Gender and Education in Global and Comparative Perspectives  
EDUC 197/SOC 134/FEMGEN 297  
Spring Quarter 2017-18  
Thu 1:30 PM - 4:20 PM in School of Education 334

Course Instructor:  
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Course meetings: Thursdays, 1:30-4:20 PM in School of Ed., Room 334
Course website: https://canvas.stanford.edu/

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, hierarchy, and power.
- To familiarize students with and enable them to critically evaluate research on the status of children, adolescents, and young adults around the world and their participation patterns in various sectors of society, particularly in education.
- To allow students the opportunity to gain research skills by designing research proposals or to develop action plans on topics of their choosing related to gender and education from global and/or comparative perspectives.

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 is based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation &amp; discussion questions</td>
<td>20</td>
<td>Throughout</td>
</tr>
<tr>
<td>Leading activity (for non-writers of proposals)</td>
<td>20</td>
<td>Based on sign-ups</td>
</tr>
<tr>
<td>Reflection paper I</td>
<td>10</td>
<td>April 26 (Week 4)</td>
</tr>
<tr>
<td>Annotated bibliography (for writers of proposals)</td>
<td>20</td>
<td>May 10 (Week 6)</td>
</tr>
<tr>
<td>Reflection paper II</td>
<td>10</td>
<td>May 24 (Week 8)</td>
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</tbody>
</table>
| Final (2 options)  
  1. Group project presentation & individual short paper | 20 + 20 | May 31 (Week 9) & June 8, 3:15PM |
  2. Research outline & proposal                  | 10 + 30|                     |
Grades are distributed as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-97</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>81-83</td>
<td>B-</td>
</tr>
</tbody>
</table>

And so on.

Students who elect the Credit/No credit option must earn at least 74 points (C grade) to pass the class. 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. Submitting late work is discouraged.

**Course Attendance**
Attendance at each class session is expected except in the case of unavoidable or legitimate circumstances (e.g., illness). Students are expected to arrive on time and leave when class is dismissed. As the class meets only 9 times, attendance at the first class meeting is required and no more than one absence is allowed in order to pass. Students who know they will be absent should make arrangements with the instructor ahead of time; make-up work will be assigned.

** 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 as hyperlinks on the syllabus or on the course site on Canvas.

**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 being 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: https://oae.stanford.edu/).

**Honor Code**
Students should be familiar with the Honor Code, especially in regards to plagiarism.
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 in an atmosphere that is safe and open to a range of ideas and perspectives.
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 must post them to the Discussion Board on Canvas by **12PM on Thursday** and bring copies of their questions to class. Students will be evaluated based on the quality and thoughtfulness of their questions.

**Developing and Leading Activity (20% of course grade)**
*(This is required only for those who are not writing the research proposal - see next page)*

Students will work in small groups or pairs to create an activity for the last hour of class. Activities should be sent to the instructor and TA for their feedback by **9AM on the Tuesday before your scheduled date**. Once you receive feedback on and final approval of your activity, post the final version of the activity (plan and handouts) to Canvas by **9AM on Thursday**.

**Reflection Papers (20% of course grade) ** Due April 26 & May 24 **

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 and discussions. Topic ideas may be discussed with the instructor/TA 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.

- Post to Canvas by the start of class
- Name assignment as follows: Last nameFirst initial_Reflection1_26April2018 & Last nameFirst initial_Reflection2_24May2018

**Annotated Bibliography (20% of course grade) ** Due May 10 **
*(This is required only for those who are writing the research proposal - see below)*

In order to develop research skills in the field of development education and gender issues, and to make progress on the research proposal, students will write an annotated bibliography of 5-7 sources (e.g., journal articles, book chapters, books) and a brief statement (2-3 sentences) on a topic and research methods one could address for the final paper.

