

**Fall 2005**

**EDPL 608**

(Department of Education Policy and Leadership)

**GENDER AND EDUCATION**

Time: Thursday 4:15-6:45pm  
Professor: Jing Lin  
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**COURSE DESCRIPTION**

This course will take a critical approach in analyzing issues and problems concerning gender and education. It will examine:

- Women's social status and educational opportunities from a historical and contemporary sociological perspective;
- Feminist theories on gender inequity; transforming the debate on sexual inequality;
- Gender socialization: Theories and practices as taking place in family, school, media and social and political institutions;
- Gender biases in the curriculum and classroom teaching; ways to enhance girls' learning and reduce gender gaps; gender socialization for boys and problems of gender stereotypes;
- Women in higher education;
- Women's ways of knowing and moral reasoning; finding women's voices;
- The interaction of race, class, and gender;
- Women, globalization and development; technology and ecofeminism
- Women in politics, and education for the future

**COURSE OBJECTIVES**

The course objectives are that students:

1. Learn to examine gender issues critically, using different theoretical perspectives; develop and heighten awareness about gender discrimination and stereotypes in school and society;
2. Become informed about ways to reduce gender discrimination in school and society;
3. Develop complex perspectives on gender issues with relationship to class, race, ethnicity, and other factors.

**ASSIGNMENTS AND GRADING**

1. Abstracts and participation in discussion: 20%

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| 2. Personal reflection:          | 20% |
| 3. Book review and presentation: | 20% |
| 4. Research paper:               | 40% |

- 1) **Abstracts and Critiques of Readings: 2-4 pages/week.** Students are expected to *write an abstract and reflection paper on at least three readings for each week.* Analyze the ideas in the readings and connect them to your own understanding of relevant issues in gender and education.
- 2) **Personal Reflection: 3 to 5 pages double-spaced.** Reflecting on the literature you have read, using the knowledge you have learned up to mid October, and taking a critical gender perspective, write a personal reflection examining your own education, life experiences and construction of gender identity. **Due: Oct 20.**
- 3) **Book Review: 3-4 pages.** Choose a book that is related to gender issues and education. Summarize the contents of the book and provide a thoughtful critique of the source. Indicate the most interesting and most important ideas in the book. Pinpoint the short comings of the source, if any as well. Students should follow the review pattern used by reputable scholarly journals, giving the full bibliographic details of the authors' name, title and subtitle of the book, place and date of publication, publisher, number of pages. **Due: Nov. 17.**
- 4) **Research Paper: 12-15 pages.** This paper should be on a topic appropriate to the subject matter of the course. You can also choose to use a different format to do the final paper, but you need to discuss with the professor before hand. Double space. **Due: Dec. 12.**

### TEXTBOOKS:

Tong, Rosemarie P. (1998) (2nd ed). *Feminist Thought*. Westview Press.

Golombok, Susan and Robyn, Fivush. (1994). *Gender Development*. Cambridge University Press.

Belenky, Mary F. et al. (1997). *Women's Ways of Knowing*. New York: Basic Books.

Bell hooks. (2000). *Feminism is for Everybody: Passionate Politics*. Cambridge, MA: South End Press.

Wilson, Marie C. (2004). *Closing the Leadership Gap*. New York: Viking

**A course pack will be used for the course. Articles in the course pack are listed in the reading list of each session.**

## **COURSE SCHEDULE**

### **SEPT. 1 INTRODUCTION**

### **SEPT. 9 DEFINITION AND A HISTORICAL AND CONTEMPORARY OVERVIEW ON WOMEN'S RIGHTS, SOCIAL STATUS AND EDUCATION**

Mackie, Marlene. (1991). *Gender Relation in Canada*. Toronto: Butterworth. "Introduction." Pp. 1-10.

Lin Jiling. (2000). Evolution of the Confucian concept of women's value in recent times. *Chinese Education and Society*, vol. 33, no. 6, pp. 15-23.

Yang Xing. (2000). Mental impediments in education for women in China and countermeasures. *Chinese Education and Society*, vol. 33, no. 6, pp. 64-79.

Susan Estrich. (2001). *Sex and power*. New York: Riverhead Books. Pp. 1-68.

#### Websites to View:

"Women in Indo-Aryan Societies." <http://www.geocities.com/Athens/Agora/4229/in3.htm>.

"Women's History in America." <http://www.wic.org/misc/history.htm>.

"Womne in [Islamic] Society."

