Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2020

Course Code: SDS 415R
Course Title: Gender and Education

Class Times/Location: Wednesdays, 11:30 AM – 2:20 PM, REN 2918

Instructor
Instructor: Lifang Wang
Office: REN 1621
Office Hours: Fridays, 2:30 PM – 3:30 PM
Email: l448wang@uwaterloo.ca

Course Description
This course focuses on gender in education as both a sociological/analytical category and a teaching/learning tool. The course introduces students to the study of gender, intersected with socio-economic status, race, ethnicity, culture, sexuality, dis/ability, and more. Through an interdisciplinary framework, students will be presented with opportunities to examine feminist theories and pedagogies, gendered curriculum and policy, gender identities for conforming and non-conforming students and teachers, gender-based exclusions and violence in/out of schools, as well as contemporary controversies and public campaigns for gender justice through education. Through readings, dialogue, and workshops, students will be encouraged to develop concepts, language, and actions to participate in the ongoing struggle for gender equity with/in schools.

Course Objectives and Learning Outcomes
Upon completion of this course, students should be able to:

- Define their perspective on the relationship between gender and education based on foundational knowledge of feminist theories;
• Demonstrate an understanding of the social construction of gender as it intersects with race, ethnicity, class, sexual orientation, and other subject positions;
• Critically analyze research, policy, and practices related to gender with/in schools;
• Question representations of gender in public pedagogies (e.g., popular culture, media, social institutions) and take a theoretically-informed stance to contest issues of gender injustice;
• Create educational and public resources that develop social consciousness regarding gender justice with/in schools and for teaching/learning; and
• Identify written and verbal communication skills that effectively convey critical issues in gender and education.

**Required Readings**
Unless otherwise noted in the syllabus, required journal articles and book chapters are available in Waterloo LEARN.

**Course Requirements and Assessment**

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<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
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<tr>
<td>Attendance and Active Participation (every week, with self-evaluation by April 3)</td>
<td>20%</td>
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<tr>
<td>Weekly Discussion Questions and Answers</td>
<td>20%</td>
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<tr>
<td>Response Paper</td>
<td>15%</td>
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<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>Abstract of Final Paper</td>
<td>5%</td>
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<tr>
<td>Final Paper</td>
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<td><strong>Total</strong></td>
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**Attendance and Active Participation: 20%**
A seminar course is only successful if students attend and participate. You are expected to attend class regularly and to be prepared for discussion. The criteria for evaluating class participation are based on a student's understanding of course materials, consideration of classmates’ ideas and social positions, and the ability to foster and engage in discussion. For details about how your attendance and participation will be evaluated, please see the rubric in LEARN.

To be fully prepared for participation, you should come to class having completed the readings and the weekly discussion questions and answers starting at Week 2 except for the week when you present (see below). If you are an introvert or have anxiety with public participation, please speak with me early in the course so we may develop strategies together. Please note that attendance does not equate to participation. You do, however, need to be in attendance to participate.

You will be required to provide a self-evaluation for participation after the final in-class session that will assist me in determining your grade. Your self-evaluation should be submitted to the
corresponding dropbox in LEARN no later than April 3. Attendance and participation is worth 20%.

**Weekly Discussion Questions and Answers: 20%**

Each week starting at Week 2 (except for the week when you will make your group presentation), students will prepare and submit a discussion question and answer (1/2 – 1 page, double-spaced), based on an issue that has arisen from the assigned readings. Students must post the question and answer in the corresponding discussion forum on LEARN before 11:30 AM every Tuesday, the day before each class starts.

Discussion questions and answers can connect the main theories or concepts between the readings, critically engage with the theoretical framework, methodology, discussion, or main findings from the readings, provide alternative policy recommendations or suggestions for future research, or relate the readings to current events in the news.

Students will share their discussion questions and answers with each other in small group settings during class time. Students will also be randomly selected to share their discussion questions with the entire class.

Weekly discussion questions and answers will be graded as:

Full points: accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings; critically examines the theories or concepts and demonstrates a deep, complex, and critical understanding of the readings, including the authors’ ideas as they relate to each other; adds new insights to the theories or concepts in the readings.

