
Gender & Education
EDUC 135
Summer 2022

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Tuesday & Thursday 9:00 – 12:30
Remote Instruction



Source: Gender Queer: A Memoire (2014)
by Maia Kobabe. Find more about this book [here](#)

Thanks to Amanda Lashaw, Melissa Svigelj, and Nora Lang for their contributions to this syllabus. And to Micah Card for her revisions.

Description, objectives, and overarching questions

Where do gender norms come from? How do we learn to enact them and/or subvert them? What role does schooling play in the construction, legitimization, enforcement and reproduction of normative genders and sexualities? How do children, youth and college students negotiate the often-violent social demand that their bodies and identities conform to gender/sex binaries, heterosexuality, and standardized performances of masculinity and femininity? How have different feminist movements articulated problems of gendered domination, and what do they teach us about ongoing struggles for liberation—inside, through, and beyond schooling?

To tackle the questions above, this course introduces students to major issues and concepts in the study of education and gender. We will begin by exploring basic concepts such as sex, gender, gender expression and gender identity. Gender identity and sexuality intersect with processes of racialization and colonial domination to produce notions of “normativity” and “deviance.” We will use this “intersectional” method of analysis to critically examine experiences and patterns of schooling and education. Major topics include meanings of gender, masculine and feminine identity construction, compulsory heterosexuality, LGBTQ youth, intersectionality, campus sexual assault debates, and parent and teacher experiences.

The course proceeds from the assumptions that gender is a construction with material effects and that critical studies contain a precious reservoir for figuring out how power operates so that we can identify and disrupt the ways that some are in positions to benefit from gender constructs while others are purposively disadvantaged. By the end of the course, students will be able to use research from multiple disciplinary perspectives to analyze the political stakes of gender in education.

Course Materials

The syllabus and all course readings will be posted on Canvas in our course files: canvas.ucsc.edu. There are also links to readings in this syllabus (see below).

Course Assignments

1. Text-based Conversations (5 Initial contributions and 5 Expansions)

This assignment emerges from my wish to construct this course as five-week conversation containing themes, ideas, suggested resources, and experiences triggered by the readings, films, documentaries, podcasts, and conferences available each week.

Texts are understood here as language **activities** in all their social dimensions and whose products are oral, written, visual, audio, and other types of texts that have specific communicative functions and that use an array of resources to convey meaning: images, video, sounds, songs, words, etc.

Each week, you will participate in an online conversation posted on canvas. Your participation consists of **one initial contribution** and one **expansion** to one of your classmates' postings. You are welcome to explore one or more of the general guiding questions for the texts listed below, or respond to more specific questions about that reading, or proceed in another direction that meets the evaluation criteria listed below.

“Initial Contributions” and “Expansions”

Initial Contributions are your own original discussion of the assigned texts, your reactions, ideas, comments, and/or experiences associated with the texts; you can also suggest additional resources such as academic articles, books, films, podcasts, or other resources that you think connect with the ideas presented by the author or text. The format of initial contributions is flexible, but make sure you mention at least one of the texts discussed during the week and you signal one or more specific ideas or arguments from the texts.

Initial contributions are **due by MIDNIGHT (11:59 p.m.) on the Friday AFTER** the texts were discussed – Please remember that you're still responsible for reading the assigned readings for the online lecture and group meetings.

Expansions are your response to one or more of the Initial Contributions written by your classmates. It is a way for you to expand on their ideas with your own contributions. Expansions have the purpose of continuing the conversation started by your classmates by adding ideas, thoughts, arguments, experiences, or resources that relate, expand, illustrate, or problematize the initial contribution. Expansions are due **Sunday at midnight (11:59 p.m.) on the week the texts were discussed.**

Guiding questions for Initial Contributions and Expansions

- What struck you as interesting about this text (reading, film, conference, etc.)?
- How do points or claims made in this text relate or compare to those brought up in other texts for this course?

- How might the authors of other texts from the course respond to the arguments posed or ideas presented within this text?
- What did you find in the text that you feel will be useful/relevant for your future career? Why?
- What did you find in the text that helped you better understand a past experience or important phenomena or event(s)?
- What aspect of the text did you find problematic, or did you disagree with? Why?
- What questions did the text raise for you?

