Gender and Higher Education: National and International Perspectives
EDUC 173/273 | SOC 173/273 | FEMGEN 173
Spring Quarter 2018-19

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Course meetings: Wednesdays, 4:30-6:20pm in Lathrop 299 (Sections in 296 & 298)
Course website: Canvas

Course Objectives
This course examines the ways in which higher education structures, environments, and policies relate to gender and student and faculty access, experiences, and outcomes. Topics include access and policies; identity and sexuality; fields of study; feminist scholarship and pedagogy; careers and opportunities; and faculty and leadership. Attention is paid to how these issues are experienced and have changed over time by those in the United States, including minoritized people, and by students and academics throughout the world. Students can expect to gain an understanding of theories and perspectives from the social sciences relevant to gender and higher education in relation to structures of gender differentiation and hierarchy. Students use those perspectives to further develop their social science-based research skills by either designing research proposals or developing action plans on topics of their choosing related to gender and higher education from national or international perspectives.

Course Format and Evaluation Procedures
This course combines lecture, large and small group discussions, and activities. Course evaluation is based on the following assignments:

<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 discussion</td>
<td>10</td>
<td>Based on sign-ups</td>
</tr>
<tr>
<td>Analytical essay 1 (Final option 1)</td>
<td>15</td>
<td>April 24 (Week 4)</td>
</tr>
<tr>
<td>Annotated bibliography (Final option 2)</td>
<td>20</td>
<td>May 8 (Week 6)</td>
</tr>
<tr>
<td>Analytical essay 2 (Final option 1)</td>
<td>15</td>
<td>May 22 (Week 8)</td>
</tr>
<tr>
<td>Research proposal outline (Final option 2)</td>
<td>10</td>
<td>May 29 (Week 9)</td>
</tr>
<tr>
<td>Final (two options)</td>
<td>20 + 20+30</td>
<td>Presentations: June 5 (Week 10) &amp; Papers: June 12, 3:30pm (Finals)</td>
</tr>
</tbody>
</table>

Presentations: June 5 (Week 10) & Papers: June 12, 3:30pm (Finals)
A 100-point grading scale is used (e.g., A+ = 97-100 points, A = 93-96, A- = 90-92, etc.). Students who elect the Credit/No credit option must earn at least 70 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 is marked down depending on the degree to which it is tardy. Submitting late work is discouraged.

Students have the opportunity to earn 1-5 additional “extra credit” points toward their total course grade. Options include, but are not limited to, hacking this syllabus or hacking another instructor’s syllabus to be more gender-inclusive, submitting Wikipedia entries, or writing editorials or blog posts on topics related to the course content. Discuss ideas with the course instructor ahead of time. Extra credit work is due along with the final paper (June 12).

**Course Attendance**

Attendance at each class session is expected. Students who know they will be absent should inform the instructor ahead of time; make-up work may be assigned. Those who are ill must not attend class in person. Instead, arrangements may be made to participate via [Zoom](https://zoom.us). Students must arrive on time (early is preferable) and leave only when class is dismissed.

*Use of laptops and other electronic devices during class, other than to take notes or to consult documents as requested by the instructor, is prohibited.*

**Course Materials**

Readings are available as hyperlinks on the syllabus or on the course site on Canvas. One book is also required. It may be purchased at the Stanford Bookstore or from other booksellers in hard or e-book formats and is available on reserve for two-hour loan in [Cubberley Education Library](https://educationlibrary.stanford.edu/).


**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 ([T: 650-723-1066, TTY: 650-723-1067](https://oae.stanford.edu/)) URL: [https://oae.stanford.edu/](https://oae.stanford.edu/)

**Honor Code**

Students should be familiar with the [Honor Code](https://oae.stanford.edu/), especially in regards to [plagiarism](https://oae.stanford.edu/).
COURSE ASSIGNMENTS
(Unless otherwise noted, post all assignments to Canvas by the start of class)

Class Participation (20% of course grade)
In-class participation: 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.

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 10:00am on Wednesday and bring copies of questions to class. Students will be evaluated based on the quality and thoughtfulness of their questions.

Leading Discussion (10% of course grade)
Students will sign up to lead class discussion in Sections. Discussion Leaders will first speak briefly (about 5 minutes) on what they find most engaging/interesting/surprising about the week’s readings and spend the remainder of the time leading the section in a group discussion using questions submitted by the other students in that section. While Discussion Leaders will take the role of moderator(s), the instructors will also assist with moderating and redirecting group discussion as needed, and reinforcing class norms around creating safe and open spaces for discussion.

