Temple of Silicium

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The Faculty of Humanities and Society

Department of Education

Master's Course in Education

2018-2019

Course Code: DEU 203
Course Title: Gender and Education

Instructor: Dr. Halleli Fabian

Meeting Schedule: Dual

Instructor's email: halleli@bgu.ac.il

Goals and Teaching Objectives:

In this course, we will examine various issues related to gender and education. As a basis for discussion, we will examine different feminist theories and the explanations and solutions they offer for gender differences in education. Subsequently, we will focus on issues such as gender differences in accessibility to education, gender gaps in achievements, and how the structure of the education system, schools, teachers, and student identities differ in terms of what is considered 'normal'.

Issues that will be examined in the course include the reversal of gender gaps in education, separate or integrated education, gender choices in scientific and technological fields, gender stereotypes in the workplace and schools, the education system as a vehicle for gender identities, and more.

Course Requirements and Evaluation Criteria:

Criteria for evaluation:

- 10% Active participation in discussions in lectures, demonstrating reading skills (in lectures)
- 50% Five reading assignments
- 70% Final project

Academic integrity is expected. Submitting assignments made for other courses, or assignments made by individuals not enrolled in the course, or submitting even a single segment of assignments obtained from unauthorized sources, is considered plagiarism. In writing assignments, when using ideas presented in articles, it is customary to express the idea in the author's own words and to clearly mark the source (Author's name and year of article in parentheses). If using the author's exact words, the original author must be clearly marked. Citations over 40 words are marked with indentation (indent) and clearly marked. (plagiarism),fm


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


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.


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 pears 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.**


**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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