

**Education, Gender, and Development**  
**Education 197/Sociology 134**  
**Spring Quarter 2011-12**

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**Instructor:** Prof. Christine Min Wotipka ([cwotipka@stanford.edu](mailto:cwotipka@stanford.edu))  
**Course Assistant:** Peggy Fan ([pfan@stanford.edu](mailto:pfan@stanford.edu))  
**Course meetings:** Fridays, 2:15-5:05PM in Thornton 210  
**Course web site:** <https://coursework.stanford.edu/>  
**Office hours:** Posted on Coursework

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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 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)	<b>Due April 27 &amp; May 18</b>
Annotated bibliography	10%	<b>Due May 11</b>
Paper outline	10%	<b>Due May 29</b>
Final paper	30%	<b>Due Monday, June 11 by 12:15PM</b>

**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)**

Nussbaum, Martha C. 2003. "Women's Education: A Global Challenge." *Signs: Journal of Women in Culture and Society* 29: 325-355.

Bunch, Charlotte. 1990. "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights." *Human Rights Quarterly* 12, 4: 486-498.

Recommended:

Gray, Mark M., Miki Caul Kittilson, and Wayne Sandholtz. 2006. "Women and Globalization: A Study of 180 Countries, 1975–2000." *International Organization* 60: 293-333.

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

Andersen, Margaret L. 2011. Chapters 12-13 in *Thinking about Women: Sociological and Feminist Perspectives*. 9th ed. Boston: Boston : Allyn & Bacon.

Janigan, Kara and Vandra Lea Masemann. 2008. "Gender and Education." Pp. 215-248 in *Comparative and International Education: Issues for Teachers*, edited by Karen Mundy, Kathy Bickmore, Ruth Hayhoe, Meggan Madden, and Katherine Madjidi. New York: Teachers College Press.

Fennell, Shailaja and Madeleine Arnot. 2008. "Decentring Hegemonic Gender Theory: The Implications for Educational Research." *Compare* 38, 5: 525-538.

Recommended:

Maynard, Mary. 1995. "Beyond the 'Big Three': The Development of Feminist Theory into the 1990s." *Women's History Review* 4, 3: 259-81.

Ringrose, Jessica. 2007. "Successful Girls? Complicating Postfeminist, Neoliberal Discourses of Educational Achievement and Gender Equality." *Gender and Education* 19, 4: 471-89.

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

Ramirez, Francisco O. 2001. "World Society and the Political Incorporation of Women." Special Issue on Gender Studies of the *Kölner Zeitschrift für Soziologie und Sozialpsychologie*. (April). Guest editor: Bettina Heintz: 356-374.

Vaughan, Rosie Peppin. 2010. "Girls' and Women's Education within UNESCO and the World Bank, 1945-2000." *Compare: A Journal of Comparative and International Education* 40: 4, 405- 423.

Stromquist, Nelly. 2008. "The Intersection of Public Policies and Gender: Understanding State Action in Education." Pp. 3-30 in *The Structure and Agency of Women's Education*, edited by Mary Ann Maslak. Albany, NY: SUNY Press.

Abu Sharkh, Miriam. 2012. "Gender in Times of Global Governance: Money and Power, Violence and Sex in Peru." Forthcoming in *Organizations and International Management: Global Themes and Local Variations*, edited by Gili S. Drori, Markus Höllerer, and Peter Walgenbach. New York: Routledge.

Recommended:

Boyle, Elizabeth Heger and Sharon E. Preves. 2000. "National Politics as International Process: The Case of Anti-Female-Genital-Cutting Laws." *Law & Society Review* 34, 3: 703-737.

- Chabbott, Colette. 1998. "Constructing Educational Consensus: International Development Professionals and the World Conference on Education for All." *International Journal of Educational Development* 18, 3: 207-218.
- Meyer, John W., John Boli, George M. Thomas, and Francisco O. Ramirez. 1997. "World Society and the Nation-State." *American Journal of Sociology* 103, 1: 144-81.