<http://www.usc.edu/dept/MSA/humanrelations/womeninislam/womeninsociety.html>

"Foot Binding." <http://en.wikipedia.org/wiki/Footbinding>.

"Female Genital Cutting." [http://en.wikipedia.org/wiki/Female\\_circumcision](http://en.wikipedia.org/wiki/Female_circumcision).

"To Separate Fact from Fiction..."

<http://www.usc.edu/dept/MSA/humanrelations/womeninislam/introduction.html>.

#### *Questions for Discussion*

1. How have women's been oppressed historically in different parts of the world? What were the codes of ethics for women in human history? How do they symbolize patriarchal oppression and gender inequality?
2. Discuss gender inequity in economic, social, political and cultural systems, and reflect on how they historically affected women in terms of their right to political participation (vote), education, employment opportunities, self respect, etc.
3. Where do women stand now? Discuss the fruits and issues of feminist movements and government policies. How effective have they been? What are the challenges? Is there a backlash? Why are women still lagging behind in so many areas?
4. Compare the life of your grandmother (grandfather), your mother (father) and your self. What are the differences, and what are the similarities?

**SEPT. 15 FEMINIST THEORIES ON GENDER INEQUITY & WOMEN'S STRUGGLE FOR FREEDOM**

Tong, Rosemarie P. (1998) (2nd ed). *Feminist Thought*. Westview Press. "Liberal Feminist," "Radical Feminism," and "Marxist and Socialist Feminism."

Weiner, Gaby. (1997). Feminism and Education. In Halsey, H. A. et al (ed). *Education, Culture, Economy and Society*. London: Oxford University Press. Pp. 144-153.

***Questions for Discussion:***

1. What are the main arguments and aspirations of liberal, radical and socialist/Marxist feminists? Where do they agree and where do they diverge?
2. Why gender inequity persists? Use a feminist perspective to analyze women's position today.

**SEPT. 22 GENDER DIFFERENCES, SEXUAL INEQUALITY AND GENDER SOCIALIZATION: TRANSFORMING THE DEBATE THROUGH CRITICAL PERSPECTIVES**

Mackie, Marlene. (1991). *Gender Relations in Canada*. Toronto: Butterworths.  
 Chapter 2, "Female/Male Similarities and Differences."  
 Chapter 3, "Biological Explanation of Female-Male Differences."

Golombok, Susan and Robyn, Fivush. (1994). *Gender Development*. Cambridge University Press.

Martin, Emily. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs* 16:3 (1991): 495-51.

Tong, Rosemarie P. (1998) (2nd ed). *Feminist Thought*. Westview Press. "Psychoanalytic and Gender Feminism."

***Questions for Discussion:***

1. Critique theories of "biological essentialism" and discuss: What problems have been created by the dichotomization of femininity and masculinity? How has gender inequity been legitimized?
2. To what extent is Freud's notion that "anatomy is destiny" true or false? What is the major problem with this notion?
3. In what ways can cognitive and social learning theory inform us about gender identity formation and the transmission of gender biases and stereotypes?
4. How does family environment (toys, dress, language, play and so on) affect children's gender perceptions? In what ways schools are organized to reinforce gender stereotypes (sports, etc)?
5. What examples did you observe in the media that convey gender-stereotyped messages? In other words, how are male and female portrayed in children's movies, books, magazines, TV programs and advertisement, and local post signs? What impacts do these materials/programs/signs have on children (e.g., the cult of thinness)?
6. What kind of pressures do young people face in terms of gender role expectations (e.g. body, beauty)? How are they different for boys and girls? How do children react to the pressures?

**SEPT 29      LEARNING IN PRIMARY AND SECONDARY SCHOOLS FOR GIRLS**

Lockheed, Marlaine E. with Susan S. Klein. (1985). Sex equity in classroom organization and climate, in *Handbook for Achieving Sex Equality through Education*, by Klein, Susan S. (Ed.) pp. 189-217. Baltimore: The Johns Hopkins University Press.

Scott, Kathryn P. & Candace Garrett Schau. (1985). Sex equity and sex bias in instructional materials, in *Handbook for Achieving Sex Equality through Education*. By Klein, Susan S. (Ed.) pp. 218-232. Baltimore: The Johns Hopkins University Press.

American Association of University Women. (2002). Chapters 11: "Course-taking patterns." *The Jossey -Bass Reader on Gender in Education*, pp. 277-299.