2. Weekly Zoom Discussions & Canvas Discussion Posts

Zoom Discussions: Each week you will join a one-hour small group discussion on Zoom. You can choose which time works best for you and [sign up](#) for that discussion group. You must remain with the same group for all five weeks. You must be logged in through your UCSC email in order to join the meeting on Zoom (and to receive credit for attendance to discussions during the course), and to edit the “Small Group Weekly Discussion” form. Questions for the Zoom discussions are in the Canvas assignments. You can access the zoom meeting link on [Canvas](#) and also in our [sign up sheet](#).

Micah and I will alternate in joining the zoom meetings. For example, if I join group one this week, Micah will participate in that meeting next week. We will also be available after class on most days to speak with students if there are questions about course materials or assignments or if you just want to hang out a while longer and discuss how you’re feeling.

Canvas Discussion Posts: These are your responses to the one-hour weekly discussions you participate in with your Zoom discussion group and that you submit through Canvas each week. You will find these discussion prompts in the same document as the prompts for your Zoom discussion group.

Recap of weekly discussion expectations:

- ZOOM: small group discussions 1 hour each every week for five weeks (5)
- Canvas: Respond to prompts for the discussion threads in Canvas each Week (5)

3. Creative Response: ONE creative work you produce individually or in pairs in response to course content.

The final **Creative Response** is due by midnight (Pacific Coast Time) on Friday, August 26. Your submission should be placed in the “Creative Response” assignment category in Canvas. If your file type cannot be uploaded, please create a link that will allow us to access your submission.

Choose from **one** of the following options to use one of the theoretical frames studied in the course (intersectional or (anti)pedagogy of cruelty) as a critical lens for interacting with

topics covered in the course this session:

- Write a 5 page **essay**, (Arial or Times New Roman 12-point font, double-spaced) (**writing in college resource**)
- Create a 5-10 minute **video/vlog** (NOT just a PowerPoint or slide show) (**resources for vlogs/instructional videos**)
- Create an 8-10 page **graphic novel/zine** (**zine resources/graphic novel resources**)
- Create a 5-10 minute **podcast** (**resources**)
- We are open to other formats but please consult with me or Micah about the specifications it will require.

Make sure the connection between your work and gender and education is present and clear. An introduction and conclusion are required for all formats.

*Please be sure to **cite at least seven sources from our course** throughout your creation and at the end (podcasts, films, videos, readings, art). Any citation format is accepted (MLA, APA, AMA, Chicago, etc). You are free to cite lectures, but please **DO NOT** count my words in lectures as one of the seven sources required for your creative response. Sources and videos within lectures/slideshows are fine to cite and count towards the seven sources required for the response.

4. Journals

- Teach us your name
- Your gender journey

Weighted Grading

- 5% Journals (“Teach us your name” and “My gender journey”)
- 35% “Text-based Conversations” (discussed above)
- 30% Participation in your group’s discussions and posting responses in Canvas each week
 - 15% showing up to discussions and participating (in Zoom)
 - 15% posting and responding weekly in discussion threads (in Canvas)
- 30% One Creative Response to course content (due at end of Week 5)

Information and Student Support for Summer Sessions

*Unfortunately, Learning Student Services was not able to place a tutor to support this course.

However, there **will be a writing tutor (tutors across the disciplines) available for the whole 10-weeks of the Summer Session.** Students can set up an appointment 24 hours in advance, and they will meet virtually through zoom for 1-hour.

Here are [instructions](#) for students who would like to sign up through the sign-up system, Tutor Trac. These instructions come from the [LSS Website](#).

Important 2022 Deadlines:

Please go to this link for important summer session deadlines: [5-Week Summer Session](#).

Neither Summer Session nor instructors drop students for non-attendance or non-payment. **Students must drop themselves.** Dropping results in full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about accommodations or any other disability-related matter, please contact the DRC office at 831-459-2089 or drc@ucsc.edu.

Since summer sessions have a different pace than the regular academic year, below is a suggested timeline for accommodations:

If class starts on July 25th,
Schedule meeting with DRC by: July 11th
Give letter to course instructor July 25th or sooner

Don't forget you can sign up for Small Group Writing Tutoring (details above) also!

