- Reading(s):** Cole, Selections from *The ETS gender study: How females and males perform in educational settings* (BB)
Gilligan, “Images of Relationship” (JB)
Mickelson, “Why does Jane read and write so well? The anomaly of women's achievement” (BB)
Weaver-Hightower, “The ‘boy turn’ in research on gender and education” (BB)
- Due:** Wiki contribution

TOPIC THREE: SPECIAL FOCUS ON THE STRUCTURES AND LEVELS OF SCHOOLING

Week 8 (Oct 11)

Topic: **Single-Sex Schooling**

Reading(s): Diamond, Kimmel, and Schroeder, “‘What’s this about a few good men?’: Negotiating gender in military education” (BB)
Haag, “Single-sex education in grades K-12: What does the research tell us?” (JB)
Lee, “Single-sex vs. coeducational schools” (JB)
Salomone, “Equality Engendered” (BB)

Due: Wiki contribution

Week 9 (Oct 18)

Topic: **Higher Education and Gender**

Reading(s): Delamont, “Gender and Higher Education” (BB)
Holland and Eisenhart, Selections from *Educated in Romance* (BB)
Gurian, “Disappearing Act: Where Have the Men Gone? No Place Good” (BB)
King, “Gender Equity in Higher Education: Are Male Students at a Disadvantage?” (BB)
Leathwood, “Gender Equity in Post-Secondary Education” (BB)

Due: Wiki contribution

TOPIC FOUR: THE SOCIAL WORLD OF THE SCHOOL AND CLASSROOM

Week 10 (Oct 25)

Topic: **Gender in Interaction**

Reading(s): Thorne, *Gender play: Girls and boys at school*

Due: Wiki contribution

Week 11 (Nov 1)

Topic: **Violence, Bullying, and Harassment**

Reading(s): AAUW, Selections from *Hostile Hallways* (BB)
AAUW, Selections from *Drawing the Line* (BB)
Garbarino, “How early vulnerability becomes bad behavior: Hurt little boys become aggressive big boys” (JB)
Kenway & Fitzclarence, “Masculinity, Violence and Schooling” (RFR)

Due: Wiki contribution

Week 12 (Nov 8)

Topic: **Race, Class, and Urbanity**

Reading(s): Lopez, *Hopeful Girls, Troubled Boys*

Due: Wiki contribution

Week 13 (Nov 15)

Topic: **Sexuality;** In-class viewing of the film *It's Elementary*; In-class viewing of *Coming Out in Rural America*

Reading(s): Allen, "Beyond the Birds and the Bees" (RFR)
Beasley, "Sexuality Studies: An Overview" (BB)
Fine, "Sexuality, schooling, and adolescent females: The missing discourse of desire" (JB)
Friend, "Choices, not closets: Heterosexism and homophobia in schools" (BB)
Irvine, "Introduction" to *Talk About Sex* (BB)

Due: Journal review due

Week 14 (Nov 22) NO CLASS--Thanksgiving

TOPIC FIVE: TEACHERS

Week 15 (Nov 29)

Topic: **"Women's Work": Gender and Sexuality in the Teaching Force;**
Discuss wiki process

Reading(s): Apple, "Teaching and 'Women's Work'" from *Teachers and texts: A political economy of class and gender relations in education* (BB)
Askew and Ross, "Women Teachers' Experiences" from *Boys don't cry: Boys and sexism in education* (BB)
Carter, "Pregnant but Equal: The Fight for Maternity Rights" (BB)
Katz, "The sounds of silence: Notes on the personal politics of men's leadership in gender-based violence prevention education" (BB)
Kissen, "Being invisible" and "Another kind of fear," from *The Last Closet* (BB)
Sargent, "Real men or real teachers? Contradictions in the lives of men elementary teachers" (BB)

Week 16 (Dec 6)

