



University of Pittsburgh School of Education

Gender and Education

EFOP 2133 / EDUC 2110 & 1110

Fall Semester, 2234 (~~2000~~*2023*Winter=4)

Wednesdays, 3-5:40 PM EST in A214 Langley Hall (to start)

<https://pitt.zoom.us/j/92636785345> if needed

Course Designer

Maureen K. Porter, PhD (she, her, hers), Advanced Diversity Fellow

Department of Education Foundations, Organizations, and Policy (EFOP)

Social and Comparative Analysis of Education (SCAE) and Education Policy

Core faculty for Comparative and International Education Policy concentration

Associate Director, Institute for International Studies in Education

(Joint) Anthropology

(Fellow & Steering Committee Member) Gender, Sexuality, and Women's Studies (GSWS)

(Faculty Associate) Cultural Studies, World History, Multiple UCIS Area Studies, Global Studies

Cell phone: (Do note that the new phone system via (412) 648-7041 may send your office phone call to an email system or might sent it elsewhere.) Please leave a complete message and contact information, including your best phone contact so that I can get back to you.

Email for all correspondence related to class:

Use the email function embedded right into the Canvas program. It is labeled "Inbox" and is on the left once you open our Canvas site. This will give you priority for all class correspondence. I will not be on email before class and have a greater chance of seeing any last-minute messages this way.

Work email:

I check Pitt email at a regular time several days Monday through Friday (except on writing days or fieldwork days which this term are Tuesdays and Thursdays), but not on weekends or evenings. I may be on Zoom for up to a 15 minutes before class starts if we are already using it that day.

Office hours: TBD as schedules come in

My office is inside the IISE Suite, which is 5101 at the western end of the 5th floor hallway of Posvar Hall in the School of Education. This is a lively place with IISE students, interns, our Visiting Scholars, and people just hanging out. My office is private, but it has unfrosted glass walls. If you would like to meet off campus, nearer our classroom, or somewhere public but more soundproof, please talk to me directly and we can decide on a place together. I will need time to set up beforehand, but we may be able to chat after class or on the walk back to Posvar.

Overview

This course examines research and theory on gender as it pertains to the development of pedagogy, curriculum, and educational praxis. The readings and discussions will also explore gendered perspectives and gendered policy frames. We will have much to share about the manner in which educators view their students and how students respond to (i.e. adapt, accommodate, resist) the worldviews of those they encounter in schools. Throughout the course students will link formal, informal, and non-formal settings in which a gendered “education” takes place, as well as to critically examine the consequences of these practices. Collectively, we also take a focused look at current (US and global) educational policies and critique best professional practices, effective school reforms, and life-long consequences of gendered educational experiences.

The course provides relevant resources for those studying early childhood, K-12, post-secondary, out of school, and life-long learning. The course has foundational and advanced materials to provide a challenge for students at all levels of expertise. At multiple junctures you will have the chance to opt for either a foundational or advanced level of deliverable.

You also will have the two extra pedagogical resources that recur. Note that each Canvas module has both an Overview and Key Concepts. Look at the notes on those pages and consider printing out a note sheet from the Key Concepts to use in the seminar. They will help you synthesize the module themes.

I have created a purposefully sequenced set of four modules to organize the course. These iterative designs are in response to student evaluations and reflect their most meaningful elements:

- We will explore and problematize the gendered, social construction of problems and how these fit into larger politicized systems of hierarchy, oppression, resistance, and transformation.
- Together we then explore how gender helps to shape whether language and schools are safe and inclusive. We examine the concepts of desire and embodiment and look at the ways that they underlie gendered performances. We explicitly look at harassment and the requirements necessary for creating safe schools and communities.
- We focus on comprehensive sexuality and wellness education for students of all sexes and genders. We look at what it means to support full participation through menstrual health and reproductive education.
- We close with a unit on gender and leadership, advocacy, and transformation. Students will be able to hear and share both academic and applied ways to approach “power” in order to make – and sustain – socially just and proactively inclusive change that benefits people of all genders. We will discuss ongoing gendered roles as well as to envision new stories and heroics.

