In the course, various issues related to gender and education are examined. As a basis for discussion, we will consider different feminist theories and the explanations and solutions they offer 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 in which the education system, schools, teachers and students' gender identities are built, and the meanings of these identities for the lives of girls and boys. Among the topics we will discuss in the course, the issue of reversing the gender gap in achievements, separate or integrated gender education, gender stereotypes in the workplace and school, the education system as a structure for gender identities, normative identities and school, and others...
דרישות הקורס והרכב הציון:

ToLower.

פירוט מרכיבי הציון:

11% הствовать פעינה בorative ובשיעורים וmédia הקורא מתביון הקורא.

01% חמישה מטלות קריאה

11% עבודה מסכמת

יושר אקדמי

הציפייה היא שה ואיות המוגשות בקורס זה תהיינה תוצר של עבודתם של הסטודנטים הרשומים בקורס. הגשת ואיות שנעשו על ידיכם עבור קורס אחר, או ואיות שנעשו על ידי אחרים, מכונים כהפרה של היושר האקדמי. בכתיבת ואיות, ניתן להשתמש ברעיונות המועלים במאמרים בשונה מילים מהמשתתף בも多いים, אך phải ניתן שהוויי כמותו של ההירו התחילה בהרשימה, לאחר מכן מוסיפים את המילים בטקסט (Indent) ויוצרים העילית על 40 מילים מעין הפרפקת מחייבת מראות מקום.

במקרה בו מראות מקום שלא מראות מקום או שבאין מראות מקום, ייעודו את המקור, או בNonNull חינוך, שלוש מילניונים (plagiarism), המסר את הכלי這裡 האקדמי. במקרה בו גם הבישיבת במילות במקורה של כי אם נראות מקום או שבאין מראות מקום, ייעודו את המקור, או בNonNull חינוך, שלוש מילניונים (plagiarism), המסר את הכלי這裡 האקדמי.

לוח השיעורים + רשימה ביבליוגרפית (קריצים מציים ביתור הקורס):

שעורım 1-2: מין, מדרי מיניון וחפשות פמיניסטיות

שלסק, ש (2000) מין אחר? בתורת ש.שלסיק; (ענף) מיניונMetro בדחים. תל אביב: הוצאת ת"א

וגו, ג. (2013) פגננות בקורות ערביים-핀יסטים וייחודי לתרבויות של שלום. תל אביב: הוצאת מופת


Harker, R. (2000) Achievement, Gender and the single-sex/coed debate. BJSE Vol.21(2)


Gender and Education

2014
Dr. Halleli Pinson

Place/Time: Monday 16:00-14:00
Instructor: Dr. Halleli Pinson
Office hours: Monday 12:00-13:00
Email: halleli@bgumail.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 parents 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:**


London: Routledge. Ch. 8


Additional readings:


London: Routledge. Ch. 2

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


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