Analytical Essays (30% of course grade) ** Due April 24 and May 22**
(Required only for those choosing Final Option 1 – see below)

Analytical essays 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 instructors for review ahead of time. Two reflection papers are required; the first is based on Weeks 1-3 (due Week 4), the second on Weeks 4-7 (due Week 8). Each paper must be four (no more, no less) double-spaced pages in length.

Annotated Bibliography (20% of course grade) ** Due May 8 **
(Required only for those choosing Final Option 2 – see below)

In order to develop research skills in the field of gender and higher education, 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). Include a brief synopsis (3-5 sentences) of one’s research topic and intended research design for the proposal.
FINAL OPTIONS

**Option 1: Group Project Presentation and Individual Paper** (20% and 20% of course grade, respectively)

**Presentations made in Sections on June 5. Papers due June 12 by 3:30PM**

With an understanding of some of the most pressing issues related to gender and higher education, 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 higher education as related to sex, gender, identity, and/or power from global and/or comparative perspectives. Each group will present their ideas in Sections 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 ideas.

- *Students enrolled in the course for 3 units (versus 4 units) have the option to not write the Individual paper. The Group Project Presentation will count for 40% of one’s course grade.*

**Option 2: Research Outline, Presentation, and Proposal** (10%, 10%, and 30% of course grade, respectively)

*Note that Final Option 2 is required of doctoral students; it is an option for all others*

**Outlines due May 29. Presentations made in Sections on June 5. Proposals due June 12 by 3:30pm**

Students will write and present research proposals on topics that reflect the course content and demonstrate an understanding of key concepts and the main issues addressed in the course. *Topics must be new to the students and not relate to papers written in other classes, theses, dissertations, etc.* Paper topic ideas should be discussed with the instructor in *office hours*. Paper outlines (2-3 pages) sketch out key sections and sub-sections of the proposed research paper. Proposals will be presented in Sections in the last class meeting. The research proposal must consist of 14 double-spaced pages and reference relevant readings from the course as well as additional sources. Use Title Page template found on Canvas.

- *Students enrolled in the course for 3 units (versus 4 units) have the option to write a pre-proposal that does not include the Methods and Data section (11 double-spaced pages).*
COURSE READINGS

Below are required and recommended readings for the course. You may find it helpful to seek out the recommended readings for additional perspectives on the topics covered.

Week 1 (April 3). Introduction: Trends and Policies

- Course overview and introductions
- Gender: Defined, explained, and discussed


Winslow, Sarah, and Shannon N. Davis. 2016. “Gender Inequality across the Academic Life Course.” Sociology Compass 10, 5: 404-416. [PDF]


Recommended


Week 2 (April 10). Theories and Perspectives


Recommended

Week 3 (April 17). Experiences: Role of Parents


Recommended
**Week 4 (April 24). Experiences: Fields of Study**

**Analytical Essay 1 due (Final Option 1)**


Recommended


Sheng, Xiaoming. 2015. Gender and Habitus: Parental Involvement in Students’ Subject Choices in China.” *Journal of Gender Studies* 24, 2: 227-238.

**Week 5 (May 1). Experiences: Gender Studies, Feminist Pedagogy, Women’s Spaces**


Stake, Jayne E. 2006. “Pedagogy and Student Change in the Women’s and Gender Studies Classroom.” *Gender and Education* 18, 2: 199-212. [PDF]

Renn, Kristen A. 2012. “Roles of Women’s Higher Education Institutions in International Contexts.” *Higher Education* 64, 2: 177-191. [PDF]

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**Recommended**


**Week 6 (May 8). Experiences: Identities**

**Annotated Bibliography Due (Final Option 2)**

Francis, Becky, Penny Burke, and Barbara Read. 2014. “The Submergence and Reemergence of Gender in Undergraduate Accounts of University Experience.” *Gender and Education* 26, 1: 1-17. [PDF]


**Recommended**


Molla, Tebeje, and Denise Cuthbert. 2014. “Qualitative Inequality: Experiences of Women in Ethiopian Higher Education.” *Gender and Education* 26, 7: 759-775.
Week 7 (May 15). Outcomes and Opportunities


Recommended

Week 8 (May 22). Opportunities: Faculty Careers and Leadership

** Analytical Essay 2 due (Final Option 1) **


Recommended


**Week 9 (May 29). What Works in Gender and Higher Education?**

**Research paper outlines due (Final Option 2)**

Panel presentation and discussion: *Addressing Gender Inequities in Higher Education: Perspectives from Stanford Leaders*  

**Recommended**


**Week 10 (June 5). Presentations and Debrief**

**Presentations (All students)**