This term certainly is a particularly intense time to look at the ways that gender intersects with educational policy, staffing, curriculum, and praxis! In fact, I chose to offer it in the 2022-23 year because it coincides with the 50th Anniversary of the founding of the Gender, Sexuality, and Women’s Studies (GSWS) Program at Pitt. Stay tuned for extra credit opportunities via :

<https://www.gsws.pitt.edu/events/50th-anniversary-events>

We will especially celebrate at the GRAND all-day Celebration on Friday, March 24th:

https://calendar.pitt.edu/event/50th_anniversary_celebration#.Y72WbILMLfk

Learning Goals:

There are many learning goals for this seminar, and students will ultimately design their own course of learning throughout the semester. As a blended undergrad/graduate course, I encourage and challenge students to seek out areas where they are building expertise and to identify areas where they need, and want, to grow. I explicitly use feminist modes of inquiry and pedagogies that honor where each person starts and welcomes them to bring their whole selves to class and to assignments.

The following goals provide a shared basis for the course:

- ✓ Participants will have a set of core concepts for each module to use in future endeavors. They will define these themselves from readings and classwork.
- ✓ Students have linked lines of inquiry that are visible in the Canvas. These provide the succinct conceptual trail so that you can see the cumulative pedagogical reasoning uniting the module elements.
- ✓ Through the readings, classroom experiences, and presentations, students will be able to actively apply and integrate complex ideas.
- ✓ Students will authentically use the core concepts in meaningful ways and communicate them with others.
- ✓ Students will be able to identify and interpret multiple theories and research that help us understand the life-long formation of gender identity and how gender is performed, rewarded, enacted, and embodied.
- ✓ Students will be able to better articulate their own perspectives in relation to a range of feminist theories, modes of inquiry, and action strategies.
- ✓ Through diverse readings and resources, including possible special guests and archival trips, students will gain a sense of how dimensions such as race, class, profession, disability type of institution, location, and sexuality intersect with gender to catalyze identity networks and opportunities for action.
- ✓ Students will gain a better appreciation for the expertise and material collections available to them in Pitt and the Oakland environs. We will also highlight gender and education advocates and innovative programs in the greater Pittsburgh region.
- ✓ Students will be able to exchange personal experiences from work, leisure, family, sports, professions, and school with classmates as part of a safe, shared culture of candid and creative inquiry.
- ✓ Students will better understand how sex and gender impact the ways in which dominant groups identify and categorize those defined as “Other.” These also frame, but do not constrain how people resist, surpass, challenge, and cisgender, homophobic, discriminatory, or heterosexist structures.
- ✓ Students will deepen their own level of critique and insight through multiple modes of expressing themselves in class and preparing synthesized reports, both written and oral.
- ✓ Students will push their abilities to actively engage, including speaking regularly in class and contributing to group exercises.
- ✓ Students who are earning GSWS, UCIS, or other certificates will have the chance to earn certificate credit. They may also revise a class paper to submit for prizes and awards. Some of these convey monetary awards as well as respect from the sponsors!

Required Texts

Note that either paper or e-books are acceptable. Any newer editions may vary slightly from those referenced on Canvas modules. I have greatly reduced the number of shared books, and instead have opted to bring in more hands-on opportunities, archival visits, and guests since these can now be part of our in-person format.

hooks, b. (2000). Feminism is for everybody: Passionate politics. South End Press. ISBN: 0-89608-628-3
Pitt has acquired the eBook for you! Read it free here:
https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/1sjtb5p/alma9998680863206236

Meyer, E.J. (2009). Gender, bullying, and harassment: Strategies to end sexism and homophobia in schools. Teachers College Press. ISBN: 978-0-8077-4953-1

Sadker, D., Sadler, M., Zittleman, K. (2009). Still failing at fairness: How gender bias cheats girls and boys in school and what we can do about it. Scribner. Hillman Library collection: LC212.82 .S265 2009. ISBN:978-1-4165-5247-5

Considerable additional resources will be posted on Canvas throughout the semester. These include e-documents that are Shared Resources for everyone as well as supplemental choices for those doing team reports that week. Some will be marked as “Foundational” or “Depth” so that students at all levels of familiarity with this multi-disciplinary field will be able to challenge themselves. Students can adapt any particular week or assignment to their level of familiarity with that topic, one person is not tracked the whole term.