3/4 points: accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings; critically examines the theories or concepts and demonstrates a deep, complex, and critical understanding of the readings, including the authors’ ideas as they relate to each other.

1/2 points: accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings.

1/4 points: accurately and coherently conveys an understanding of theories or concepts in the readings.

0 point: incomplete.

**Response Paper: 15%**

This is an opportunity for you to conduct one written analysis of the readings. You don’t have to use every single reading, but choose at least two to write the response paper. This process will enable you to pick topics of interest to you and to leave plenty of time in your schedule to write a thoughtful and insightful analysis. Here, your task is to identify connections or divergent arguments operating across the readings, to explore how one author’s arguments complement, contradict, or question another’s, and so on. Pretend this is a coffee shop and ask yourself how these authors would interact in a conversation: Who would (dis)agree and how? How would the authors further or critique each other’s arguments? *These are not summaries of the readings, but*
critical analyses of the articles, which require close reading and careful thinking. The paper should be 4–6 double-spaced pages.

The draft paper is due in hard copy, on **February 5**, in class where you will be paired up with other students to review and comment on each other’s draft response papers. The main review questions will include: Does the paper have a thesis statement? Is the paper clearly organized? Does the writing include a strong beginning, middle, and end, with clear transitions and a focused closure? Is the analysis logical? Does the writer use evidence effectively to support the argument? How persuasive is the argument? Is the paper clearly written throughout? Is the use of vocabulary and word choice effective and engaging?

Based on the peer review, you will have a chance to revise your paper and upload the revised response paper to the dropbox called “Final Response Paper” on LEARN on **February 12, 11:59 PM**.

For this project, you will write two versions of your paper. Your Draft Response Paper (marked for completion) will be worth 5% of your final grade. Your Final Response Paper (marked based on the criteria stated above and guidelines handed out to you in class) will be worth 10% of your final grade.

**Format for Response Papers**

Response papers should be double-spaced normal font size (10–12). Pages should be numbered. A bibliography or list of references is required. Please title your papers, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For specifics about the APA style, please refer to Purdue Online Writing Lab at [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/).

**Presentation: 15%**

Working in pairs or groups of 3 (depending on class size), students shall prepare and make a 30-35 minute interactive presentation on one of the assigned readings, followed by 10-15 minutes of Q&A. The purpose of the presentation is not to simply summarize the readings but to outline and critically evaluate the main arguments and ideas addressed. The group of students should have prepared **at least three questions** to pose to the class about the reading in order to facilitate discussion. You can draw on other sources such as books, journal articles, news reports, videos, podcasts, personal experience, etc. if it helps to connect and/or illustrate the arguments and points made in the reading you present on.

The group of presenters should email a summary of the main arguments from the reading and at least three discussion questions to the instructor one day before our meeting (i.e., **by 11:30 AM the Tuesday before Wednesday’s class**) to help focus discussions. The instructor will then post the summary and questions on LEARN. If you use PowerPoint, please email your slide deck to
the instructor by 11:59 PM on Tuesday before Wednesday’s class, so that the instructor can upload it to LEARN.

You will be asked to formulate groups in class during Week 2 to choose the reading and the week for your presentation. At the end of each group presentation, each group member will conduct a self-evaluation and provide feedback on group dynamics. The audience will also be asked to fill out a survey that evaluates each group presentation.

Abstract of Final Paper: 5%

You are required to conduct research and write a final paper by applying concepts and theories you learned throughout the course. The specific requirements for this paper are indicated below under Final Paper. Please submit an abstract of your final paper to the “Abstract of Final Paper” dropbox on LEARN before 11:59 PM on March 27. In this abstract, please summarize the problem your paper addresses. Please also include a thesis statement that summarizes your argument supported by evidence and write about the significance of your research. To help you prepare for your abstract as well as your final paper, an in-class discussion will be held on March 25. Please ensure that you will have done initial research and bring ideas to the class on March 25. You will be paired up with another student to discuss what questions, concerns, or experiences have brought you to this project, your research question and objectives, argument supported by evidence, and significance of your research.