- Post to Canvas by the start of class
- Name assignment as follows: Last nameFirst initial_AnoBib_10May2018
FINAL PAPER OPTIONS

Option 1

Group Project Presentation and Individual Short Paper (20% and 20% of course grade, respectively) ** Presentations will be made in last class meeting on May 31; Papers Due June 8 by 3:15PM **

With an understanding of some of the most pressing issues related to education, gender, and development, students will organize into small groups (3-4 students) based around issues of their choosing to develop “Plans of Action” to remedy some problem in Education as related to sex, gender, identity, and/or power from global and/or comparative perspectives. Each group will present their ideas in the last class meeting.

Students will also write short (5 page) individual papers that describe the problem(s) being addressed (“the what”), the need for it (“the why”), how your group proposes to solve the problem (“the how”), and the challenges you may face in implementing your idea.

- Post slides to Canvas by the start of class; Name assignment as follows: Group1_Presentation_31May2018 (Groups will be numbered; use the appropriate #)
- Individual papers are due per the final exam schedule. Post to Canvas; Name assignment as follows: Last nameFirst initial_FinalPaper_8June2018

Option 2

Research Outline and Proposal (10% and 30% of course grade, respectively) ** Outlines due May 31; Proposals due June 8 by 3:15PM **

(Required of doctoral students; an option for all others)

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. Students should discuss their ideas with the instructor in office hours.

- Paper outlines (2-3 page) sketch out key sections and sub-sections of the proposed research paper. Post to Canvas by the start of class; Name assignment as follows: Last nameFirst initial_PaperOutline_31May2018
- The paper must consist of 14 double-spaced pages and reference relevant readings from the course as well as additional sources. Use Title Page template. Post to Canvas; Name assignment as follows: Last nameFirst initial_FinalPaper_8June2018
COURSE TOPICS AND READINGS

WEEK 1 (April 5, 2018): Introduction and Definitions


Recommended

WEEK 2 (April 12, 2018): Trends, Around the World, Over Time


Recommended
WEEK 3 (April 19, 2018): Overview of Feminist and Gender Theories


**Recommended**


WEEK 4 (April 26, 2018): Education as Empowerment/Development * Reflection Paper I due *


**Recommended**


WEEK 5 (May 3, 2018): Gendered School Experiences

Wilkins, Andrew. 2011. “Push and Pull in the Classroom: Competition, Gender and the Neoliberal Subject.” *Gender and Education* 24, 7: 1-17. — [PDF]


Recommended
Carrera-Fernández, María Victoria, María Lameiras-Fernández, and Yolanda Rodríguez-Castro. 2016. “Performing Intelligible Genders through Violence: Bullying as Gender Practice and Heteronormative Control.” *Gender and Education*: 1-19.


WEEK 6 (May 10, 2018): Masculinities in Education * Annotated Bibliography due for research proposal writers*

Bristol, Travis J. and Marcelle Mentor. 2018 “Policing and Teaching: The Positioning of Black Male Teachers as Agents in the Universal Carceral Apparatus.” Forthcoming in *The Urban Review*. — [PDF]

Shirazi, Roozbeh. 2015. “‘These Boys are Wild’: Constructions and Contests of Masculinities at Two Jordanian High Schools.” *Gender and Education* 28, 1: 89-107. — [PDF]


Recommended


WEEK 7 (May 17, 2018): Gender, Math/Science/Technology, and Education


Buschor, Christine Bieri, Christa Kappler, Andrea Keck Frei, and Simone Berweger. 2014. “I Want To Be a Scientist/a Teacher: Students' Perceptions of Career Decisionmaking in Gender-Typed, Non-Traditional Areas of Work.” Gender and Education 26, 7: 743-758. — [PDF]

Recommended

WEEK 8 (May 24, 2018): What Works in Gender and Education? *Reflection Paper II due *


[continued next page]
Recommended
Bhog, Dipta and Malini Ghose. 2015. “Writing Gender In: Reflections on Writing Middle-school Political Science Textbooks in India.” Gender & Development 22, 1: 49-62. — [PDF]

WEEK 9 (May 31, 2018): Debriefing and Presentations *Paper outlines due for research proposal writers * / * Group Presentations *

WEEK 10 (Final exam period): No class