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

- Meyer, John W., Bromley, Patricia and Francisco O. Ramirez. 2010. "Human Rights in Social Science Textbooks: Cross-National Analysis, 1970-2008." *Sociology of Education* 83, 2: 111-134.
- Durrani, Naureen. 2008. "Schooling the 'Other': The Representation of Gender and National Identities in Pakistani Curriculum Texts." *Compare* 38, 5: 595-610.
- Nakagawa, Mana and Christine Min Wotipka. 2012. "Worldwide Incorporation of Women in Social Science Curricula: 1970-2008: Cross-National Analysis of Women and Women's Rights Discourse in Social Science Textbooks." Unpublished manuscript.
- Terra, Luke. 2011. "New Histories for a New State: Historical Narratives in Northern Ireland Textbooks, 1967-2010." Unpublished manuscript.

##### Recommended:

- Blumberg, Rae Lesser. 2008. "The Invisible Obstacle to Educational Equality: Gender Bias in Textbooks." *Prospects* 38: 345-361.
- Gross, Magdalena. 2011. "Rewriting the Nation: World War II Narratives in Polish History Textbooks." Pp. 219-253 in *Post-Socialism is not Dead: (Re)Reading the Global in Comparative Education* (International Perspectives on Education and Society, Volume 14), edited by Iveta Silova. Bingley, UK: Emerald.
- Schrader, Corbin Elizabeth and Christine Min Wotipka. 2011. "History Transformed? Gender in the World War II Narratives in U.S. History Textbooks, 1956-2007." *Feminist Formations* 23, 3: 68-88.

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

- McDaniel, Anne. 2010. "Cross-National Gender Gaps in Educational Expectations: The Influence of National-Level Gender Ideology and Educational Systems." *Comparative Education Review* 54, 1: 27-50.
- Bajaj, Monisha. 2009. "Sugar Daddies and the Danger of Sugar: Cross-Generational Relationships, HIV/AIDS, and Secondary Schooling in Zambia." Pp. 123-144 in *Gender, Equality and Education from International and Comparative Perspectives* (International Perspectives on Education and Society, Vol. 10), edited by David P. Baker and Alexander W. Wiseman. Bingley, UK: Emerald JAI.
- Wilkins, Andrew. 2011. "Push and Pull in the Classroom: Competition, Gender and the Neoliberal Subject." *Gender and Education*: 1-17.
- Kirk, Jackie. 2004. "Impossible Fictions: The Lived Experiences of Women Teachers in Karachi." *Comparative Education Review* 48, 4: 374-395.

##### Recommended:

- Dunne, Mairead. 2007. "Gender, Sexuality and Schooling: Everyday Life in Junior Secondary Schools in Botswana and Ghana." *International Journal of Educational Development* 27, 5: 499-511.
- Kirk, Jackie and Winthrop, Rebecca. 2008. "Female Classroom Assistants: Agents of Change in Refugee Classrooms in West Africa?" Pp. 161-178 in *The Structure and Agency of Women's Education*, edited by Mary Ann Maslak. Albany, NY: SUNY Press.
- Jeffrey, Craig, Roger Jeffery, and Patricia Jeffery. 2008. "School and Madrasah Education: Gender and the Strategies of Muslim Young Men in Rural North India." *Compare* 38, 5: 581-593.

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

Unterhalter, Elaine. 2005. "Fragmented Frameworks? Researching Women, Gender, Education and Development." Pp. 15-35 in *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, edited by Sheila Aikman and Elaine Unterhalter. Oxford: Oxfam; Herndon, VA: Stylus.

Kabeer, Naila. 2005. "Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal 1." *Gender & Development* 13: 1, 13-24.

Murphy-Graham, Erin. 2008. "Opening the Black Box: Women's Empowerment and Innovative Secondary Education in Honduras." *Gender and Education* 20, 1: 31-50.

Murphy-Graham, Erin. 2010. "And When She Comes Home? Education and Women's Empowerment in Intimate Relationships." *International Journal of Educational Development* 30: 320-331.

### Recommended:

Global Campaign for Education. 2005. "Ensuring a Fair Chance for Girls." Pp. 36-59 in *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, edited by Sheila Aikman and Elaine Unterhalter. Oxford: Oxfam; Herndon, VA: Stylus.