I was one of Pitt’s first Advanced Diversity Scholars for a year through the Center for Teaching and Learning. As a result, I have substantial partnerships with librarians at Hillman. Students are more than welcome to add to our shared resources, especially in newer media and non-print, academic elements. Student finds have greatly enhanced the cumulative set of resources available to the course!

Also visit the dedicated LibGuide that Robin Kear has developed for long-term reference for the various iterations of our course: <https://pitt.libguides.com/genderandeducation/> You can also see some of the other texts there that we have used in the past. Perhaps you will enjoy some of these for your papers or team presentations. Of particular value are her lists(in the upper left) of articles and journals that can help you locate peer-reviewed resources on your own topics.

Grading Requirements

Students will further refine their skills in generating and articulating synthesis on three levels – participating in synchronous class sessions, crafting team presentations, and in a third component which will be in two options: Options A is 3 streamlined, written 5-page essays or Option B is a draft and 15 to 25-page final paper that could be used for an additional purpose (such as a final deliverable for the GSWS certificate). I do not calculate points for a final percentage grade, but I do offer substantial commentary on each written product and feedback on oral and social aspects of the class. Students who are in danger of slipping below a “B” will be notified in person.

If you have constructive criticism or questions about your performance and the class atmosphere, please address me in person soon after these arise so that we can work on them together. Do not wait until the class is over to share.

40% from full-fledged participation and attendance

Mindful presence, thoughtful preparation, and full participation are expected for all class activities. As primarily a graduate course, undergrads will be relieved that there is no minute tally counting in establishing a grade. Simple attendance is not sufficient, students need to be actively involved. No one gets a point per utterance of posting. We make space for one another and listen respectfully.

Engagement at each class session is a long tradition for this seminar. Students should plan to arrive on time and to be there for the entire scheduled seminar time. As needed for a different 6:00 PM course elsewhere or for holidays or religious observances, we will make individualized plans for leaving early or stepping out. I will facilitate some class time for teams to meet, but meeting during the week to plan together is part of the pedagogy. This includes reading and viewing the Shared Resources and Activities for each session, positive contribution to the flexible course format, contributions to interactive elements, and creative activities during sessions. Students should bring their own experiences, analysis, thoughtful critique, and cultural resources and perspectives to class. Be willing to step back and to listen, as well as to share. Please reach out if you need accommodations that meet or exceed those from the Disability Office so that you can fully participate and meet the semester goals in a timely manner.

Collegiality

Given the nature of the subject matter in this course, our discussions may well involve sensitive, even triggering, topics and deeply personal experiences or views. We will work together to develop an atmosphere where people are comfortable exploring and sharing diverse points of view. We will debate, and even challenge, each other's ideas about gendered education with respect and compassion. We will draw on published, well-reasoned and evidence-driven articles as well as other formats for written argumentation. Our dialogue will function within the guidelines of academic freedom, defined by the American Association of University Professors as follows:

The concept of academic freedom has been premised on the idea that human knowledge is a never-ending pursuit of the truth, that there is no humanly accessible truth that is not in principle open to challenge, and that no party or intellectual faction has a monopoly on wisdom. Therefore, academic freedom is most likely to thrive in an environment of intellectual diversity that protects and fosters independence of thought and speech.

We invite participants to share a wide array of critical stances, and they are welcome to bring in a range of different scholarly and practical kinds of evidence. There is not one orthodoxy that prevails in this class, and constructive questioning is welcome. Students are expected to sit with discomfort, holding a range of different sets of evidence as other peoples' truth, in order to come to their own conclusions and best practices.

