Course Objectives

This course will present a holistic view of the relationship between gender and education in the context of national development, focusing on gender both as an analytical frame and as a discrete variable. To do so, it brings contributions from sociology, economics, political science, and anthropology into the analysis of educational practices and outcomes, using the analytical lens of critical sociology. The course will: (a) identify the conditions of men and women's education across the three levels of the formal education systems of developing nations, (b) discuss the factors that affect access to and attainment in education for women and men, (c) examine the gender socialization experiences students undergo within educational settings, (d) identify the occupational opportunities and value changes that education fosters or fails to foster in women and men, (e) examine policy efforts by both government and civil society to alter educational conditions and content, and (f) analyze and devise strategies for making education (formal, nonformal, and informal) an effective resource for gender transformation.

Since research on certain educational aspects affecting the social construction and reproduction of gender has not been conducted in Third World settings, the evidence to be reviewed in class will include, in some instances, studies based on industrialized countries.

Course Format

The course will consist of short lectures by the instructor on key issues regarding gender and education. Class discussion based on careful reading of the assigned materials will follow. Students are expected to read all the materials identified for the session, and to participate regularly in the discussions. Four team assignments will be carried out during the course.

Textbooks and Reading Materials

Three books are required:

Recommended books:
Assignments

Students will undertake four assignments. These assignments, to be carried in teams, will deal with the following topics:

Assignment No. 1. Personal testimonial of educational experiences (both positive and negative) that have influenced your gender identity and beliefs, 5-7 pp.

Assignment No. 2. Comparison of the conditions of women's education in a developing country and the U.S., 7 pp.

Assignment No. 3. Report based on interviews with personnel (chair/director, professors) and students from an academic program or department at UMD on how gender issues are considered in that program's strategies and coursework, 15 pp.

Assignment No. 4. Design of a workshop (considering both content and methodology of instruction) to render the university experience more appropriate to women's needs and interests, 10 pp.

These assignments should draw from course materials. Guidelines for each of these assignments will be distributed in advance of the assignment.

Grading Criteria

Classroom presentations and discussion based on the reading materials will receive 15%. The assignments will count for a total of 85% (divided as follows: 10, 20, 30, and 25 points for Assignments 1 to 4, respectively).

Honor Code

All students are expected to abide by the code of academic integrity throughout this course. This is especially important among graduate students. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html.
**Students with Disabilities**

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

**Religious Observances**

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible, but no later than the end of the schedule adjustment period.

**Class Sessions**

**January 27**—Introduction to Course. The Situation and Position of Women.


**February 3**—Feminist Theories and Education.


**February 10**—Theories of National Development and Their Relevance to Women.

Ester Boserup. Male and Female Farming Systems (pp. 15-36) and The Economics of Poligamy (pp. 37-52). In Boserup’s *Woman's Role in Economic Development*, 1970.


Assignment No. 1 due

February 17—No class.
Instructor attending expert meeting at UIS, Montreal

See film and discuss implications for educational system.

February 24—Determinants of Women's Participation in Education.
   Text: Cortina and Stromquist, Part I. Gender Equity in Educational Policy
   Jean Davison and Martin Kanyuka. Girls' Participation in Basic Education in Southern Malawi.
   Golnar Mehran. The Paradox of Tradition and Modernity in Female Education in the Islamic
   Emily Hannum. Poverty and Basic Education in Rural China: Villages, Households, and Girls’

March 3—No classes.
IEP faculty and student attending annual CIES conference, Chicago.

March 10—Socialization in the Schools. The Teachers, Classroom Dynamics, and the Curriculum. Part I.
   Gustavo Fischman. Persistence and ruptures: the feminization of teaching and teacher education
   Christine Skelton and Barbara Read. Male and female teachers’ evaluative responses to gender
   and the implications of these for the learning environment of primary age pupils. International Studies in
   Barbara Mensch and Cynthia Lloyd. Gender Differences in the Schooling Experiences of
   Marilia Carvalho. Between Home and the School: Tensions in the Professional Identity of
   Teachers. In Nelly P. Stromquist (ed.) Gender Dimensions in Education in Latin America. Washington,
   Text: Streitmatter, Chapters 1-3.

Assignment No. 2 due

March 17—No classes.
Spring Break

March 24—Socialization in the Schools. Part II.
Discussion Assignment No. 2

March 31—Socialization in the Schools: the Textbooks and the Hidden Curriculum.

Text: AAUW, Part Four. The Formal Curriculum, pp. 105-144.


April 7—Women in Higher Education and the Educational Professions.


Charol Shakeshaft. Differences Between the Ways Women and Men Manage Schools, Women in Educational Administration.


Assignment No. 3 due

April 14—School Messages: Accommodation, Resistance, and Agency.


**Discussion of Assignment No. 3**

**April 21**—Nonformal Education and Women.


**April 28**—Outcomes of Schooling: Attitudinal Changes and Participation in the Labor Force.


**May 5**—The State and the Education of Women.


Text: Cortina and Stromquist. Part III. International Development Agencies and Gender Equity.

**Assignment No. 4 due**

**May 10**—The Incorporation of Gender in Planning and Strategies for Reform.


**Discussion of Assignment No. 4**