Undocumented/DACA

DREAMers/DACAmented are welcomed in this class, and I underscore my continuing support in alignment with the Dean of the Division of Social Sciences. In addition to support and protection in this class, I stand with others to work for long-term protections in the future.

From Chancellor Larive on 06/18/2020 - To our undocumented community: Know that we will continue to welcome you and value you at UC Santa Cruz without regard to immigration status. We see your humanity, your talents, and your contributions to our university and the world. This will never change.

Academic Dishonesty

Academic integrity is the cornerstone of university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge.

To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information](#) about the Title IX Office, [the online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy](#) on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19 page](#).

UCSC COVID-19 Operational Plans

Due to the COVID-19, we will continue to offer our services and support on a remote basis. To reach a Dean of Students Office staff member, you may:

- Leave a detailed voicemail at 831.459.4446, including your name and a telephone number at which you can be reached
- Send an email to deanofstudents@ucsc.edu

Slug Support Case Managers

Slug Support is available to all students on a remote basis. Please email deanofstudents@ucsc.edu to request an appointment with a Slug Support Case Manager. If this is a crisis (e.g., immediate food or housing insecurity or major distress), and you need to be assisted right away, please see [the crisis schedule](#) and contact the Slug Support case manager on crisis duty. We will be available for phone and Zoom appointments during our normal business hours (Mon-Fri 9:00 am-5:00pm). Please note that campus police and Counseling & Psychological Services (CAPS) are also still available. Call 911 to be connected to dispatch or (831) 459-2628 to be connected to a CAPS counselor. We expect to return to in-person availability as soon as classes resume in-person.

Course Pedagogy

Close reading, listening, and observing the texts offered each week. Annotate or make voice notes to prepare for student-centered discussions and pre recorded lectures.

Learning by listening & by examining one's experience and ideas.

Writing practice to construct, clarify & consolidate knowledge.

Honest, thoughtful, reliable & respectful participation in small-group work.

No one's value has ever been determined, captured, or summarized by a grade

COURSE SCHEDULE

Date	Topics	Texts	Assignments and Activities
Week 1 July 25-29	Approaching Gender and Education		
<p>Exploring sex, gender, gender roles, gender expression, and gender identity.</p> <p>Educational approach: Teaching to Transgress</p> <p>Intersectionality as a theoretical frame</p>	<p>Everyone interacts with:</p> <p>Total: 37 pages - reading 27 minutes - audio listening 18 minutes - conference watching/listening 20 minutes - documentary</p> <p>Martin, Emily. (1991). The Egg and the Sperm: How Science Has Constructed a Romance Based Male-Female Roles. <i>Signs</i>, vol. 16(3), pp. 485-501. (16 pages)</p> <p>bell hooks. (1994). Teaching to Transgress: Education as the Practice of Freedom. Chapter One: Introduction. (Audio book, 27 minutes)</p> <p>Butler, Judith. (2015). “Why Bodies Matter” - On the Anniversary of “Gender Trouble”. 36:45 - 54:15 (18 minutes).</p> <p>Creating gender inclusive schools. (2016). Jonathan Skurnik (Director). Available in the course Kanopy page (20 minutes)</p> <p>Runyan, A.S. (2018). What is intersectionality and why is it important? Building solidarity in the fight</p>	<ol style="list-style-type: none"> 1. Watch prerecorded lecture 2. Participate in Zoom meeting group - sign up here 3. Submit Discussion report on Canvas 4. Participate in text-based conversation 	

