Course Instructor:
Prof. Christine Min Wotipka  
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Teaching Assistant: Lisa Yiu ([lyiu@stanford.edu](mailto:lyiu@stanford.edu))  
OH: Mondays (3-5PM) in Education, Room 35

Course meetings: Wednesdays, 3:15-6:05PM in ART4 (Sections in 160-125 & 160-127)

Course website: [https://coursework.stanford.edu/](https://coursework.stanford.edu/)

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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 on the status of girls and women and their participation patterns in various sectors of society.
- To allow students the opportunity to gain research skills by designing research proposals on topics of their choosing 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 in discussion sections. This 4-unit course provides optional grading (letter grade or CR/NC).

Course evaluation will be based on the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
<td>Throughout</td>
</tr>
<tr>
<td>Leading activity</td>
<td>10</td>
<td>Based on sign-ups</td>
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<tr>
<td>Reflection paper I</td>
<td>10</td>
<td>April 22 (Week 4)</td>
</tr>
<tr>
<td>Reflection paper II</td>
<td>10</td>
<td>May 20 (Week 8)</td>
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<tr>
<td>Annotated bibliography</td>
<td>10</td>
<td>May 6 (Week 6)</td>
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<tr>
<td>Final paper</td>
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<tr>
<td>• Paper outline</td>
<td>10</td>
<td>May 27 (Week 9)</td>
</tr>
<tr>
<td>• Paper presentation</td>
<td>10</td>
<td>June 3 (Week 10)</td>
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<tr>
<td>• Research proposal paper</td>
<td>30</td>
<td>June 10, 3:15PM</td>
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<tr>
<td>- Or - Final exam</td>
<td>50</td>
<td>June 10, 3:15PM</td>
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Late assignments may be accepted only if prior arrangements have been made with the instructor (at least 48 hours in advance of deadlines for small assignments; no less than one week in advance of the final paper deadline). All late work will be marked down depending on the degree to which it is tardy. We strongly advise against submitting late work.
**Course Attendance**

Attendance at each class session is expected. Students who know they will be absent should make arrangements with the instructor ahead of time; make-up work will be assigned. Those who miss more than one class meeting, regardless of the reason, are unable to earn a grade higher than a B+. Students are expected to arrive on time and leave when class is dismissed.

** Use of laptops during class other than to take notes is not allowed unless otherwise noted (e.g., for use during a small group activity).

**Course Materials**

Readings are available on the course website on Coursework.

**Students with Documented Disabilities**

Students with Documented Disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk. Phone: 723-1066, URL: http://studentaffairs.stanford.edu/oae

**Honor Code**

Students should be familiar with the Honor Code, especially in regards to plagiarism.

**COURSE TOPICS AND READINGS**

**Week 1 (April 1, 2015). Introduction**

- Course overview
- Key terms
- Film

**Recommended**


**Week 2 (April 8, 2015). Definitions and Trends around the World and Over Time**


**Recommended**


**Week 3 (April 15, 2015). Overview of Feminist and Gender Theories**


**Recommended**


Week 4 (April 22, 2015). **International Organizations and Aid** *Reflection Paper I due*


**Recommended**


Week 5 (April 29, 2015). **Global Models of Progress, Justice, and Gender Equality**


**Recommended**


**Week 6 (May 6, 2015). Education as Empowerment/Development * Annotated Bibliographies due * **


**Recommended**


**Week 7 (May 13, 2015). School Experiences and Expectations**


Dunne, Máiréad, Sara Humphreys, and Fiona Leach. 2006. “Gender Violence in Schools in the Developing World.” *Gender and Education* 18,1: 75-98.


**Recommended**

Week 8 (May 20, 2015). Curricula and Textbooks *Reflection Paper II due *


Recommended

Week 9 (May 27, 2015). Gender, Science/Technology, and Ed. *Paper outlines due*


Recommended


Week 10 (June 3). Wrap-up & Debrief * Student Presentations *
COURSE ASSIGNMENTS

Class Participation (10% of course grade)
Students are expected to come to class having critically read each of the assigned readings and prepared to raise questions, challenge the findings and opinions raised in the readings, and otherwise be outspoken about the course materials. Students are required to participate in all aspects of the course by posing questions during lectures and discussion, and participating in activities during discussion sections.

Developing and Leading Activity (10% of course grade)
Students will work in small groups or pairs to create an activity for the last hour of class. Activities should be sent to your discussion leader for her feedback by 2PM on the Monday before your scheduled date. Once you receive feedback on your activity, you are asked to send back the final version of the activity (plan and handouts).

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 must 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 discussed with the instructor/CA for review ahead of time. Two reflection papers are required; the first is based on Weeks 1-3, the second on Weeks 4-7. Each paper must be four (no more, no less) double-spaced pages in length. Due April 22 & May 20
• Post to Coursework by the start of class
• Name assignment as follows: Last nameFirst initial_Reflection1_22April2015 & Last nameFirst initial_Reflection2_20May2015

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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 and research methods one is considering for the final paper. This is required for everyone and not just those who are writing the final paper. Due May 6
- Post to Coursework by the start of class
- Name assignment as follows: Last nameFirst initial_AnnoBib_6May2015

FINAL EXAM/PAPER OPTIONS (Post to Coursework; Use correct Title Page template)

* Option 1: Required of grad students (including co-terms) and those who enroll at the 200-level
Final Research Proposal, Outline, and Presentation (30%, 10%, and 10% of course grade, respectively)
1. Students must choose a topic that reflects course content and demonstrates an understanding of key concepts and the main issues addressed in the course (education, gender and development) to develop a research paper proposal. Topics must be new to the students and not relate to papers written in other classes, theses, etc. The paper must consist of 14 double-spaced pages and reference relevant readings from the course as well as additional sources. Name assignment as follows: Last nameFirst initial_FinalPaper_10June2015
2. Paper outlines (2-3 page) sketch out key sections and sub-sections of the proposed research paper. Post to Coursework by the start of class; Name assignment as follows: Last nameFirst initial_PaperOutline_27May2015
3. Students present their final paper ideas at the last class. More details will be provided in class.
--> Due May 27 (Outlines); June 10 by 3:15PM (Final papers)

* Option 2
Final Exam (50% of course grade)
Undergraduate students who enroll in the course at the 100-level will be provided with a take-home exam comprised of options for answering four out of five questions. Each question must be addressed in four double-spaced pages (no more, no less) for a total of sixteen pages.
- Name assignment as follows: Last nameFirst initial_FinalExam_10June2015
--> Due June 10 by 3:15PM (Final exams)