

163:384: Gender and Education

Tuesdays and Thursdays, 9:35-10:55am

ATG-205

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Course Description

This course explores the relationship between gender and education, focusing primarily on the context of K-12 schooling in America. Through multidisciplinary approaches, students examine how gender is socially constructed within schools. We explore the performance, regulation, and contestation of gendered identities and sexualities in education – through peer interactions, disciplinary practices, policies, and social structures, as well as through broader socio-cultural norms. How do the media, family life, and government shape patterns of gender and sexuality within schools? How do gender and sexuality intersect with dynamics of age, race, class, and disability? Throughout the course, students will engage with a range of contemporary debates surrounding issues of gender and education.

Course Objectives

This course seeks to:

- encourage students to reflect upon the processes through which we learn gender;
- build conceptual tools for analyzing and assessing the interrelations of gender and education;
- explore how children and young people construct gendered identities in school, as well as how these identities are shaped by policies and social structures.

Learning Outcomes

Through this course, students will:

- develop and demonstrate an understanding of core concepts in the study of gender and education;
- draw connections between scholarly research in gender and education and their own experiences of schooling;
- critically analyze media representations of gender and education;
- work independently and in groups to express their ideas through class discussion, presentations, and reflective writing assignments.

Course Readings

All required readings are posted on Canvas under “Files.” Students are expected to come to class having read the required reading and prepared to discuss its main points. Please bring required readings to each class (hard copies or on a tablet/laptop – not your phone please).

Evaluation Components

<u>Type</u>	<u>Date(s) Due</u>	<u>Weight</u>
- Discussion facilitation	Throughout (to be assigned)	10%
- Weekly discussion posts	Fridays at noon	10%
- Reflection Paper	Feb 15	10%
- Take-home tests (2)	Mar 10 and Apr 19	2 x 20%
- Final project: Lesson Plan	May 5	15%
- Lesson plan proposal	Mar 31	5%
- Attendance and Participation	Throughout the course	10%

Discussion Facilitation (10%) - Date to be determined

Each student will sign up for one class when they are responsible for fostering discussion on Canvas. (This means that for any given class we may have up to two students signed up for discussion facilitation.) On this day, you are responsible for writing a prompt that is designed to foster discussion among classmates. Your prompt should reflect on the assigned reading for that day and raise questions for discussion. There are many ways you might do this. For example, you might want to draw connections to an example from the media and invite classmates to share additional examples. Alternatively, you could discuss a particular theme in the reading that resonated with your own experience and invite similar reflections from classmates. Or you could identify a tension or debate within the article and ask classmates what they think about it. Or you could do something else entirely! The only requirement is that you reflect on the reading in some way and raise questions for discussion. **Discussion facilitation prompts should be at least 150 words and are due on Canvas BEFORE class begins.**

Weekly Discussion Posts (10%) – due Fridays at noon

Throughout the course, students are required to write weekly discussion posts on Canvas, responding to the prompts written by their classmates. To obtain full points, **you must respond to at least one of these prompts each week.** Since we may have multiple discussion facilitators for each class, you do not need to respond to every single prompt (but you're certainly welcome to!). I would encourage you to prioritize prompts that have fewer responses, to ensure each discussion facilitator gets some engagement. Discussion posts are not formal writing assignments, but rather an opportunity to share ideas in dialogue with others. Think about them as similar to the kinds of comments you might make during class discussion. The goal is to have ongoing dialogue about course material and its wider relevance. There is no required word count for these posts, but please be sure to respond in full sentences. **Discussion posts are due by noon on Fridays.**

Reflection Paper (10%)

Early in the course, students will write a reflection paper (3 double-spaced pages) that draws connections between course material and personal experience. Students will be asked to respond to a specific question that requires students to synthesize course readings and personal experience. A reflection paper that **ONLY** talks about personal experience, or **ONLY** talks about the readings is missing the mark. The best reflection papers will interweave personal reflections with key course concepts. Papers should include proper citations and references for course readings. Further instructions will be provided in class.

Take-home tests (2 X 20% = 40%)

Two take-home tests will evaluate students' comprehension of course material. Students will have two weeks to develop essay responses to test questions. The tests will require students to demonstrate their understanding of core material covered in the readings and in-class sessions.