	<p>for social justice. <i>Academe</i>, 104(6): 10-14. (5 pages)</p> <p>Quinn, Therese and Meiners, Erica R. (2016). Seneca Falls, Selma, Stonewall. Moving Beyond Equality. In Rethinking Sexism, Gender, and Sexuality by Annika Butler-Wall, Kim Cosier, Rachel L. S. Harper, Jeff Sapp, Jody Sokolower, and Melissa Bollow Tempel (Editors). (16 pages)</p> <p>Optional texts:</p> <p>Gender studies and the colonial, decolonial, anti-colonial perspective (also a fascinating analysis on the word ‘gender’ in English): Butler, Judith. (May 6, 2022) Is Gender a Cultural Imposition? Conference: Doing Global Gender: Perspectives on Gender and Re-Globalization. Center for Advanced Studies - Eurac Research. Start at min 28:49.</p> <p>More on intersectionality: Sen, R. (2017, December 19). How to do intersectionality [Blog post].</p> <p>Interesting pronoun etiquette: Pronoun etiquette do’s and don’ts by Robot Hugs: http://www.robot-hugs.com/pronoun-etiquette/</p> <p>More educational resources and teacher experiences on gender and education: Rethinking Sexism, Gender, and Sexuality by Annika Butler-Wall, Kim Cosier, Rachel L. S. Harper, Jeff Sapp, Jody Sokolower, and Melissa Bollow Tempel (Editors).</p>	
<p>Week 2 August 1-7</p> <p style="text-align: center;">Intersectional texts</p>		

<p>Intersections between gender and age, race, disability, sexual orientation, gender identity, and class.</p>	<p>Everyone interacts with: Total: 58 pages - reading 72 minutes - audio listening 28 minutes - watching documentary</p> <p>Sen, R. (2017, December 19). How to do intersectionality [Blog post]. (3 pages)</p> <p>Butler-Wall, Cosier, Harper and others (2016) Rethinking Sexism, Gender, and Sexuality - Rethinking Schools - Read: Hello Kitty (pp. 82-85), Aren't Any Poor Gay People Besides Me? (pp. 153-165); and As a Mom and a Teacher... (pp. 139-142) (18 pages)</p> <p>Gen Silent. Discrimination against LGBT Seniors. (2012). Stu Maddux and Joseph Applebaum (Directors). (28 minutes) Available in the course Kanopy page</p> <p>bell hooks. (2015). Feminism is for Everybody: Passionate Politics. Chapter 9: Women at work. (14 minutes)</p> <p>Colker, Ruth. (2015). Blaming Mothers: A Disability Perspective, pages 1205-1224 in <i>Public Law and Legal Theory Working Paper Series</i>, No. 295 (21 pages)</p> <p>Fortier, Nikki. (2020). COVID19, gender inequality, and the responsibility of the state. <i>International Journal of Wellbeing</i>, Vol. 10 (3), pp. 77-93. (16 pages)</p> <p>Podcast. Tamara Keith and (White House correspondent) and Nina Totenberg (legal affairs correspondent). (6 May, 2022) America Before Roe v. Wade. (10 minutes)</p> <p>Meghna Chakrabarti and Stephano Kotsonis. (June 29, 2022). How the Supreme Court's overturning of Roe v. Wade will alter the lives of women of color. On Point (radio program). NPR. (48:52 minutes)</p>	<ol style="list-style-type: none"> 1. Watch lecture 2. Participate in Zoom meeting group 3. Submit Discussion report on Canvas 4. Participate in text-based conversation
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	<p>Written version is also available through the same link.</p> <p>Optional texts</p> <p>Christensen, Linda; Karp, Stan; Peterson, Bob, and Moé Yonamine. (2019). <i>The New Teacher Book: finding purpose, balance, and Hope during your first years in the classroom</i>. Third Edition. A rethinking Schools Publication.</p> <p><i>The Great American Lie (2020)</i> - Documentary (97 minutes)</p> <p>Shange, Savannah. (2019). <i>Black Girl Ordinary: Flesh, Carcerality, and the Refusal of Ethnography</i>. <i>Transforming Anthropology</i>, vol. 27(1).</p> <p>Solomon, Alisa. (2001). <i>Trans/Migrant: Cristina Madrazo's All-American Story</i>. In <i>Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings</i>. Eithne Luibhéid, and Lionel Cantú. University of Minnesota Press.</p>	
Week 3 August 8-14 Feminist movements contributions to Gender Studies		
<p>Contributions of feminist studies into gender studies. Feminist educators who fought for gender equality.</p>	<p>Everyone interacts with: 2 h, 45 min: documentary and film 72 pages: reading</p> <p>D'Atri, Andrea. (2021). <i>Introduction: Bread and Roses: Gender and Class Under Capitalism</i>. Pluto Press. pp. 1-8 (8 pages)</p> <p>D'Atri, Andrea. (2021). <i>Appendix: Bread and Roses: International Manifesto</i> (June 19, 2020). (18 pages)</p> <p>Nash, Jennifer. (2020). <i>Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality</i>. <i>Meridians: feminism, race, transnationalism</i>, vol. 19, pp. 439-462 (23 pages)</p>	<ol style="list-style-type: none"> 1. Watch lectures: <ul style="list-style-type: none"> - Part I - Part II 2. Participate in Zoom meeting group 3. Submit Discussion report on Canvas 4. Participate in text-based conversation

