

EDUC 260: Gender, Sexuality, and Schooling, Winter 2006
(cross-listed with SOAN 261, WGST 260)
114 Willis Tuesday & Thursday, 1:15 – 3:00 pm

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Office Hours: Mon-Wed. 3:30 – 4:30 pm, or by appointment

Description

This course explores social, cultural, and biological theories of gender and sexual identity in the context of school. Using a variety of texts ranging from empirical studies to popular films, we will focus on the biological basis of sex, gender, and sexuality, as well as how these identities are socially constructed and performed in the context of school. Some of the issues we will explore include brain and hormonal differences between men and women, gender gaps in education, the “crisis” masculinity, violence against transgender youth, bullying and harassment, and the “new” gay teen.

Goals and Objectives

In the course of the term you should learn to:

- Describe, compare, and contrast biological, social, and cultural approaches to the study of gender and sexuality in education.
- Critically analyze multiple texts (books, films, articles, websites) that contain discourses about gender and sexuality issues in education.
- Write open-ended and focused field notes through ethnography and participant-observation.
- Write critical essays about gender and sexuality issues in education for academic and popular audiences.
- Describe ways teachers, students, and administrators can make space for multiple gender and sexual identities to exist and thrive in school.

Requirements

- **Attendance, Participation, Engagement (APE):** APE includes regular attendance, participation in class discussions, and “low stakes” in-class writing assignments. In the event that you do miss a class, be sure to utilize my office hours to catch up on lectures, discussions, assignments, handouts, etc. **More than two unexcused absences will result in a student’s grade being lowered by a half (e.g. B to B-) or more.** The following situations count as excused absences and should be verifiable through the Dean of Students Office: death in the family or family emergency, medical leave or medical emergency. Participation in sporting events with a college-sponsored athletic team does not count as an excused absence. Please be responsible about your attendance by notifying the instructor (when possible) about an impending absence and personally keeping track of missed classes. **–20 points**
- **Opinion-Editorials:** You are required to write two 3-4 page (750-850 words) opinion-editorials (op-eds), one on gender gaps in education and the other on queer youth. The purpose of the op-eds is to practice writing position papers for a popular audience that take into account quantitative data and information from lectures, readings, videos, and fieldwork. **– 30 points (15 points each)**
- **Fieldwork:** You are required to complete two qualitative fieldwork assignments during the term. You will be given assignment sheets for each fieldwork experience. **–20 points (10 points each)**

- **Quizzes:** There will be four quizzes worth five points each. Quiz questions will be multiple choice, short answer, and true/false. Quizzes are meant to help you keep up with the readings and assess your comprehension of key ideas. --**30 points (10 points each)**
- **Extra Credit:** Compile a bibliography of 25 sources or more (five of which must be annotated) on one of the following topics: 1) gender gaps in urban education or 2) the experiences of lgbt youth in schools. See Professor McCready for details of this assignment. – **Up to 10 points**