Final Paper: 25%

Explore a topic related to the course in more depth. I encourage you to use this opportunity to pursue research that interests you while engaging with the course materials. The paper should draw on the course in demonstrable ways, employing concepts and theories we learn from readings and class discussions. Be sure to make a succinct argument and provide evidence to support and develop that argument. The purpose of the final paper is for you to develop a research topic that can eventually evolve into a conference paper, thesis, or larger project. Include an abstract, an introduction that outlines your research objectives, your conceptual framework/theory, a literature review, a statement on the significance of conducting this research, your conclusion, and references. Given that this will be a 12–14 page double-spaced paper, you should cite at least five external academic sources such as book chapters and peer-reviewed journal articles in addition to the readings from the course. Please upload your final paper to the “Final Paper” dropbox on LEARN by April 13, 11:59 PM.

Format for the Final Paper

The final paper should be double-spaced normal font size (10–12). Pages should be numbered. A bibliography or list of references is required. Please title your paper, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For
specifics about the APA style, please refer to Purdue Online Writing Lab at https://owl.english.purdue.edu/owl/resource/560/01/.

Course Schedule

Week 1, January 8, 2020 – Introduction to Gender and Education
Welcome to the course! In this session, the instructor will review the course content, objectives, and particular topics to be addressed. We will also deal with practical matters including attendance, assignments, and assessment criteria, etc.

Recommended Resources:
Sheryl Sandberg’s Lean in. Retrieved from https://leanin.org/

Week 2, January 15, 2020 – Patriarchy as a System and the Hidden Curriculum
Required Readings:

Week 3, January 22, 2020 – Intersectionality and Systemic Privilege
Required Readings:

Week 4, January 29, 2020 – Feminisms in Education
Required Readings:

Week 5, February 5, 2020 – Feminist Policy and Pedagogy (Draft Response Paper due in class)
Required Readings:


**Week 6, February 12, 2020 – “Over-achieving” Girls and “Failing” Boys?**

**Required Readings:**


**February 18-21 ** **Reading Week ** **No Class**

**Week 7, February 26, 2020 – Anti-Racism and Gender Education**

**Required Readings:**


**Week 8, March 4, 2020 – Decolonization, Masculinity, and Education**

**Required Readings:**


**Week 9, March 11, 2020 – Queering Curriculum**

**Required Readings:**


**Week 10, March 18, 2020 – Gender-Based Violence in/out of Schools**

**Required Readings:**


**Week 11, March 25, 2020 – Feminization and Teachers’ Work**
**Required Readings:**

**Week 12, April 1, 2020 – Women’s Leadership and Chilly Campus Climates**
**Required Reading:**

**April 13, 2020 – Final Paper Due by 11:59 PM**

**Late Work**
All assignments are expected to be submitted on time. Late assignments will be accepted up to a week beyond the deadline at a penalty rate of 2% per day. After the fifth day, late assignments will not be accepted for any reason except for those outlined in the University of Waterloo calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0. If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment, you should contact your instructor immediately, explain the circumstances, and we may discuss an extension. To do so, you must be in contact with your instructor at least 48 hours prior to the deadline to request an extension.

**Information on Plagiarism Detection**
Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

**Electronic Device Policy**
Please note that you are permitted to use computers during class solely for the purposes of taking notes of course materials and completing course assignments. Any other use of computers (e.g. social media) is a distraction to your fellow students.

**Attendance Policy**
Roll call will be taken at the beginning of each class and students unable to attend due to illness or other valid reasons should contact the instructor prior to class. Regular class attendance is mandatory for this course. I also expect students to arrive on time and not to leave until the class is over.

**Final Examination Policy**

For Winter 2020, the established examination period is **April 8-25**. The schedule will be available at the end of January. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examination Schedule [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)).

**Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline [https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties [https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: [https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory](https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory) Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71).
70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

### Accommodation for Students with Disabilities:

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

### Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

### Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre
Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information
A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.