Final project: Lesson Plan (15%)

For the final project, students will develop a lesson plan that addresses some topic related to gender and education. This assignment is an opportunity for students to use course ideas to address a topic or issue of

interest to them. The lesson plan must specify a particular age group and setting (e.g., classroom, after school program, community organization) and must cover one classroom period or afterschool activity (not a whole course!). Drawing upon course material, students will discuss the importance of this topic and identify key learning objectives. Then, students will describe the lesson in detail, laying out key concepts, activities, resources (e.g., handouts, film clips), and assignments. Altogether, final projects should be 5-7 pages, double-spaced (12-point font, 1-inch margins), plus References. Detailed instructions will be provided in class. (*This assignment was adapted from a similar assignment developed by Sam White. Thanks, Sam!*)

Lesson plan proposal (5%)

A little over one month before the final project is due, students will submit a 1 page proposal outlining their initial ideas for the lesson plan. The proposal should specify the lesson's topic, goals, and target age group. Students must draw upon at least one course reading to discuss how this lesson relates to themes in Gender and Education. Further instructions will be provided in class.

Attendance and Participation (10%)

Active participation is essential for success in this course and will be recorded throughout the term. Students are expected to come to class on time having completed the assigned readings and prepared to engage in respectful discussion. Occasionally, I may ask students to complete a short "entry ticket" demonstrating that they have completed the assigned reading. Be prepared to discuss the author's key points and to share your thoughts on the text. Always bring the assigned reading to class with you.

Class sessions will often involve work in small groups, as well as full class discussion. Please keep in mind that participation is not only about talking, but also about listening and making room for other perspectives. Thus, in addition to personal contributions to class dialogue, the participation grade also reflects students' attendance, attention, and respectful participation during classmates' presentations. Open disengagement from in-class learning (e.g., not attending class, arriving late, texting, or other disrespectful behavior) will *lower* your participation grade. **Attendance** is a crucial component of course participation and will be recorded throughout the semester.

Grading

Grades will be calculated as follows:

90 — 100% = A
86 — 89% = B+
80 — 85% = B
76 — 79% = C+
70 — 75% = C
60 — 69% = D
59% and below = F

Due Dates and Late Penalty

Assignments are due on the date indicated on the syllabus. If you are unable to submit an assignment due to reasons beyond your control, you are expected to inform the instructor *prior* to the due date in order to request an extension. Extension requests will be evaluated on a case-by-case basis.

Mask Policy

In keeping with Rutgers policy, masks are to be worn at all times during class meetings.

Code of Conduct and Academic Integrity

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community,

including in classroom space, and a community in which students respect academic integrity and the integrity of your own and others' work. As a student you are expected adhere to the Student Code of Conduct and Academic Integrity Policy. To review the academic integrity policy, go to <https://deanofstudents.camden.rutgers.edu/academic-integrity> To review the code, go to: <https://deanofstudents.camden.rutgers.edu/student-conduct>

Learning Center- Learning Specialists and Tutoring

I am committed to making course content accessible to all students. The Learning Center provides Learning Specialists who can help you build a learning plan based on your strengths and needs. Tutors, study groups and more services are available you for free. Many services are available in virtual formats and after normal business hours. In addition, if English is not your first language and this causes you concern about the course, the Learning Center can help. You can learn more about these services by calling 856-225-6442, emailing rcl@camden.rutgers.edu or learningcenter@camden.rutgers.edu, or visiting the website <https://learn.camden.rutgers.edu/> You can schedule an appointment with Learning Specialist to create a plan of action using the website.

Office of Disability Services (ODS)- Students with Disabilities

If you are in need of academic support for this course, accommodations can be provided once you share your accommodations in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have not registered with ODS and you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact ODS by first visiting their website <https://success.camden.rutgers.edu/disability-services>. The website will direct you who to contact depending on the free, confidential services you are in need of.

Preferred Name and Pronouns

If you have a chosen name or preferred name other than what is listed on the roster, please let me know. If you would like to have your name changed officially on the Rutgers University-Camden rosters visit: <https://deanofstudents.camden.rutgers.edu/chosen-name-application>. This course affirms people of all gender expressions and gender identities. If I have not used your preferred gender pronouns, please correct me. If you have any questions or concerns, please do not hesitate to contact me directly.