Topic: Research presentations

Due: Final research paper
In-class presentation of final paper

Bibliography of Supplemental Readings

- American Association of University Women. (1992). *How schools shortchange girls*. New York: Marlowe & Company.
- American Association of University Women. (1993). *Hostile hallways: The AAUW survey on sexual harassment in America's schools*. (No. AAUW Report No. 923012). Washington, D.C.: AAUW.
- American Association of University Women. (2005). *Drawing the line: Sexual harassment on campus*. Washington, D. C.: American Association of University Women.
- Apple, M. W. (1986). *Teachers and texts : A political economy of class and gender relations in education*. New York: Routledge & Kegan Paul.
- Askew, S., & Ross, C. (1988). *Boys don't cry: Boys and sexism in education*. Milton Keynes, England: Open UP.
- Beasley, C. (2005). *Gender & sexuality: Critical theories, critical thinkers*. London: Sage.
- Carter, P. A. (2002). "Everybody's paid but the teacher": *The teaching profession and the women's movement*. New York: Teachers College Press.
- Clarke, E. H. (1873). *Sex in education, or, A fair chance for girls* (5th ed.). Boston: Houghton Mifflin.
- Cole, N. S. (1997). *The ETS gender study: How females and males perform in educational settings*. Princeton, NJ: Educational Testing Service.
- Delamont, S. (2006). Gender and higher education. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 179-189). London: Sage.
- Diamond, D., Kimmel, M. S., & Schroeder, K. (2000). "What's this about a few good men?": Negotiating gender in military education. In N. Lesko (Ed.), *Masculinities at school* (pp. 231-249). Thousand Oaks, CA: Sage.
- Finders, M. J. (1997). *Just girls: Hidden literacies and life in junior high*. New York: Teachers College Press.
- Francis, B. (2006). The nature of gender. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 7-17). London: Sage.
- Friend, R. A. (1993). Choices, not closets: Heterosexism and homophobia in schools. In L. Weis & M. Fine (Eds.), *Beyond silenced voices: Class, race, and gender in United States schools* (pp. 209-235). Albany, NY: State University of New York Press.
- Gurian, M. (2005, December 4). Disappearing act. *The Washington Post*, p. B1.
- Hartman, P. (2006). 'Loud on the inside': Working-class girls, gender, and literacy. *Research in the Teaching of English*, 41 (1), 82-117.
- Holland, D. C., & Eisenhart, M. A. (1990). *Educated in romance: Women, achievement, and college culture*. Chicago: University of Chicago Press.
- Irvine, J. M. (2002). *Talk about sex: The battles over sex education in the United States*. Berkeley: University of California Press.
- Katz, J. (2000). The sounds of silence: Notes on the personal politics of men's leadership in gender-based violence prevention education. In N. Lesko (Ed.), *Masculinities at School* (pp. 283-304). Thousand Oaks, CA: Sage.
- King, J. E. (2000). *Gender equity in higher education: Are male students at a disadvantage?* Washington, D. C.: American Council on Education.
- Kissen, R. M. (1996). *The last closet: The real lives of lesbian and gay teachers*. Portsmouth, NH: Heinemann.

- Leathwood, C. (2006). Gender equity in post-secondary education. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 166-178). London: Sage.
- Liu, F. (2006). School culture and gender. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 425-438). London: Sage.
- Mickelson, R. A. (1989). Why does Jane read and write so well? The anomaly of women's achievement. *Sociology of Education*, 62(1), 47-63.
- Salamone, R. C. (2003). *Same, different, equal: Rethinking single-sex schooling*. New Haven, CT: Yale University Press.
- Sargent, P. (2000). Real men or real teachers? Contradictions in the lives of men elementary teachers. *Men and Masculinities*, 2(4), 410-433.
- Weaver-Hightower, M. B. (2003). The "boy turn" in research on gender and education. *Review of Educational Research*, 73(4), 471-498.
- Women on Words and Images. (1972). *Dick and Jane as victims: Sex stereotyping in children's readers*. Princeton, NJ: Women on Words and Images.