

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

Graduate School of Education

EDUC 797 001 – Special Topics in Education - Gender, Education and Schooling

3 Credits, Fall 2016

7:20-10:00 PM/Tuesdays, Innovation Hall 336 Fairfax

**Faculty**

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**Prerequisites/Corequisites** - None

**University Catalog Course Description:** Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education.

**Course Overview:** This course explores the theoretical and practical implications of gender in education and schools. While learning is formalized through the structure of schools, and education is a key human right across the globe, the ways in which gendered identities are represented in the learning process is often complex and multifaceted. From early childhood to adolescence through lifelong learning endeavors, the choices and opportunities that are afforded to learners is determined by many factors including gender. Are girls better in school than boys? How does gendered violence affect learning? How do LGBTQ students navigate their educational paths? How do our social, economic, political and cultural lenses shape how gendered norms are shared, transferred and interpreted in schools? This course will explore global literature from the fields of gender studies, sociology of education, and the economics of education using both qualitative and quantitative methods to understand current research on the topic. The course will explore every level of education from pre-school to tertiary levels of education, as well as formal, informal, and non-formal approaches to engaging people of all genders in the learning process.

**COURSE DELIVERY**

This course includes a variety of learning activities: discussions in seminar format, text-based/multi-media presentation of course materials, experiential learning activities including interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

**LEARNER OUTCOMES:**

This course is designed to enable students to:

1. Develop the skills necessary for analyzing gender education from different theoretical perspectives;
2. Examine and highlight the linkages between gender and education through different domains;
3. Critically examine the promise and the challenges embedded in development as it pertains to constructs of gender;
4. Cultivate reflexivity: analyze constructions of knowledge about gender, education and schooling; and
5. Understand how intersections of race and class impact gender in schools.

## **PROFESSIONAL STANDARDS**

International and comparative education is a growing and important field within education and as a result there are a growing number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), The Alliance for International Education (AIE) focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), who's purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. This course addresses some of the aims and goals of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education.

This course is also aligned with the following vision statements: GSE Priorities--Diversity and Equity, and Children, Families and Communities, CEHD's Center for Language and Culture (CLC) and the National Association for Multicultural Education.

## **REQUIRED TEXTS**

Selected readings from a variety of international education journals (all of these will be posted on Blackboard)

## **COURSE PERFORMANCE EVALUATION**

All assignments should be turned in on the due date indicated in the schedule below via Blackboard and/or email. Formatting must be consistent with APA (6<sup>th</sup> edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

- **Assignments and examinations**

### **Article Club (15 points)**

On the first or second class, students will select one week where they will share an article of their own interest with the class. The student will:

1. Submit an article via BB or hard copy to the whole class one week prior to their selected date (earlier will confuse people – later will not give people enough time to read) (5 points) (you can use an article from the Rabbit Hole assignment).
2. Provide the class with 3 discussion questions and facilitate a 15-minute conversation around the article on the day of the class (5 points). Connect it to the other readings for the day, to the topics covered prior to the class, and to current events if possible. You are welcome to do an activity if you would like as well.

Additionally 5 points will be used for overall participation of students in the class during this conversation. If you are absent, have not read, or otherwise are unengaged, these points will be deducted through the course of the discussions.

### **Book/Film/Media Review (20 points)**

The purpose of this review is to engage you with a medium that addresses gender and education from the perspective of how the creator presents the information and how the information builds your understanding around the topic in a more thoughtful way. For this review you will be asked to select a

medium of your choice that is written for an academic, policy, or activist audience, explore a few key ideas and respond in a way that mimics a reviews in a scholarly journal.

The review will be worth 15 points and should be between 1,500-2,000 words and will be graded on five 4-point categories:

- a. Relevance to the field and succinct details of highlights;
- b. Understanding of author's perspective and intent in production;
- c. Analysis in context of other literature and knowledge in the field; and
- d. Critique of style as resulted in learning and to the intended audience;
- e. Critical reflection on your learning.

### **G2 (Gender/Geography) Issue Paper (25 points)**

You may initiate the G2 paper in one of two ways – by selecting a gender and education issue and placing it in the context of a specific country, or by selecting a country and highlighting a specific gender and education issue within the country. Either way, you will be expected to prepare a paper (between 3,000-4,000 words) that will be graded on five key elements each worth 5 points:

1. Provide a clear and thoughtful analysis of the issue.
2. Explore the nature of the issue in the chosen country.
3. Delve into the critiques, constraints, and scope of the issue in your chosen country through the lens of education as well as other relevant lenses.
4. Present policies, programs, and practices that might be evident in working to dismantle or elevate the issue – especially through the lens of education.
5. Offer creative solutions and/or understandings on the nature of the issue and how you might reflect on the future of the issue in the context of your own interest.