Basic Needs Security

When students face challenges securing food, housing, and/or technology, it can be difficult to learn. If you are in this situation, please contact the Dean of Students. If you feel comfortable, please also let me know, and I will do what I can to connect you with appropriate resources. Our campus offers various services and supports for students; know that you are not alone in dealing with these issues.

- **Dean of Students Office-** You can learn more about the free services by calling 856-225-6050, emailing deanofstudents@camden.rutgers.edu, or visiting the website at <http://deanofstudents.camden.rutgers.edu/>
- **Rutgers-Camden Food Pantry-** You can learn more about this free service by calling 856-225-6005, emailing scarlet-raptor-foodpantry@camden.rutgers.edu or visiting the website at <https://wellnesscenter.camden.rutgers.edu/ru-camden-raptor-pantry/>

Wellness Center- Health and Wellbeing Resources

Health and well-being impact learning and academic success. The Wellness Center Medical and Counseling staff can help with a range of issues you may experience. You can learn about the free, confidential medical and mental health services available on campus by calling 856-225-6005, visiting the website at <https://wellnesscenter.camden.rutgers.edu/> or visiting the Wellness Center on the 2nd Floor of the Campus Center.

Schedule of Topics and Readings

NOTE: Course meetings will be held via zoom until the end of January. I will post the link via Canvas.

PART I: Conceptualizing Gender and Education

Tues Jan 18th – Introduction to the Course - ONLINE

No assigned readings

Thurs Jan 20th – Conceptualizing Gender - ONLINE

Wade, Lisa and Myra Feree. 2019. "Introduction" and "Ideas". In *Gender: Ideas, Interactions, Institutions*, Second edition, pp. 1-37. New York: WW. Norton & Company, Inc.

Sign up for Discussion Facilitation

Tues Jan 25th – Feminism and Intersectionality - ONLINE

hooks, bell. 2000. Excerpts from *Feminism is for Everybody: Passionate Politics*. Cambridge: South End Press.

Thurs Jan 27th – Doing Gender - ONLINE

Messner, Michael A. 2000. Barbie Girls Versus Sea Monsters: Children Constructing Gender. *Gender & Society* 14(6):765-784

Tues Feb 1st – Challenging the Gender Binary

Meadow, Tey. 2018. Chapter 1: Studying Each Other. In *Trans Kids: Being Gendered in the Twenty-First Century*. Oakland, CA: University of California Press.

Thurs Feb 3rd – Challenging the Gender Binary: Part 2

Meadow, Tey. 2018. Chapter 2: Gender Troubles. In *Trans Kids: Being Gendered in the Twenty-First Century*. Oakland, CA: University of California Press.

PART II. Schools as Gendered Institutions

Tues Feb 8th – Schools as Gendered Institutions

Wade, Lisa and Myra Feree. 2015. Institutions. In *Gender: Ideas, Interactions, Institutions*, pp. 163-187. New York: WW. Norton & Company, Inc.

Thurs Feb 10th – Learning gender in school: Texts

Dutro, Elizabeth. 2001. "But that's a girls' book!" Exploring gender boundaries in children's reading practices. *The Reading Teacher* 55(4): 376-384.

Tues Feb 15th – Learning gender in school: Interactions

Thorne, Barrie. 1994. "Creating a Sense of Opposite Sides". In *Gender Play: Boys and Girls in School*. New Brunswick, New Jersey: Rutgers University Press.

Assignment: Reflection Paper Due

Thurs Feb 17th – Gendering achievement: Who get to be “smart”?

Musto, Michela. 2019. Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence. *American Sociological Review* 84(3): 369-393.

Tues Feb 22nd - PART I and II Wrap Up

No assigned readings

Assignment: Take-home Test 1 Distributed (due in 2 weeks)

Part III: Gendering Discipline

Thurs Feb 24th – Gendering discipline in preschool

Gansen, Heidi M. 2019. Push-Ups Versus Clean-Up: Preschool Teachers’ Gendered Beliefs, Expectations for Behavior, and Disciplinary Practices. *Sex Roles* 80:393-408.