Required Texts

- Books (Available at the campus Bookstore in Sayles-Hill).
Savin-Williams, R. (2005). *The new gay teen*. Cambridge, MA: Harvard University Press. (GT)
- Electronic Reserve Readings (ER) - It is your responsibility to photocopy or print these articles and bring them to class on the days they are being discussed. If you do not bring the assigned reading to class I reserve the right to request you leave class for the day.
 - Bagley, C. D'Augelli, A. (2000). Suicidal behavior in gay, lesbian, and bisexual youth. *British Medical Journal*, 320, 1617-1618.
 - Bagley, C. a. D. A., A. (2000). Suicidal behavior in gay, lesbian, and bisexual youth. *British Medical Journal*, 320, 1617-1618.
 - Beattie, I. R. (2002). Are all "adolescent econometricians" created equal? Racial, class, and gender differences in college enrollment. *Sociology of Education*, 75(1), 19-43.
 - Bernstein, F. (2004, March 7). On campus, rethinking biology 101. *New York Times*.
 - Blumenfeld, W. J. (1995). Gay/straight alliances. In G. Unks (Ed.), *The gay teen* (pp. 211-224): Routledge.
 - Canes, B. J. R., Harvey S. (1995). Following in her footsteps? Faculty gender composition and women's choices of college majors. *Industrial and Labor Relations Review*, 48(3), 486-504.
 - Conlin, M. (2003, May 26). The new gender gap. *Business Week*.
 - Cross, T. S., Bruce. (2000). The alarming decline in the academic performance of african American men. *Journal of Blacks in Higher Education*, 27, 82-87.
 - D'Augelli, A. (2004). High tobacco use among lesbian, gay, bisexual youth. *Archives of Pediatrics and Adolescent Medicine*, 158, 1-2.
 - D'Augelli, A., Hershberger, S., Pilkington, N. (2001). Suicidality patterns and sexual orientation-related factors among lesbian, gay, and bisexual youths. *Suicide & Life - Threatening Behavior*, 31(3), 250-235.
 - Dillon, F. (1999). Why don't you tell them i'm a boy. *Minnesota Parent*, 14.
 - Fausto-Sterling, A. (1992). *Myths of gender: Biological theories about women and men* (2nd ed.). New York, NY: BasicBooks.
 - Fausto-Sterling, A. (1993). The five sexes: Why male and female are not enough. *The Sciences*(March/April), 20-24.
 - Feldman, D. (1989). Gay youth and aids. In G. Herdt (Ed.), *Gay and lesbian youth* (pp. 185-194). New York: Harrington Park Press.
 - Fontaine, J. H. (1997). Public school response to the needs of gay and lesbian youth. In M. B. Harris (Ed.), *School experiences of gay and lesbian youth: The invisible minority*. New York: Harrington Park Press.
 - Gurian, M., Henley, P., & Trueman, T. (2001). *Boys and girls learn differently: A guide for teachers and parents* (1st ed.). San Francisco: Jossey-Bass.

- Higher education gains by black women are across the board. (1994-1995). *Journal of Blacks in Higher Education*, 49.
- Hunter, J. & Schaefer, R. (1987). Stresses on lesbian and gay adolescents in schools. *Social Work Education*, 23, 180-190.
- Jacobs, J. A. (1996). Gender inequality and higher education. *Annual Review of Sociology*, 22, 153-185.
- Johnston, A. Creating a gay friendly classroom.
- Jordan, K. M., Vaughan, Jill S., Woodworth, Katharine J. (1997). I will survive: Lesbian, gay, and bisexual youths' experience of high school. In M. B. Harris (Ed.), *School experiences of gay and lesbian youth: The invisible minority*. New York: Harrington Park Press.
- Lees, L. (1998). Transgender students on our campuses. In R. L. Sanlo (Ed.), *Working with lesbian, gay bisexual college students*: Greenwood Press.
- Lipkin, A. (2005). Gay-straight alliances. In J. T. Sears (Ed.), *Youth, education sexualities* (Vol. One, pp. 354-358). Westport, CT: Greenwood Press.
- Maple, S. A. S., Frances K. (1991). Influences on the choice of math/science major by gender and ethnicity. *American Educational Research Journal*, 28(1), 37-60.
- O'Connor, A. (1995). Who gets called queer in school. In G. Unks (Ed.), *The gay teen* (pp. 95-101): Routledge.
- Rofes, E. (1995). Making our schools safe for sissies. In G. Unks (Ed.), *The gay teen: Educational practice and theory for lesbian, gay, and bisexual adolescents* (pp. 79-84). New York: Routledge.
- Ryan, C., & Futterman, D. (1998). *Lesbian & gay youth: Care & counseling*. New York: Columbia University Press.
- Sadker, M., & Sadker, D. M. (1995). *Failing at fairness: How our schools cheat girls* (First Touchstone Edition. ed.). New York: Simon & Schuster.
- Slater, B. (1994). The growing gender gap in black higher education. *Journal of Blacks in Higher Education*, 3, 52-59.
- Sommers, C. H. (2000). *The war against boys: How misguided feminism is harming our young men*. New York: Simon & Schuster.
- Ware, N. C. L., Valerie E. (1988). Sex differences in choice of college science majors. *American Educational Research Journal*, 25(4), 593-614.
- Wellesley College. Center for Research on Women., & American Association of University Women. Educational Foundation. (1995). *How schools shortchange girls: The aaaw report: A study of major findings on girls and education* (1st trade pbk. ed.). New York: Marlowe & Co.
- Videos and DVDs on Closed Reserve