Greany, Kate. 2008. "Rhetoric Versus Reality: Exploring the Rights-Based Approach to Girls' Education in Rural Niger." *Compare* 38, 5: 555-568.

Stromquist, Nelly P. 2006. "Gender, Education and the Possibility of Transformative Knowledge." *Compare* 36, 2: 145-161.

Swainson, Nicola. 2000. "Knowledge and Power: The Design and Implementation of Gender Policies in Education in Malawi, Tanzania and Zimbabwe." *International Journal of Educational Development* 20, 1: 49-64.

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

Jacobs, Jerry A. 1996. "Gender Inequality and Higher Education." *Annual Review of Sociology* 22: 153-85.

Mabokela, Reitumetse Obakeng and Kaluke Felicity Ntwanano Mawila. 2004. "The Impact of Race, Gender, and Culture in South African Higher Education." *Comparative Education Review* 48, 4: 396-416.

Nozaki, Yoshiko, Rima Aranha, Rachel Fix Dominguez, and Yuri Nakajima. 2009. "Gender Gap and Women's Participation in Higher Education: Views from Japan, Mongolia, and India." Pp. 217-254 in *Gender, Equality and Education from International and Comparative Perspectives* (International Perspectives on Education and Society, Vol. 10), edited by David P. Baker and Alexander W. Wiseman. Bingley, UK: Emerald JAI.

Wotipka, Christine Min and Francisco O. Ramirez. 2008. "Women's Studies as a Global Innovation." Pp. 89-110 in *The Worldwide Transformation of Higher Education*, edited by David P. Baker and Alexander W. Wiseman. Amsterdam: Elsevier JAI Press.

### Recommended:

Luke, Carmen. 2001. *Globalization and Women in Academia: North/West-South/East*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Sax, Linda J. 2008. *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*. San Francisco: Jossey Bass.

## **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.

Hilbert, Martin. 2011. "Digital Gender Divide or Technologically Empowered Women in Developing Countries? A Typical Case of Lies, Damned Lies, and Statistics." *Women's Studies International Forum* 34, 6: 479-489.

Jiyane, Veli and Janneke Mostert. 2010. "Use of Information and Communication Technologies by Women Hawkers and Vendors in South Africa." *African Journal of Library, Archives & Information Science* 20, 1: 53-61.

Mellström, Ulf. 2009. "The Intersection of Gender, Race and Cultural Boundaries, or Why is Computer Science in Malaysia Dominated by Women?" *Social Studies of Science* 39, 6: 885-907.

### Recommended:

Balasubramanian, K., P. Thamizoli, Abdurrahman Umar, and Asha Kanwar. 2010. "Using Mobile Phones to Promote Lifelong Learning among Rural Women in Southern India." *Distance Education* 31, 2: 193-209.

Ramachandran, Divya, John Canny, Prabhu Dutta Das, and Edward Cutrell. 2010. "Mobile-izing Health Workers in Rural India." Proceedings of ACM Conference on Human Factors in Computing Systems (CHI '10), Atlanta, Georgia, April 10-15.

Shroff, Geeta and Matthew Kam. 2012. "Towards a Design Model for Women's Empowerment in the Developing World." Proceedings of ACM Conference on Human Factors in Computing Systems (CHI '11), Vancouver, Canada, May 7-12.

## **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.}

Kristof, Nicholas D. and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Knopf. [Chapter 14 "What You Can Do" and "Four Steps You Can Take in the Next Ten Minutes" and the Appendix of organizations.]

### Recommended:

Hawken, Paul. 2007. Introduction (pp. 1-26) and Restoration (pp. 168-190) in *Blessed Unrest: How the Largest Movement in the World Came into Being and Why No One Saw It Coming*. New York: Viking Books.

Ramdas, Kavita. 2010. "Women Hold Both Sky and Solutions (Review of *Half the Sky*):" [http://www.ssireview.org/book\\_reviews/entry/half\\_sky\\_sheryl\\_wudunn\\_nicholas\\_kristof](http://www.ssireview.org/book_reviews/entry/half_sky_sheryl_wudunn_nicholas_kristof)

## **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/CAs 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.**