Texas A&M University

Departmental Request for a New Course

Undergraduate + Graduate + Professional

• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Women's Studies Program

2. Course prefix, number and complete title of course: WMST 634 Introduction to Gender and Education

3. Course description (not more than 50 words): An overview of the major discussions and debates in the area of gender and education, with particular attention to the role that feminism and feminist theory have played and on the intersections of gender, race, class, ethnicity, and sexuality.

4. Prerequisite(s) Graduate classification

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.S., M.Ed., Ph.D., Ed.D. in Educational Administration and Human Resource Development

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    WMST 634 INTRO GENDER & EDUCATION
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 0 5 2 9 9 0 1 0 1 0 6 8 4 0 8 - 0 9 0 0 3 6 3 2

Approval recommended by:

Head of Department: ____________ Date: ____________

Chair, College Review Committee: ____________ Date: ____________

Dean of College: ____________ Date: ____________

Dean of College: ____________ Date: ____________

Submitted to Coordinating Board by:

Director of Academic Support Services: ____________ Date: ____________ Effective Date: ____________

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

1 of 16 B36
EHRD 634/
WMST 634
Introduction to Gender and Education
Texas A&M University
GRADUATE SYLLABUS

Instructor: Dr. Dominique T. Chlup (last name pronounced K-L-U-P)
Professor of Adult Education
Educational Administration and Human Resource Development
Texas A&M University
557 Harrington Tower
College Station, TX 77843-4226
[A&M office] 979-845-4331
[TCALL office] 979-845-6615
E-mail: dchlup@tamu.edu
Office hours by appointment

Class Location: XXX Harrington Tower
WebCT Vista

Prerequisites
Graduate status

Credit Hours
3 Credit hours

Establishing a Safe Classroom Environment
Learning takes place best when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. We hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Communicating Across Differences:
Establishing a Safe, Respectful Classroom Environment:

The best form of learning takes place in an environment where everyone feels safe and respected in the classroom. To this end, we will seek to foster an environment which allows us to communicate across differences. As such,
• Everyone gets a fair hearing.
• Seek first to understand, then to be understood.
• Share "air time."
• If you are offended, say so, and say why.
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don't personalize it; stick to the issues. No name-calling or stereotyping.
• Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
• Speak for yourself, not others.
• One person speaks at a time.
• What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.

Adapted from The Guide for Training Study Circle Facilitators (1998) by the Study Circle Resource Center, © Topsfield Foundation.

**ADA Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Room B118 of Cain Hall, or call 845-1637.

**Faculty Senate Statement on Plagiarism**
The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problems sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safety communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

**Academic Integrity**
Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the work submitted is indeed the work of the student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.
"An Aggie does not lie, cheat or steal or tolerate those who do."

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding this information, please consult the latest issue of the Texas A&M University Student Rules, Part 1, section 20, which can be found online at http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.” Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System http://www.tamu.edu/aggiehonor/.

Copyright Statement
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Sexual Harassment
University policy prohibits sexual harassment. For information on what constitutes sexual harassment and information on resources persons available to assist student respond to harassment, go to http://student-rules.tamu.edu/rule47.htm.

Required Texts


Ann Arnett Ferguson (2001), Bad Boys: Public Schools in the Making of Black Masculinity (University of Michigan Press)


Recommended Texts


Both required and recommended books can be purchased at the Memorial Student Center (MSC). A course reader will be available. The on-line discussion materials will be available on the Course website.

**Course Description**

This course is designed to provide an overview of the major discussions and debates in the area of gender and education (and the role that feminism and feminist theory has played), focusing on the intersections of gender, race, class, ethnicity, and sexuality.

I have four main goals for learning together this semester:

1. **To explore the ways in which race, gender, class and sexuality shape the schooling process -- from the outside in, and the inside out.** This last phrase, “from the outside in and inside out,” refers to complex social, cultural and psychological forces (both conscious and unconscious) for which we, as educators, have yet to find an adequate vocabulary. The first goal of the course is to try to develop a shared vocabulary for bringing these forces into clearer view. Our emerging vocabulary will draw from various sources ranging from personal experiences and memoirs, to sociological, anthropological and feminist theories, to historical accounts, to contemporary art and media images.