30% from team presentations

Students will have the opportunity to co-lead two to three sessions of the course over the Dr. Porter semester, depending on the final number of participants. These are marked on the Canvas sequence of modules and revolve around presenting supplementary syntheses (based on, but not limited to, the

“Foundation” and “Depth” Resources on Canvas) to the rest of the class. Students report that meeting others through their team presentations is one of the most fun and rewarding parts of class; therefore, membership constellations must change for each presentation.

Typically, the group presentation will constitute 30-45 minutes of the session, including any multi-media elements and whole class participation games. Leadership may involve several of the following forms of synthesis, depending on your creative presentation:

- presenting the set of readings in that module and on that day in an original synthesis,
- linking the highlights explicitly to core concepts in that module
- facilitating an exchange that substantially links to and enriches the resources and overall module theme
- providing additional insight about the authors of required and supplemental resources, as well as the theoretical positioning that shapes their argument
- applying the resources to a current problem, preparing an interactive presentation that could also be shared with a wider audience
- guiding classmates through an integration exercise that helps to clarify and enrich understanding of core concepts
- connecting ideas and resources of the module with archives or special guests
- interpreting content in light of actual educational practices and policies across cultures and contexts
- facilitating, (with the professor as needed) a critical and caring conversation on the topic
- other modes of educational experiences that are embodied, passionate, intellectually and emotionally challenging, safe enough to grow, and fun
- using Powerpoint, Prezi, pecha kucha, or other novel formats that enable you to learn a new visualization skill and share it in a supportive environment
- sharing handouts that show the relationship of the synthesis to the core concepts in that

30% from written syntheses

Option A:

Participants will complete three short (5 pages double spaced, not including references) focused essays that answer a set of synthesis questions at the end of each module. In 2023, this will be February 8, March 15, and April 5. An example of the assignment for a prior semester is provided on Canvas; the new one will vary based on our emphasis and reorganized modules this semester. This provides the opportunity to pull together the main ideas of the module and to draw conclusions and insights across resources.

Students need to demonstrate their skill in writing in Standard Written English at the advanced undergraduate or graduate level. As these are individual written assignments, you should use first person voice and claim your own point of view and the basis for your insights and positions. Do not summarize, but rather pull out provocations and respond to the authors using personal experience, classroom activities, leadership insights, and other resources as relevant. You must refer to at least five of the required books and Shared Resources. Proof of use of bibliographic

software, such as a screen shot, is required by the first paper for graduate students and Dr. Porter by the second paper for all students. They are due the first week of the next module (on paper, at the beginning of class). I have planned activities that are less reading intensive those first weeks so that you can smoothly transition into the next topic.

Be sure to integrate course core concepts – explicitly! Plan ahead and create your own set of definitions and references. Better yet, work with a partner. If you work with others on the core concepts lists you will all do better! I may invite one of the advanced GSWS students to mentor such win-win collaborations.

Option B:

Students who are using this spring class to concurrently earn GSWS certificate credit can use the semester to compose a 15 to 25-page final paper that could be submitted as a final deliverable for the GSWS certificate. Note that you could also use it as another final deliverable, graduate milestone, related comprehensive exam, Honors track, Latin American Studies Certificate, or who are in search of a more substantial challenge. You may also wish to focus on a research theme connected to the 2021-2023 GSWS Theme, “Mobilizing Against Ethnonationalism: Intersectional Approaches!” The link is: <https://www.gsws.pitt.edu/academics/research/research-themes>

These options represent an integration of prior exercises, presentations, and independent work. Authors may need to integrate additional, focused resources to illustrate case studies, regional data, or extended quotes. Adherence to the foundational paper requirements still hold and thorough use of required course textbooks and explicit use of core concepts is required. However, the core issue or topic may be one that is not explicitly included in the course but is of personal interest.

A well fleshed-out working draft is required mid-way through the semester on February 22, and the final will be the week before the last session; in 2023 this will be April 12. This allows for faculty review of such a draft and submission by the deadline.

