Education 135:  
Gender and Education Spring, 2005  
Tuesday Thursday  
Stevenson Acad 175 12:00-1:45 PM  
Professor Doris Ash  
251 Social Sciences I  
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Office hours TBA

Course Description  
Education 135 addresses the changing but continuing patterns of unequal expectations, opportunities, and treatment throughout the educational system for all students, female and male. In this course we will explore a number of ways (but not a complete exposition) of how gender is played out, structured, reproduced and transformed in contemporary classrooms (from preschool to university) and non-classrooms (playground, museums, clubs).

We will focus our attention primarily on the teaching and learning aspects of gender and education, the experiences of the learner in the classroom and how this has changed (or not) over the past decades, secondarily we will examine the experiences of the teachers and those who support learners. We will take a theoretically grounded yet practical approach as we systematically examine the role gender plays in elementary school, adolescence, university and beyond. We will examine programs designed to mitigate gender inequalities. We will use access to science learning as a case study. Other disciplines will also be addressed. Students will be expected to be part of a small group that studies topics related to gender equity and education and to present their work to the class.

Required Texts — Available at Slug Books  
Jossey-Bass Reader (2002). Gender in Education  
Ash, D. Course Reader

Course Requirements  
Attendance is required. If you cannot attend leave a message with me—  
Email or phone. Three unexcused absences could result in a no-pass.  
•You are expected to have completed the readings prior to the day for which they are listed. Students will take turns being discussion leaders  
•Free writes and quizzes will occur throughout the quarter to assess your understanding of the material and to make linkages between your personal experience and the readings.  
Course evaluation will be based on reflective work that includes interviews, classroom/informal observations, and original research.
Major assignments include:
There will be four (4) two to three page written assignments; these are described briefly in the reader and will be explained in more detail as the course progresses. These will have practical applications.

1. Observation of teaching/learning in a classroom settings
   Use one of your own or other classrooms as the basis for your work.
   A template will be provided. We will discuss this.
2. Observation in an informal teaching/learning setting playground or museum, aquarium, after school club etc. A template will be provided. We will discuss this.
3. Interview with an educator and/or change agent
   who is a role model in your field or who has informed your thinking?
   A template will be provided. We will discuss this.
4. Expanded view of an education issue and
   Review of an article related to your final project

Final project
The Final Project can take one of two forms
1. A curriculum design piece
   For the design piece see the guidelines at the end of this document
   Or
2. a critical review of a text--yes an entire text
   For this there are many books on reserve at McHenry library and I have list of many others. You can also suggest your own.

Reflective notebooks are mandatory

Course Requirements and Evaluation
Class-work will include discussions of readings, analysis and discussion of interviews, and presentations. Homework is central to the course and includes summaries of readings, interviews with a student, essays, and a research paper.

Attendance is required. No more than 3 absences.
Students will be expected to revise any unsatisfactory written assignments and to turn revisions in by the last class meeting.

Expected work includes
• 4 multi-page written documents (approximately one due every two weeks) 40%,
• Class participation in discussion including acting as discussion leader (20%)
• A reflective course notebook 10% and
• An end of quarter project (written guidelines will be given) (30%).
Points

Excellent/outstanding work  90-100
Very Good work  80-90
Good  70-80
Satisfactory but could use more work  60-70
Needs revision  below 60

Overall Grading Rubric:

Excellent A
Extraordinary, with coherent analysis that integrated ideas and evidence in well-developed and eloquent reflections. Extremely thoughtful engagement with the ideas.

Very Good B
Very well developed, with clear connections between ideas and evidence to support the arguments

Good C
Of good sound quality, reflecting active engagement with the topic, though in places the work would have benefited from being pushed further

Satisfactory D
Somewhat uneven times sketchy and not sufficiently grounded in the course materials or not addressing the topic fully

Not satisfactory F
Not satisfactory, either showing a lack of adequate engagement with the topic or not turned in at all.

Students will be expected to have turned in a portfolio with the following written products (these can be revised versions)
1. All of the above assignments
2. Class reflective notebooks
3. End of quarter assignment

Narrative Evaluation Format

Overall, this student’s participation and written assignments indicated
• impressive
• well-developed
• A good working
• Satisfactory
• uneven
• minimal
• Understanding of the ideas in the course.
Class participation:
• Made strong contributions to class meetings
• Was clearly engaged during class meetings
• Contributed insightful ideas and supported other students’ learning
• Listened actively and contributed to the classroom dynamics
• Attended class regularly
  • was usually present
  • Attended irregularly
  • Was often absent

Written assignments
The required essays were usually:
• extraordinary, with coherent analysis that integrated ideas and evidence in well-developed and eloquent reflections
• very well developed, with clear connections between ideas and evidence to support the arguments
• of good sound quality, reflecting active engagement with the topic, though in places the work would have benefited from being pushed further
• satisfactory though somewhat uneven, at times sketchy and not sufficiently grounded in the course materials or not addressing the topic fully
• not satisfactory, either showing a lack of adequate engagement with the topic or not turned in at all.

The required written reports on an interview showed:
• extremely thoughtful engagement with the ideas
• thoughtful engagement with the ideas
• uneven engagement with the ideas

The required notebook showed:
• extremely thoughtful engagement with the ideas
• thoughtful engagement with the ideas
• uneven engagement with the ideas

The required presentations showed:
• extremely thoughtful engagement with the ideas
• thoughtful engagement with the ideas
• uneven engagement with the ideas

The required final project showed
• extremely thoughtful engagement with the ideas
• thoughtful engagement with the ideas
• uneven engagement with the ideas
Items below apply to only some students:

I observed impressive progress in___________ understanding of the course material, as evidenced by improvements in understanding of the readings and class material, or depth of analysis of ideas and evidence, or coherence and organization of ideas expressed.

_____ went beyond the assigned work in class by _____(extra presentation, optional rewrite, optional reading annotation).

This was clearly honors quality work.

Of the writing assignments __________ were late or missing.

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On reserve at Mc Henry Library

Education 135


Introduction


The Classroom

Chapter 1

Gallas, Karen, (1995). The Gender Circus,
Chapter 2

Chapter 1 & 2

Background On Learning


What About the Boys


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Boys and Girls


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Sexual Harassment

American Association of University Women. (2001). *Hostile Hallways*
Hearing Adolescents


Blackburn, Mollie. (2002). Disrupting the (Hetero)normative: Exploring literary performances and identity work with queer youth. *Journal of Adult and Adolescent Literacy* 46(4), 312-324.


Gender Identity

Savin-Williams, R. *Lesbian, Gay Male, and Bisexual Adolescents*


Assessment and Gender


Women in College


Single Sex Schooling


Teaching Practice


Gondek, Rebecca. (2001). Promoting Gender Equity in the Science Classroom. MA: WEEA Equity Resource Center EDC.


Sample Gender Equity Programs

**U.S. Department of Education’s Gender Equity Expert Panel (2000).**

National Women’s History Project (2002).


Web Resource on Women and Education

**Research on Women and Education (RWE)**

Women’s Education, Research and Resource Center University College Dublin (WERRC)

Women, Girls, and Education (WSSLINKS)

Women and Education

**Women and Math**


