Course Title: Education and Gender, Code B

Instructor: Dr. Hallie Pinson
Office: 171

Meeting Times: Tuesday, 13:00-12:00

Email: halleli@bgu.ac.il

Course Overview:

The course examines various issues related to gender and education. As a basis for discussion, we will familiarize ourselves with various feminist theories and the explanations and solutions they provide for gender differences in education. We will then focus on issues such as gender differences in accessibility to education, gender gaps in achievements, and the way the educational system, schools, teachers, and student groups construct gendered identities "normatives" and the meanings of these identities for the lives of girls and boys. Among the topics discussed in the course will be the issue of gender gap in achievements in education, separation or integrated gender education, gender-related choices in scientific and technological fields, gender stereotypes in the workplace and school, the educational system as a structure for gender identities, and so on.

Course Requirements and Grading Composition:

- Active participation in discussions during lectures, demonstrating a desire to master the reading material: 10%
- Five reading assignments: 20%
- Comprehensive final project: 70%

Academic honesty:

It is expected that the works submitted in this course are the products of the registered students in the course. Submitting works done by yourself for another course, or works done by people who are not registered in the course and who are not listed as contributors or copies of even individual parts of works purchased or taken from websites and other sources are considered breaches of academic honesty.

In writing papers, when there is use of ideas presented in articles, it is customary to express the idea in the words of the writer of the original article and to note the source of the original idea (i.e. the author and the year of the article in parentheses). In cases where there is use of the idea of the originator, the original author must be quoted with proper citation.

Israel Academy
Shiromim 1-2: מיزادל מניין ותאוריות פמיניסטיות

Shiromim 3: כיצד מתנהלים בתוכנית לתרבות של שלום?++]


**She'ireti 8-9**: בתי הספר חומרים תופדו מדגימים מדגימים - המשダウン היא אופיית תופדו


**היתרור ב:**


nd wave?? Maybe selection

Renold, E. (2006) 'They won't let us play... unless you're going out with one of them': girls, boys and Butler's 'heterosexual matrix' in the primary years. *BJSE Vol.27*(4):489-509.


Shיעור 13: פדגוגיה פמיניסטית

אלפרט. ב. (200) פדגוגיה פמיניסטית כגישה בחינוך ובהכשרת מורים. בתוור ש.סלקס (עורכים) מיניית

ומדבר בפיקי. מ"א איביב: הוצאת רמות.
Ben Gurion University
Dept. of Education
M.A. Studies

**Gender and Education**

**simaster-2 – 2015**
Dr. Halleli Pinson

**Place/Time:** Monday 16:00-14:00

**Instructor:** Dr. Halleli Pinson

**Office hours:** Monday 12:00-13:00

**Email:** halleli@bgu.mail.bgu.ac.il

**General Course Description**

This course will examine various issues relating to gender and education. As a foundation for our discussion we will look into different feminist theories which attempts to explain gender differences in education. We will also focus on the following: gender differences in access to education and in attainment; and the ways in which the education system, schools, teachers and peers construct and reconstruct gender identities and the implications of these identities for female and male students.

**Requirements and Grading**

10% active participation in classroom discussions (all discussions will be based on the reading list).

20% submitting 5 reading assignments throughout the semester.

70% final paper.

**Academic Integrity**

It is expected that all the assignments that are submitted in this course will be the original work of the students registered in the course. Submitting an assignment that you produced for another course, or assignments that were produced by students that are not registered in the course and are not listed in the author list on the assignment is considered a violation of academic integrity. In writing papers, when you use ideas that have been raised in an article you read it is customary to rewrite the idea in your own words and to provide a full citation to the original source of the idea (e.g., author name and year in parenthesis.
following the text of the idea). If the original author’s original words are used, the text should be placed in quotation marks and include a full citation. Quotes longer than 40 words should be presented in a double indented paragraph with a full citation. Extended quotes from other authors should be used sparingly. Using an idea raised in another source without providing a citation is considered plagiarism and violates the ethics of academic integrity, in many cases, it is a legal offense.

In addition, when citing bibliographic references you should only include works you have actually read. If you rely on secondary literature, for example, a summary of Vygotsky’s research that Dr. X wrote in her article, which you read, but you did not read the original Vygotsky work, then you should note: (Vygotsky, 1962, as discussed in X, 1998).

Class Schedule and Reading Assignments:

(There might be changes in the reading list)

Unit 1-2: Sex, gender, sexuality and feminist theories in education


Additional readings:


Unit 3: The gender gap: does the feminist revolution succeeded? Do we need to get worried about boys’ achievement?


Additional readings:


**Unit 4: Co/single Education? What is best?**


Additional readings:


**Unit 5: The feminization of the teaching profession.**


Additional readings:


**Units 6-7: Gender representation in the curriculum and the case of science and technology**


Additional readings:


Units 8-9: Schools as reproducing gender roles and stereotypes – are schools a patriarchal institution?


Additional readings:


Untis 11-10: (re)constructing the gendered subject, sexualities and heteronormative subjects – poststructural feminism and queer theory.

Renold, E. (2006) 'They won't let us play... unless you're going out with one of them': girls, boys and Butler's 'heterosexual matrix' in the primary years. *BJSE* Vol.27(4):489-509.


Additional readings:


Unit 12: Intersectionality – gender, race and class.


Additional readings:


**Unit 13:** Feminist pedagogy

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