	<p>Calvo, Luz. (2004). Art comes for the Archbishop: The Semiotics of Contemporary Chicana Feminism and the Work of Alma Lopez. <i>Meridians: feminism, race, transnationalism</i>, vol. 5(1), pp. 201-224.</p> <p>The origins of #blacklivesmatter, #metoo, and time's up: Not Done. Women Remaking America (Documentary). Sara Wolitzky (Director). PBS Studio. (54 minutes)</p> <p>November 25th, International Day for the Elimination of Violence against Women, is based on the story of the Mirabal sisters. The film El tiempo de las mariposas (Time of Butterflies) tells their story. (Film 1:32)</p> <p>Optional texts</p> <p>The Bystander Moment. Transforming Rape Culture at Its Roots. (2018). Earp, Jeremy (Director). Jackson Katz Studio (Documentary). 1hr 36min.</p> <p>Ghadery, Farnush. (2022). Beyond International human rights law - music and song in contextualized struggles for gender equality. <i>Transnational Legal Theory</i>. pp. 1-28</p>	
<p>Week 4 August 15-20</p>	<p>The Language of Gender: How you Say It Matters, Particularly in the Classroom</p>	
<p>Intersections of language, gender, race, class from sociolinguistic and raciolinguistic perspectives</p>	<p>Everyone interacts with: Total: 48 pages - reading 47 minutes - watching documentary</p> <p>Eckert, Penny, and Sally McConnell-Ginet. (2003). Linking the linguistic to the social. In <i>Language and Gender</i> (book), pp. 52-90 (38 pages)</p> <p>Kean, Eli. (2020). Locating Transgender Within the Language of Queer in Teacher Education.</p>	<ol style="list-style-type: none"> 1. Watch lecture 2. Participate in Zoom meeting group 3. Submit Discussion report on Canvas 4. Participate in

	<p><i>Multicultural Perspectives</i>, vol. 22(2), pp. 57-67 (10 pages)</p> <p>My Transgender Life: Seven Members of the Transgender Community Share their Stories. TMW Media. (47 min)</p> <p>Optional Texts</p> <p>Gray, John. (2018). Intersectionality, Language, and Queer Lives. <i>Gender and Language</i>. (10 pages)</p> <p>What is a Woman? Marin Haskjold. (2020) (short documentary (14 min.))</p>	<p>text-based conversation</p>
<p>Week 5 August 22-28</p>	<p>Gender in and Beyond Education</p>	
<p>Observing, learning and emulating transformative education and justice initiatives</p>	<p>Everyone interacts with: 26 pages: Reading 1hr 09 min: Watching a Documentary 56 min: Listening to Webinar</p> <p>Precious knowledge: Revolutionary Education (2011). Ari Palos, Eren Isabel McGinnis (Directors). Dos Vatos Studio. (Documentary). 1hr 09min</p> <p>Butler-Wall, Cosier, Harper and others (2016) Rethinking Sexism, Gender, and Sexuality - Rethinking Schools - Read: Ask me Who I Am by Sam Stiegler, pp. 452-458; Space for Young Black Women: An Interview with Candice Valenzuela by Jody Sokolower, pp. 472-484; Teaching and Learning About Sexism, 3 Conceptual Challenges by Leigh-Ann Ingram, pp. 648-656. (26 pages total)</p> <p>Kevin Kumashiro. Webinar on “Collective Scholarship for Public Pedagogy”; passcode fpj\$P6g6 (56 min)</p>	<ol style="list-style-type: none"> 1. Watch lecture 2. Participate in Zoom meeting group 3. Submit Discussion report on Canvas 4. Participate in Text-based Conversation