### **Final Paper (25 points)**

Your final paper will be between 12-15 pages and will address any one of the weekly topics, which you will explore in greater depth. This academic paper should highlight additional articles and readings that provide you with a deeper understanding of any of the weekly topic themes. You may address these topics based on a regional interest, a theoretical framing of the topic, or through first hand research.

#### **• Other requirements**

##### **Attendance and Participation (15 points)**

Class participation is important not only for each individual student's learning, but for the learning and success of our class as a whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departure in both on-line and campus class sessions as de facto evidence of non-participation and as a result lower a student's grade (Mason Catalog 2011-12).

Please note the following attendance and participation policies:

1. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. For each unexcused absence (a determination made by the instructor) one point will be deducted from your attendance and class participation points up to a total of 15 points.
2. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions.
3. If, due to an emergency, you will not be able to participate during a given week of class, please contact the professor as soon as possible. Students are responsible for obtaining information given during class discussions/sessions despite attendance from a classmate.

- **Course performance evaluation weighting**

Attendance and Participation	15 points
Article Club	15 points
Book Review	20 points
G2 Paper	25 points
Final Paper	25 points

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**Total** **100 points**

- **Grading policies**

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must choose to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

**Grading Scale:**

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

Grade	GRADING	Graduate Courses
A+	100	Satisfactory / Passing
A	94-99	Satisfactory / Passing
A-	90-93	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84	Satisfactory / Passing
C	70-79	Does not meet requirements of the Graduate School of Education
F	<69	Does not meet requirements of the

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic/Learning Experiences	Readings and Assignments
<b>WEEK 1</b> <b>August 30</b>	1. Introduction 2. Syllabus 3. Gender, Education and Schooling– What are the challenges?	Opening Assessment Baily and Holmarsdottir (BB). Wedgewood (2009)
<b>WEEK 2</b> <b>September 6</b>	Theoretical perspectives – How do we conceptualize gender?	Connell (2010) Epstein and Morrell (2012) Paule (2015)
<b>WEEK 3</b> <b>September 13</b> <b>ONLINE</b>	Current Events activity – instructions to be given in class	Epstein, Kehily and Renold (2012) Tinkler and Allan (2015) Khoja-Moolji (2015a )
<b>WEEK 4</b> <b>September 20</b>	The development of gender - Early grade explorations	Mayeza (2016) Ozkaleli (2011) Skelton (2012) Lee (2002)
<b>WEEK 5</b> <b>September 27</b>	The development of gender –Middle School Years	Assorted WTS Chapters – Intro Chapters 1,3,6,9,11
<b>WEEK 6</b> <b>October 4</b>	The development of gender – Adolescent Angst	DeJaeghere (2016) Graham et al (2016) Shah (2011) <b>Review DUE</b>
<b>Week 7</b> <b>October 11</b>	FALL BREAK – NO CLASS	
<b>Week 8</b> <b>October 18</b>	The development of gender - Making the grade in higher education	Midpoint assessment Burke (2015) Da Costa (2008) Gautam (2015) Mahbub (2015)
<b>WEEK 9</b> <b>October 25</b>	Gender and Achievement	Hadjar et al (2014) Ivinson (2014) Kessells et al (2014) Krkovic et al (2014) Samuel (2014) Lahelma (2014)

<b>WEEK 10</b> <b>November 1</b>	Gender, schools and violence	Connell (2005) Gruber and Fineran (2016) Renold (2002) <b>G2 Paper DUE</b>
<b>WEEK 11</b> <b>November 08</b> <b>ONLINE</b>	Intersectionality – the gender, race, class nexus	Francis and Paechter (2015) Jethwani (2015) Mukherjee (2015) Sanders (2015) Unterhalter (2012)
<b>WEEK 12</b> <b>November 15</b>	Intersectionality – the gender, race, class nexus – part 2	Aikman and Rao (2012) Pattman (2005) Stromquist (2015)
<b>Week 13</b> <b>November 22</b>	Gender and school reform	Holmarsdottir et al (2011) Khoja-Moolji (2015b) Khoja-Moolji (2015c) Manion (2012) Monkman and Hoffman (2013)
<b>WEEK 14</b> <b>November 29</b>	What's ahead for gender and schools? Course evaluations Final assessment	Pullman (2015) Stacki and Monkman (2015)  <b>FINAL PAPERS DUE DECEMBER 6<sup>th</sup> via email</b>
<b>Week 15</b> <b>December 6</b> <b>ONLINE</b>	PEER REVIEW WORK ONLINE	