Tyack, David and Elisabeth Hansot. (2002). Chapters 2: "Feminists discover the hidden [injuries](#) of coeducation." *The Jossey -Bass Reader on Gender in Education*, pp. 12-47.

***Questions for Discussion:***

1. How do teachers interact with students? What are their expectations for boys and girls? How is teaching organized in the classroom?
2. How are women portrayed in textbooks? What are their roles, occupation and visibility in textbooks? What have been done and what remain to be the problems for presentation of women in textbooks?
3. What does course taking pattern by girls and boys tell us? What do the authors mean by the “hidden injuries of co-education”?

**Website to View:**

Gender and Education: [http://serendip.brynmawr.edu/sci\\_edu/education/genderdiff.html](http://serendip.brynmawr.edu/sci_edu/education/genderdiff.html).

**OCT 6. LEARNING IN PRIMARY AND SECONDARY SCHOOLS FOR BOYS**

Pollack, William. (2002). Chapter 4: “Real boys.” *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 88-100.

Gurian, Michael. (2002). Chapter 5: “Where it all begins.” *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 101-124.

Sadker, Myra and David Sadker. (2002). Chapter 8: “The miseducation of boys.” *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 182-203.

Garbarino, James. (2002). Chapter 19: “How early vulnerability becomes bad behavior.” *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 429-458.

Gray, Glenn J. (1992). “The Enduring Appeals of Battle.” In Larry May & Robert A. Strikwerda with the assistance of Patrick D. Hopkins (Eds.). *Rethinking Masculinity: Philosophical Explorations in Light of Feminism*. Littlefield Adams Quality Paperbacks.

**Questions for Discussion:**

1. What are the critical questions that face boys today? How is our education failing boys? What are the possible solutions to boys’ problems?
2. What critical challenges are facing adolescent boys, especially minority boys? What social changes must be introduced?

**OCT 13. GENDER AND HIGHER EDUCATION**

Sandler, Bernice. (2002). Chapter 1: "Too strong for a woman." *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 2-11.

Schick, Carol. (1994). *The university as text: Women and the university context*. Halifax, Nova Scotia: Fernwood. Pp. 21-62.

Caplan, Paula. (1994). *Lifting a ton of feathers*. Toronto: University of Toronto Press. Pp.

Websites to review:

Women's Studies Program Worldwide:

<http://research.umbc.edu/~korenman/wmst/programs.html>

Male-female faculty salary: <http://chronicle.com/free/v48/i32/4832aaup.htm#gender>.

Women CEOs in higher education: <http://www.wihe.com/newlinks.htm>.

***Questions for Discussion:***

1. What progress have women made in higher education, and what gaps remain?
2. How academic standards are still defined by patriarchal cultural values in higher education?
3. What strategies are there to enhance women's position in higher education?

**OCT. 20      SHARING OF PERSONAL REFLECTION PAPER**

*Use the knowledge you have learned so far and reflect on your own education, life experiences and construction of gender identity. Paper due*

**OCT 27      NO CLASS, PROFESSOR IN CONFERENCE**

**NOV 3      WOMEN'S WAYS OF KNOWING: DEVELOPING VOICE OF HER OWN**

Belenky, Mary F. et al. (1986). *Women's Ways of Knowing*. New York: Basic Books.

Nel Noddings: An ethic of care. See site: <http://www.infed.org/thinkers/noddings.htm>.

## Suggested Reading

Gilligan, Carol. (2002). Chapters 3: "Images of relationship." *The Jossey -Bass Reader on Gender in Education*, pp. 51-87. [article available upon request].

### ***Questions for Discussion:***

1. How do women learn? How teaching should be reformed so that women's voices are heard and women's ways of knowing valued and appreciated?
2. What is the relationship of caring and justice? Do you agree with Carol Gilligan? How can we enhance caring in education?

## **NOV. 10 THE INTERACTION OF GENDER, RACE, AND CLASS**

Bell hooks. (2000). *Feminism is for Everybody: Passionate Politics*. Cambridge, MA: South End Press.

Bell hooks. (2000). Black Women Shaping Feminist Theory. From *Feminist Theory: From Margin to Center*. Cambridge, MA: South End Press.

Erkut, Sumru, et al. (2002). Chapter 22: "Diversity in Girls' Experiences." *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 497-509.

Ward, Janie. (2002). Chapter 23: "School rules." *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 510-542.

Ferguson, Ann Arnett. (2002). Chapter 25: "Naughty by nature." *The Jossey -Bass Reader on Gender in Education*. San Francisco: Jossey-Bass, pp. 584-608.

