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 various sectors of society.
• 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).

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 evaluation will be based on the following criteria:
- Class participation: 20%
- Lead class activity: 10%
- Reflection papers: 20% (10% each) Due April 27 & May 18
- Annotated bibliography: 10% Due May 11
- Paper outline: 10% Due May 29
- Final paper: 30% Due Monday, June 11 by 12:15PM

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 and links to web sites are available on the course web site on Coursework.
COURSE READINGS

Week 1. Introduction (April 6, 2012)


Recommended:

Week 2. Overview of Feminist & Gender Theories (April 13, 2012)


Recommended:

Week 3. Global Models of Progress, Justice, and Gender Equality (April 20, 2012)


Recommended:


**Week 4. Textbooks as Experiences (April 27, 2012) * First Reflection Paper due * **


**Recommended:**


**Week 5. School Experiences and Expectations (May 4, 2012)**


**Recommended:**


Week 6. Education as Empowerment/Development (May 11, 2012) * Annotated Bibliographies Due *


Recommended:

Week 7. Gender and Higher Education (May 18, 2012) * Second Reflection Paper due *


Recommended:
Week 8. Gender, Science/Technology, and Education (May 25, 2012)

Blickenstaff, Jacob Clark. 2005. “Women and Science Careers: Leaky Pipeline or Gender Filter?” *Gender and Education* 17: 369-386.


**Recommended:**

Tuesday, May 29 ** Paper outlines due **

Week 9. What Next? Courses of Action (June 1, 2012)

{Part of the final class period will be spent brainstorming options for advancing change on the issues raised in the class. Possibilities for future research, policy, advocacy and action will be developed and presented.}


**Recommended:**

Monday, June 11, 2012 by 12:15PM ** Final papers due **
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 and prepared 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 10AM on the Thursday 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 instructors ask that absences be limited to illnesses and that they all be notified of absences ahead of time.

Developing and Leading Activity (10% of course grade)
Students will work 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 by 5PM on the Tuesday 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).

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 his/her final paper. More detailed instructions will be provided.

⇒ Due date: May 11 (post to Coursework by the start of class; Name assignment as follows: Last nameFirst initial_assignment name_date)

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 shared with the instructor/CA(s) for review ahead of time. Two reflection papers are required. Each paper must be four (no more, no less) double-spaced pages in length.

⇒ Due dates: April 27 & May 18 (post to Coursework by the start of class; Name assignment as follows: Last nameFirst initial_assignment name_date)

Final Research Proposals and Outlines (30% and 10% of course grade, respectively)
Students must choose a topic that reflects course content and demonstrates an understanding of key concepts and the main issues addressed in the course, including education, to develop a research paper proposal. Topics must be new to the students and not relate to papers written in other classes, theses, etc. 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. More detailed instructions will be provided in class.

⇒ Due date for paper outline: May 29 (post to Coursework by 2:15PM; Name assignment as follows: Last nameFirst initial_assignment name_date)

⇒ Due date for final paper: Per final exam schedule – Monday, June 11 by 12:15PM to Coursework; Use Title Page template.