Chasnoff, D., Cohen, H. S., & Women's Educational Media Inc. (1996). *It's elementary: talking about gay issues in school* [videorecording]. San Francisco, CA: Women's Educational Media.

Hunt, L. (1997). *Out of the past: The struggle for gay and lesbian rights in america*. New York, NY: A-Pix Entertainment.

Moir, A., Primedia Productions Limited., Quality Time Television Limited., Primetime Television Limited., Canadian Broadcasting Corporation., Discovery Channel (Firm). et al. (1992). *Brain sex. Volume 2, anything you can do, i can do better* [videorecording /]. [Canada]: Discovery Communications.

Schedule of Topics and Readings

TOPICS	DATES	READINGS/VIDEOS	ASSIGNMENTS DUE
Introduction	Th. Jan. 5	ER Conlin	
Gender Gaps: Do sex differences in the male and female brain account for gender and advantage and disadvantage in school? • Yes	Tu. Jan. 10	CR <i>Brain Sex</i> , ER Gurian	
• No	Th. Jan 12	ER Fausto-Sterling	Quiz #1
Gender Gaps: Who faces greater discrimination in school, girls or boys? • Girls	Tu. Jan. 17	ER Wellsley College, Sadker & Sadker	
• Boys	Th. Jan. 19	ER Hoff-Sommers, Mortenson (handout)	
Gender Gaps: Enrollment and Choice of Major in College • Enrollment	Tu. Jan 24	ER Jacobs, Beattie	Fieldwork Assignment #1 due
• Enrollment (cont.)	Th. Jan. 26	ER Slater, Higher Education Gains by Black Women, Cross & Slater	
• Choice of Major	Tu. Jan. 31	ER Canes & Rosen	
• Choice of Major (cont.)	Th. Feb. 2	ER Maple & Stage, Ware & Lee	Quiz #2
Queer Youth: In what ways are queer youth at risk? • Suicide	Tu. Feb. 7	ER Bagley & D'Augelli (2000), D'Augelli et al. (2001)	Opinion-Editorial #1 due
• Tobacco Use • HIV/AIDS	Th. Feb. 9	ER D'Augelli (2004), Feldman, Ryan & Futterman	
Queer Youth: What are the experiences of queer youth in schools? • Stress and Victimization	Tu. Feb. 14	ER Hunter, Jordan et al., Fontaine	
• Harassment and Name calling	Th. Feb. 16	ER Rofes, O'Connor	
Queer Youth: How have schools responded to the harassment of queer youth? • Curriculum	Tu. Feb. 21	CR <i>It's Elementary</i> , ER Johnson, Lipkin, Brogan	Fieldwork Assignment #2 due
• Social/Support Groups	Th. Feb. 23	CR <i>Out of the Past</i> , ER Blumenfeld,	
Queer Youth: How are today's queer youth different from previous generations? • Transgender identity	Tu. Feb. 28	ER Fausto-Sterling, Bernstein, Lees, Dillon	
• The New Gay Teen	Th. Mar. 2	GT 1-5	
• The New Gay Teen	Tu. Mar. 7	GT 6-10	Quiz #3
Final Evaluation and Reflection	Th. Mar. 9		Opinion-Editorial #2 due