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

Lance T. McCready, Ph.D., Assistant Professor of Educational Studies
105 Willis, lmccread@carleton.edu, x7109
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).

• **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.

Johnston, A. Creating a gay friendly classroom.

• Videos and DVDs on Closed Reserve
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<th>TOPICS</th>
<th>DATES</th>
<th>READINGS/VIDEOS</th>
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<td><strong>Introduction</strong></td>
<td>Th. Jan. 5</td>
<td>ER Conlin</td>
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| 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 *Brain Sex*, 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 Wellslay 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  
  • Harassment and Name calling | Th. Feb. 14 | ER Hunter, Jordan et al., Fontaine |  |
| Queer Youth: How have schools responded to the harassment of queer youth?  
  • Curriculum | Tu. Feb. 21 | CR *It’s Elementary*, ER Johnson, Lipkin, Brogan | Fieldwork Assignment #2 due |
| * Social/Support Groups | Th. Feb. 23 | CR *Out of the Past*, ER Blumenfeld, |  |
| Queer Youth: How are today’s queer youth different from previous generations?  
  • Transgender identity  
  • The New Gay Teen | 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 |