Course Objectives
This course is designed with the following objectives in mind:

- To introduce students to theories and perspectives from the social sciences relevant to an understanding of the role of education in relation to structures of gender differentiation and hierarchy.
- To familiarize students with and enable them to critically evaluate cross-national research in the status of females and their participation patterns in mass and higher education.
- To allow students the opportunity to gain research skills by designing projects related to gender, education, and development.

Course Format and Evaluation Procedures
This course combines lectures, large and small group discussions, and large and small group activities. This 4-unit course provides optional grading (letter grade or CR/NC).

Course evaluation will be based on the following criteria:

Class participation: 20%  
Lead class activity: 10%  
Reflection papers: 20% (10% each) Due April 21 & May 19  
Annotated bibliography: 10% Due May 5  
Final paper: 40% Due June 4 by 3:15PM (including Outline and Presentation)

Course Materials
Most readings are available on the course web site on Coursework. In addition, this textbook is required reading. It may be purchased at the Stanford Bookstore or online (e.g., Amazon.com); it is also available at Cubberley Education Library for two-hour loan. Readings from the book are marked Baker & Wiseman.

COURSE READINGS

Week 1. Introduction (March 31, 2010)


Week 2. Overview of Feminist & Gender Theories (April 7, 2010)


Recommended:


Week 3. Global Models of Progress, Justice, and Gender Equality (April 14, 2010)


Recommended:
**Week 4. Education as Empowerment/Development (April 21, 2010) * First Reflection Paper due * **


**Recommended:**

**Week 5. School Experiences (April 28, 2010)**


**Recommended:**

Week 6. Institutional Responses (May 5, 2010) * Annotated Bibliographies Due *


Recommended:


Week 7. Gender and Higher Education (May 12, 2010)


Recommended:

Week 8. Gender, Science/Technology, and Education (May 19, 2010) * Second Reflection Paper due *


Recommended:

Friday, May 21, 2010 (by 12 noon) ** Paper outlines due **

Week 9. Teachers and Teaching for Change (May 26, 2010)


Recommended:

Week 10. Paper presentations (June 2, 2010)

Students will make short PowerPoint presentations of their research proposals to their writing groups. Groups will be arranged based on topic similarity. Students are also expected to provide critical, substantive feedback to their peers, which will be integrated into their final written proposals.
COURSE ASSIGNMENTS

Class Participation (20% of course grade)
1. Critical reading of course materials: Students are expected to come to class having critically read each of the assigned readings. They are expected to raise questions, challenge the findings and opinions raised in the readings, and otherwise be outspoken about the course materials. Our hope is that we will work together to create an atmosphere that is safe and open to a range of ideas, perspectives, and opinions.

2. Discussion questions: All students are required to turn in weekly discussion questions (one per author/reading) regarding topics and issues raised in the readings. As these will serve as the basis for class discussions, students should bring copies of their questions to class in addition to being posted to Coursework by 1PM on the Tuesday before each class meeting. Students will be evaluated based on the quality and thoughtfulness of their questions.

3. Attendance: Students are required to arrive on time and stay for the duration of each class. The instructor asks that she be notified of absences ahead of time.

Developing and Leading Activity (10% of course grade)
Students will work in pairs or in small groups to create an activity for the last hour of class. Activities should be sent to the course assistant (CA) for her feedback no later than 1PM on the Monday before your scheduled date.

Annotated Bibliographies (10% of course grade)
In order to develop research skills in the field of development education and gender issues, students will be required to provide an annotated bibliography of 5-7 sources (e.g. journal articles) and a brief statement (2-3 sentences) on the topic one is considering for his/her final paper. More detailed instructions will be provided.
* Due date: May 5 (posted to Coursework by the start of class)

Reflection Papers (20% of course grade)
Reflection papers are five paragraph essays that advance a claim or argument or raise a question for exploration. Topics should relate closely with course materials (readings and discussions). Students may find it useful to build off of their weekly discussion questions for this assignment. Topic ideas may be shared with the instructor for review ahead of time. Two reflection papers are required. Each paper must be four double-spaced typewritten pages in length.
* Due dates: April 21 & May 19 (posted to Coursework by the start of class)

Final Research Proposals (including Outline and Presentation) (40% of course grade)
Students will choose a topic that reflects course content and demonstrates an understanding of key concepts and the main issues addressed in the course, especially education, to develop a research paper proposal. Paper outlines are required and consist of a 2-page outline of the proposed research paper. The research paper proposal must consist of 15 double-spaced pages and reference relevant readings from the course. Part of the final paper grade will entail a 10-minute presentation of the final paper using PowerPoint (no more than 10 slides). More detailed instructions will be provided in class.
* Due date for paper outline: May 21 (posted to Coursework by 12 noon)
* Due date for final paper: Per final exam schedule – Friday, June 4 by 3:15PM to Coursework.