Course Description
This senior seminar is a culmination of your work as a concentrator in educational studies. We will build on your study of educational theory and praxis and current educational issues. The course combines traditional coursework such as reading, writing and discussion, with experiential components such as site visits, interviews, and fieldwork. This seminar is focused on educational practice, policy, and reform within the context of “Gender, Sexuality and Schooling.”

Course Goals
The primary goal of the course is to broaden and deepen our understanding of issues related to Gender, Sexuality and Schooling. Underlying this topic are issues of educational equity and access, development of gender identity in school, the gender achievement gap, and LGBTQ issues and the social construction of gender.

The specific academic skills that will be developed in the course are:
• Critical thinking and analytic and writing about Gender, Sexuality and Schooling
• Expanded understanding of the complex constellation of socioeconomic, academic, historical, political, and educational factors that contribute to the landscape of gender in schools
• Ability to lead a discussion and participate in critical discourse about issues related to Gender, Sexuality and Schooling
• Ability to create a public presentation that has pragmatic implications with specific recommendations for action related to Gender, Sexuality and Schooling.

Texts:
The following texts are required and available at the Bookstore and on reserve in the curriculum library:

1. Boys & Girls, Superheroes in the Doll Corner by Vivian Gussin Paley
2. Gender Play: Girls and Boys in School by Barrie Thorne
3. Same, Different, Equal: Rethinking Single-sex Schooling by Rosemary Salomone
4. The Right to be Out: Sexual Orientation and Gender Identity in America’s Public Schools by S. Biegel
5. Making Space for Diverse Masculinities by Lance McCready
6. The Routledge Falmer Reader in Gender & Education by Madeleine Arnot
7. Gender and Sexual Diversity in Schools by Elizabeth Meyer

In addition to these required texts, each topic will include supplementary readings that will be provided, either as hard copies or on e-reserve. Our e-reserve password is EDUC
**MOODLE site**
We will use the site to post course material, including reading lists, course agendas, and handouts, to exchange written assignments, to share work, and to conserve as much paper as possible. You are responsible for checking our MOODLE site regularly to access course material.

**Course Requirements:**
Each of the following assignments, with the exception of the first, will be further explicated.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Class participation, active reading, engaged learning</td>
<td>Every Class Session!</td>
<td>15</td>
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<tr>
<td>Mini autobiography “My Gender Tale in School”</td>
<td>Due Tuesday, April 9 by class time</td>
<td>15</td>
</tr>
<tr>
<td>An editorial or blog post on a particular aspect of Gender, Sexuality &amp; Schooling</td>
<td>Thursday, May 2 by class time</td>
<td>15</td>
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<tr>
<td>Annotated field notes from field trips</td>
<td>Friday, April 26 midnight</td>
<td>10</td>
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<tr>
<td>Lead a 30 minute class discussion on an assigned reading or on a article/website/ cultural artifact of your choice that connects our course topic</td>
<td>When you sign up</td>
<td>20</td>
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<tr>
<td>Public presentation to general Carleton audience</td>
<td>Tuesday, May 30, common time</td>
<td>25</td>
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Explication of Assignments:

**Class participation, active reading, engaged learning**
Class participation means active listening as well as active speaking. In a class this small, your participation is necessary and expected in every class session. In addition, we will listen respectively and actively, feeling free to challenge and disagree in civil discourse.

**Attendance policy:**
Attendance at every class is an expectation. We cannot become a community of learners without regular attendance from everyone. After two absences from class, each subsequent absence will result in the lowering of your course grade by a third, e.g. from a B to a B-. If you miss more than 4 meetings, (20% of the class sessions), you will not be able to pass the class.

**My Gender Tale in School-Due Tuesday April 9**
Write a reflection on the evolution of your own gender identity, especially with regard to the influence of the school environment on your own development. This reflection should be in form of a personal essay and should be about 3 pages in length. We will share these in class, unless you choose not to.

**An editorial or blog post on a particular aspect of Gender, Sexuality & Schooling (Due Thursday, May 2)**
Write an editorial of approximately 500 words about some aspect of the Gender, Sexuality & Schooling. Present a clear and urgent argument. Consider your audience. Do you want to send it to The Carletonian, your local newspaper, the ACLU, the New York Times? Some of you already keep a personal blog or have blogs that you follow that you might want to post to. This is an acceptable alternative to a traditional editorial. Note: we will actually be sending this out as part of the requirement!