2. **To experiment with feminist pedagogical and research practices in explicit and transparent ways.** We will learn about these practices by “doing it.” Embedded in this second goal of the course is to consider the politics of knowledge production -- how knowledge is produced, valued, and assessed, by whom, with what interests, for whose benefit, and with what costs. Also embedded in this second goal is to consider what it means, as feminist scholars have claimed, that there are “different ways of knowing.” The assignments for this course are designed to allow for different ways of knowing and representing knowledge, including different genres of writing (and speaking) through which knowledge is gained and passed on.

3. **To engage specific debates – for example, single-sex education and sex education – using the shared vocabulary we have developed to consider how race, gender, class and sexuality shape these issues.** Embedded in this third goal is to consider how men and women, boys and girls are positioned by the terms of each debate. This phrase, “positioned by,” carries with it a certain critical perspective on educational debates that you will be asked to consider. You will be challenged to “re-frame” these debates or imagine alternative ways of conceiving the issues.

4. **To select a topic related to the field of gender and education, and make it your own through the use of an explicit feminist pedagogical or research practice.** Embedded in
this fourth goal is for you to produce something tangible, meaningful, and usable to you in your educational/professional trajectory.

As we strive to accomplish these goals, the teaching format will be varied. It will include lecture; small and large group discussion; an on-line component; and student-led learning activities. Everyone will also be part of a semester-long virtual “writing group” where students read and comment on each other’s written assignments before the instructor evaluates the work. These writing groups will occur on-line, and will follow certain strategies outlined by Peter Elbow and Sharon Belanoff about “sharing and responding” to each other’s written work. The online component of the course will require a computer with access to a high speed Internet connection (such as DSL, cable or faster) in order to view video segments and participate in discussions efficiently. PCs should be equipped with the free Adobe Acrobat Reader (to view documents in PDF format), and a web browser (such as Netscape/Mozilla, Safari, or Internet Explorer) that has the free RealPlayer plug-in installed.

Course Requirements

1. Class attendance, preparation and participation (200 points, 20%): This class is a seminar intended to provoke and elicit discussion. Students are expected to come to class prepared to engage in robust, critical, constructive discussion of the assigned readings. For each class, two students will be responsible for facilitating dialogue through a learning activity they have designed about some aspect of the readings.

2. Interview project paper (100 points, 10%) due xxxx 15-20 pages that has been exchanged and revised through participation in the writing groups. More details described below.

3. On-line discussion (100 points, 10%) described in more detail below.

4. Events (100 points, 10%): Attend at least two events (a speaker or a conference) on some aspect of gender, education, feminism. Write a two to five page reflection paper on each event. The professor will provide a series of events available through the Glasscock Center, the Women’s Studies Program, the Women’s Center, etc.

5. Final Project proposal, due in class on XXXX (200 points, 20%): A proposal consists of four parts describing: the topic of the project; the questions/issues that will be explored; why these questions/issues are significant; the methods and resources a student intends to use; and the nature of “product” (research paper presentation, curriculum, art/media, etc.) The proposal should also include a short annotated bibliography that includes five articles, and two books (either monographs or edited collections). Please bring two copies to class.

6. Class presentation of final projects (100 points, 10%): The final class of the semester will be run as a presentation format similar to an academic conference. Students with related topics will offer 10-15 minute presentations of their projects, followed by a general discussion.
7. Final Portfolio due on XXXX (200 points, 20%): In addition to copies of your interview project paper, and the “product” of your final project, your portfolio should include a summary essay that reflects on what you’ve learned over the course of the semester about the research process, your topic, and perhaps yourself. Please include a self addressed stamped envelope so that you can have the portfolio mailed to you.

Written Assignments (points accounted for above):

(1) Interview Project Paper
For this paper you will interview two (2) people from different generations to talk about their educational histories. Your first interview will be with a member of the class, and second with a person from another generation. The focus of these interviews will be on memories of childhood (girlhood and boyhood) that happened in the context of schooling, educational choices and attainments of these individuals, their hopes and experiences of education. Your assignment then will be to discuss and analyze the issues that emerge from these interviews. What was the impact of race, class, ethnicity, religion, family structure on these individual’s life experiences? How can we understand these individual lives in the context of what we know of wider social movements and events? How has education changed over time? Specific interview questions will be developed during a class session. We will also discuss how to approach the transcription, coding and data analysis of these interviews. Students will “share and respond” to each other’s essays before XXXX so you can make whatever revisions you wish to make before submitting it.