### Suggested Reading:

Tong, Rosemarie P. (1998) (2nd ed). *Feminist Thought*. Westview Press. "Multicultural and Global Feminism."

### ***Questions for Discussion:***

1. Why are race and social class key issues in the feminist discourse? Why must we take multiple perspectives in understanding gender issues and education?
2. Discuss power and privilege in relation to race, ethnicity, social class, and other factors. What are the aspirations and promises of multicultural education?

**NOV. 17      PRESENTATION OF BOOK OR ARTICLE REVIEWS**

*(Review article due on Nov. 17)*

**NOV 24      WOMEN AND EDUCATION IN DEVELOPING COUNTRIES**

Parpart, Jane L. (1995). Deconstructing the Development "Expert." In m. Marchand and J. Parpart (eds). *Feminism/Postmodernism/Development*. New York, Routledge. Pp. 221-242.

Chow, Esther N. (2002). Chapter 1: "Globalization, East Asian Development, and Gender: A Historical Overview." In Esther N. Chow (Ed.). *Transforming Gender and Development in East Asia*. New York: Routledge. Pp. 9-24.

Chow, Esther N. & Lyter, Deanna M. . (2002). Chapter 2: "Studying Development with Gender Perspectives; From Mainstream Theories to Alternative Frameworks." In Esther N. Chow (Ed.). *Transforming Gender and Development in East Asia*. New York: Routledge. Pp. 25-57.

Doumato, Eleanor A. (2003). Chapter 10: "Education in Saudi Arabia: Gender, Jobs, and the Price of Religion." In Eleanor A. Doumato & Marsha P. Posusney (Eds.). *Women and Globalization in the Arab Middle East: Gender, Economy, and Society*. Boulder & London: Lynne Rienner Publishers. Pp.

Fujimura-Fanselow, Kumiko and Anne E. Imamura. (1991). The Education of Women in Japan. In *Windows on Japanese Education*, Beauchamp, Edward (ed.). NY: Greenwood, pp. 229-258.

Dellenborg, Liselott (2004). "Of Female Circumcision: Experiences from Fieldwork in Casamance, Southern Senegal." In Signe Arnfred (Ed.). *Re-thinking Sexualities in Africa*. Sweden: Almqvist & Wiksell Tryckemi AB.

***Questions for Discussion:***

1. What is the relationship between gender, development and empowerment?
2. In what ways are women and girls still suffering from horrible inequity internationally? What are the critical factors hampering girls' education?
3. What creative ways have been adopted to involve women in development and education?

## DEC. 1      TECHNOLOGY AND ECOFEMINISM

Tong, Rosemarie P. (1998) (2nd ed). *Feminist thought*. Westview Press. "Ecofeminism."

Davion, Victoria. (1994). Is ecofeminism feminist? In Karen J. Warren (ed), *Ecological feminism*. London: Routledge, pp. 8-28.

Diamond, Irene. (1994). Chapter 6: Our bodies, our Earth: The politics of renewal, restructuring, and re-evolution. In *Fertile ground: Women, earth, and the limits of control*. Boston: Beacon Press, pp. 135-150.

Warren, Karen J. (2000). Chapter Nine: Surviving patriarchy: Ecofeminist philosophy and spirituality. In *Ecofeminist philosophy: A Western perspective on what it is and why it matters*. Lanham, Maryland: Rowman and Littlefield Publishers.

### ***Questions for Discussion:***

1. How is technology transforming our world? Are women taking advantage of the new opportunity?
2. What problems have been created by a mechanistic, disconnected worldview and a greed-driven economy? What environmental crises are we facing now?
3. What are the main goals of ecofeminism? How is the deep ecology movement interwoven with feminist movement?

## DEC. 8      WOMEN IN LEADERSHIP IN THE 21ST CENTURY

Wilson, Marie C. (2004). *Closing the leadership gap*. New York: Viking

Bouvard, Marguerite G. (1996). *Women Reshaping Human Rights: How Extraordinary Activists Are Changing the World*. Wilmington: A Scholarly Resources Inc. Imprint.

### **Questions for Discussion:**

1. What are the roles of women in the 21<sup>st</sup> century, in terms of building international peace and bringing about a more equal and just world?
2. How should education respond to the challenge of building international peace and the protection of our Earth Mother? How should school reform address gender inequity?
3. In the 21st century, how are we going to embark on our journey as a new self? What

does it take to enhance women's leadership roles in all major policy areas in international and domestic affairs?