**Annotated field notes from field trip**
We will be visiting two single gender schools. We are currently scheduled to visit LJA and Best Academies. Before each visit you will be given a handout to help guide your observations.

**Lead a 30 minute class discussion on an assigned reading or on a reading of your choice that connects our course topic**
To acknowledge the democratic nature of the class as well as your advanced level in your educational studies, many of our discussions will be student lead. Sign up to lead a session on a topic/reading beginning week 2. You should meet with me at least one day prior to your scheduled discussion for assistance with possible questions and handouts.

**Public Presentation to General Carleton Audience**
We will give a public presentation on the school to prison pipeline to the Carleton Community during Week 9. This presentation will serve as your final project for the class. You and a partner will be responsible for 10 minutes of our one-hour presentation. This is your opportunity to focus on a specific aspect of Gender, Sexuality & Schooling, one in which you are particularly interested. The subtopics may include but are not limited to

- Gender achievement gap
- Sexual harassment
- Bullying
- Gender identities
- LGBTQ issues in schooling
- Gender issues for teachers
- Masculinities; boys and school
Educational Studies Senior Seminar Calendar, Spring 2013

Topics, events, and speakers are listed, although speaker appearance is subject to alternation based on speakers’ discretion and availability. Field trips will be arranged after class availability has been determined. Reading assignments will be distributed by topic. Because this course is new to all of us, actual topics may shift as we discover content, track contemporary developments and raise questions together.

Topic 1: Course Introduction: Gender Theory and Education, What are the Issues?
Primary text: The Routledge Falmer Reader in Gender & Education, Gender and Sexual Diversity in Schools

Tue, April 2
Thu, Apr 4

Topic 2: The Social Construction of Gender in Schools, Gender as Performance
Primary text: Boys & Girls, Superheroes in the Doll Corner, Gender Play: Girls and Boys in School

Tue, Apr 9: Guest, Kaaren Williamson, director of Gender and Sexuality Center, LGBTQ Advisor
Mini-autobiography “My Gender Tale in School” due
Thu, Apr 11:

Topic 3: Single Gender Education
Primary text: Same, Different, Equal: Rethinking Single-sex Schooling

Tue, Apr 16: Field Trip to Laura Jeffrey Academy, St. Paul
Thu, Apr 18:
Tue, Apr 23

Topic 4: Gender equity issues in achievement and curriculum
Primary text: The Routledge Falmer Reader in Gender & Education, Gender and Sexual Diversity in Schools

Thu, Apr 25:
Fri, April 26: Annotated field notes form field trips due
Tue, Apr 30: NO CLASS, working day
Thu, May 2: An editorial or blog post on Gender, Sexuality and Schooling due

Mid-Term Break Monday May 6

Topic 5: Masculinities
Primary text: Making Space for Diverse Masculinities

Tue, May 7: Field Trip to BEST and SISTERS Academies, Minneapolis
Thu, May 9: Guest; Professor Lance McCready, ‘90, OISE

Topic 6: LGBTQ Issues in Schooling
Primary text: The Right to be Out: Gender Identity in America's Public Schools

Tue, May 14: Special Guest; Central Touring Theater
Thu, May 16:
Tue, May 21
Topic 7: Violence, Harassment and Bullying  
Primary text: *Gender and Sexual Diversity in Schools*

Thu, May 23: Special Guests, Panel of Students/teachers from Anoka-Hennepin School District

Topic 8: Final Considerations  
Primary text: *The Routledge Falmer Reader in Gender & Education, Gender and Sexual Diversity in Schools*

Tue, May 28  
Thu, May 30: **Public Presentations, common time, Weitz 236**  
Tue, June 4:

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<thead>
<tr>
<th>Financial Year</th>
<th>Event Description</th>
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<tr>
<td><strong>Educational Studies Senior Seminar Calendar, Spring 2013</strong></td>
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<tr>
<td><strong>Special Events</strong></td>
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Tue, Apr 9, 5:00pm Ed. Studies Dinner & a Movie Night, **Bully** Weitz 236

Thu, April 18: Ed Studies lunch with St. Paul Academy visitors, Willis 102

Fri, April 26: Convocation with Emily Shultz ’05, Educator with success in turning around failing schools.

Wed, May 8, Public Talk by Professor Lance McCready ’90 OISE (tentative)

Tue, May 14, Performance by Central Touring Theater, Little Norse Theater

TBA: Educational Studies spring picnic