2) Final Project Proposal (10 pages )

3) On-line discussions
The on-line discussion utilizes materials that were developed by Project ASSERT (Accessing Strengths and Supporting Resistance in Teaching) and are based upon a four-year study of Boston area public school teachers and their perspectives about the role that gender, race, and class play in their relationships with urban youth from diverse racial, ethnic, class and cultural backgrounds. These materials will be available on the Course WebSite and you will join a small group of your fellow classmates to participate in one of the three units, based on your interests. Each unit takes three weeks to complete and will allow you the opportunity to respond to each other’s written reflections.

Absences

Excused Absences
Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an excused absence. The reasons absences are considered excused by the university can be found at the following website: http://student-rules.tamu.edu/rule7.htm
I require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period of less than three university business days (including classes on Saturday). Illness and or injury confirmation may be obtained by one or both of the following methods:
a. Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm
b. Confirmation of visit to a health care professional affirming date and time of visit.

An absence for a non acute medical service does not constitute an excused absence.

Grading:

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- <60 F

COURSE OUTLINE AND SCHEDULE

Week 1, Entering the Field

Read FOR class:


Readings in class:


Excerpt from Anne Lamott, “Shitty First Drafts” and “Perfectionism” from *Bird by Bird: Lessons in Writing*

Discuss Interview Paper and Strategies

Interview Class member

**Week 2: Theoretical frameworks**

Course Readings for this week will depend upon the knowledge base of students who are enrolled. Those of you who are unfamiliar with feminist theories will benefit from reading some of the articles in Linda Nicholson (ed). *The Second Wave: A Reader in Feminist Theory*.

*Panel Presentation on the following readings: Selections will be made on the first day of class*


*Supplemental Reading List* (listed at the end of the syllabus) will be made available.

**Week 3: Theoretical frameworks (cont)**

*Panel Presentation on the following readings: Selections will be made on the first day of class*


Adrian Piper, “Passing for White, Passing for Black,” in Shohat, *Talking Visions*, pp. 75-112

*Supplemental Reading List* (listed at the end of the syllabus) will be made available.

**Week 4: Theoretical frameworks (cont)**

*Panel Presentation on the following readings: Selections will be made on the first day of class*


*Supplemental Reading List* (listed at the end of the syllabus) will be made available.
Week 5 "Intersectionality" in schools and classrooms

Reading:
Ann Arnett Ferguson (2001), Bad Boys: Public Schools in the Making of Black Masculinity

Final Project Proposal due: Bring 2 copies to class

Week 6: Epistemology: Who makes knowledge and how?

Readings:


In-class reflexivity memo: your educational history

Week 7: Debates about Gender and Education
Single Sex Education and Sexuality and Education
Students will choose one topic to present. Groups 1 & 2

Readings:


http://www.csbl.org/Articles/disturbancespg.htm


Week 8: Debates about Gender and Education (cont.)
Single Sex Education and Sexuality and Education
Students will choose one topic to present. Groups 3 & 4

Readings:


http://www.csbl.org/Articles/disturbancespg.htm


Week 9: Debates about Gender and Education (cont.)
Single Sex Education and Sexuality and Education
Students will choose one topic to present. Groups 5 & 6

Readings:


Week 10: Curriculum

Interview Project Paper Due

Readings:


**Week 11: Representing Self, Identity and Learning**


*In-class activity representing YOUR self, identity and learning*

**Week 12: Gender and teaching**

Readings:


*In class assignment: Analyzing Media Images of Teachers*

**Week 13: Gender and teaching (cont.)**


*In class assignment: Analyzing Media Images of Teachers*

**Week 14 Final Project Presentations**

Come to class prepared to give a presentation on your final project: describe the topic of the project; the questions/issues that will be explored; why these questions/issues are significant; the methods and resources you intend to use; and the nature of “product” (research paper presentation, curriculum, art/media, etc.) You should also include a short annotated bibliography that includes five articles, and two books (either monographs or edited collections). Please bring two copies to class.
BIBLIOGRAPHY

Recommendations for further reading

**Week 2: Reading Feminist Action as Feminist Theory**

**Week 3: Theoretical Frameworks**


Daisy Hernández and Bushra Rehman, eds. Colonize This! Young Women of Color on Today’s Feminism

**Week 5: “Intersectionality” in schools and classrooms**


**Week 5: Research and Interviewing Strategies**


Robert Bodgan and Sari Biklen, Qualitative Research for Education


**Week 7, 8, & 9: Single Sex Education**