Tues Mar 1st – Race, discipline and criminalization

Morris, Monique W. 2016. Introduction and Chapter 1. In *Pushout: The Criminalization of Black Girls in Schools*, 1-55. New York and London: The New Press.

Thurs Mar 3rd - Interrogating innocence

Freidus, Alexandra. 2020. ““Problem Children” and “Children with Problems”: Discipline and Innocence in a Gentrifying Elementary School”. *Harvard Educational Review* 90(4): 550-572.

Tues Mar 8th – Beyond gendered and racialized discipline

Dumas, Michael and Joseph Derrick Nelson. 2016. (Re)Imagining Black Boyhood: Toward a Critical Framework for Educational Research. *Harvard Educational Review* 86(1): 27-47.

Thurs Mar 10th – PART III Wrap Up

No assigned readings

Assignment: Take-home Test 1 due.

SPRING BREAK! No classes on March 15th or 17th

PART IV: Schools as sexual institutions

Tues Mar 22nd – Sexuality and Schooling

Hartman, Paul. 2018. A queer approach to addressing gender and sexuality through literature discussions with second graders. *Language Arts* 96(2): 79-90.

Thurs Mar 24th – Teaching (and policing) heterosexuality

Pascoe, CJ. 2007. Becoming Mr. Cougar: Institutionalizing Heterosexuality and Masculinity at River High. In *Dude, You’re a Fag: Adolescent Male Homophobia*. Berkeley: University of California Press.

Tues Mar 29 – Sex education

Garcia, Lorena. 2012 The Sexual (Mis)Education of Latina Girls. In *Respect yourself, protect yourself: Latina girls and sexual identity*, 57-81. New York: New York University Press.

Thurs Mar 31 – Gendering and racializing sexual health

Barcelos, Chris. 2017. Culture, contraception and colorblindness: Youth sexual health promotion as a gendered racial project. *Gender & Society* 32(2): 252-273.

Assignment: Lesson Plan Proposal due.

Tues Apr 5 – Creating LGBTQ-inclusive spaces

Film: *The Year We Thought about Love*

Assignment: Take-home Test 2 Distributed (due in 2 weeks)

PART IV: Creating change in the classroom (and beyond)

Thurs Apr 7 – Teaching against fixed categories

Keenan, Harper. 2017. Unscripting curriculum: Toward a critical trans pedagogy. *Harvard Educational Review* 87(4): 538-556.

Tues Apr 12 – Queering pedagogy

Keenan, Harper and Lil Miss Hot Mess. 2020. Drag pedagogy: The playful practice of queer imagination in early childhood. *Curriculum Inquiry* 50:5, 440-461

Thurs Apr 14 – Reimagining family

Dyer, Hannah, Julia Sinclair-Palm, Chase Joynt, Miranda Yeo and Calla Tait. 2020. Aesthetic expressions of queer kinship in children's drawings. *Journal of Canadian Studies* 54(2-3): 526-543.

Tues Apr 19 – Children and consent

Kernsmith, Poco, Joanne Smith-Darden, and Megan Hicks. Want to prevent sexual harassment and assault? Start by teaching kids. *The Conversation*, Oct 27, 2017. <https://theconversation.com/want-to-prevent-sexual-harassment-and-assault-start-by-teaching-kids-85879>

Rough, Bonnie J. 2018. The new birds and bees: Teaching kids about boundaries and consent. *New York Times*, Sept 27, 2018. <https://www.nytimes.com/2018/09/27/well/family/the-new-birds-and-bees-teaching-kids-about-boundaries-and-consent.html>

Assignment: Take-home Test 2 Due

Thurs Apr 21 – Youth Activism and Social Change

Brown, Lynne Mikel. "The myth of the special girl" and "Everyday rebellions." In *Powered by Girl: A Field-Guide to Supporting Youth Activists*, pp. 11-41. Boston: Beacon Press.

Tues Apr 26 – Guest lecture by LaTiana Ridgell

Reading TBD

Thurs Apr 28 – Lesson plan workshop

No assigned readings. Come to class prepared to share a draft of your proposed lesson plan with classmates. The goal of this period will be to gather feedback to improve the lesson as you work on your final project.

Final projects due Thursday May 5th by 11:55pm on Canvas.