Tamara Horowitz Grad Student Paper Prize digital submissions are due noon Monday, May 15, 2023. <https://www.gsws.pitt.edu/academics/graduate-studies/graduate-student-prizes>

The Undergraduate Paper Prize deadline will likely also be in early May, 2023, but it is not yet posted for this year: <https://www.gsws.pitt.edu/undergraduate-prizes>

Both:

An important part of learning constructive critique and synthesis is developing skill in articulating learning goals and achievements. Each written assignment should be accompanied by a “Dear Reader” letter. Canvas has a guide to composing this opening letter which is essential for me to use to assess what you believe that this paper represents. Ask for the kinds of feedback that you want and need. These should make your own semester-long growth as a graduate-level writer apparent to me, the reader. They can share that you are under duress and only need an affirming ear, or that you are still struggling with English SWE grammar, or that you are sharing something with a professor for the first time and it should not be used in class, or that you are experimenting with a form of poetic, creative, or visual expression that is risky for you.

Other policies

Academic Integrity:

Students will be expected to complete the Academic Integrity Agreement, as currently practiced by the School of Education. Further, students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason

during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

All written work in this course must be the sole work of the student whose name appears on that work. Students must clearly identify any group work or contributions from collaborations and leadership sessions with the names of all participants. Students must observe the University of Pittsburgh standards of academic honesty and comply with any additional regulations announced by the instructor. Consulting and writing advice enjoys a special exemption from this practice since we want you to seek out such assistance on a formative, ongoing basis. STUDENTS ARE GREATLY ENCOURAGED TO USE THE WRITING CENTER OR TO WORK WITH A WRITING GROUP TO PUSH THEIR WORK ALONG TO MORE SOPHISTICATED ANALYSIS AND GREATER FLUENCY IN STANDARD WRITTEN ACADEMIC ENGLISH. THEREFORE, STUDENTS WHO INCLUDE NOTE OF SUCH ASSISTANCE IN A COVER LETTER CAN EARN EXTRA CREDIT FOR SEEKING OUT SUCH AID.

Departmental Grievance Procedures:

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in EFOP believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the Associate Dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. Dr. Mike Gunzenhauser our current chair of EFOP.

Disability Services:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Accessibility:

Canvas is "ADA Compliant" and has fully implemented the accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines. If a resource or function is not accessible to you or inadequate for your needs, please let me know, kindly. I am not a tech wizard, and you may know more about adaptive technologies that work for you. Help me to help you bring your full self to class in as many ways as we can. Let me know if your disabilities require adaptations, but not exemptions, from core course components and assessments.

Copyright Notice:

These materials may be protected by copyright. United States copyright law, 17 USC section 101, Dr. Porter et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

Statement on Classroom Recording and Media Use:

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Students may make use of computers, personal phones, or other items FOR ACADEMIC PURPOSES RELATED TO THIS SEMINAR during class time. I realize that some people prefer e-books or take notes in graphic or computerized formats. However, students may not check email except during breaks. Students should also put their phones on vibrate or off during class, and should only check them to check the time. I will nearly always give at least one break, prayer, or reorganization time; you can get food, check your phone, or take care of personal needs at those times.

Note that we may occasionally make use of Zoom for classmates who are quarantined due to COVID or to aid in disability access. These recordings are for internal use only for students in and class and for collaborating librarians.

THIS SYLLABUS AND THE CANVAS MODULES ARE SUBJECT TO CHANGE BASED ON THE NEEDS, INTERESTS, AND SKILLS OF THE CLASS.

THE ITERATIVE DESIGN MEANS THAT THE NEXT CLASS MAY ONLY BE POSTED SHORTLY BEFORE WE GATHER SO AS TO RESPOND TO ELEMENTS IN THE ASSIGNMENTS OR TO INCORPORATE PICTURES OR NOVEL RESOURCES FROM OUR SESSIONS AND TEAM PRESENTATIONS.

STUDENTS WILL BE NOTIFIED IN CLASS OR BY CANVAS-BASED E-MAIL OF ANY MAJOR CHANGES TO THE SYLLABUS.

PANELS, GUESTS, AND SPECIAL EVENTS ARE PARTICULARLY SUBJECT TO UPDATES, INCLUDING LOCATION OR FORMAT (ZOOM).

NOTES: