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), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2022

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

Class Times/Location: Online until February 6 as per the guidelines from the University of Waterloo and Renison University College, considering the Omicron variant of COVID-19. From the week of February 7, the class will be held on Wednesdays, 2:30 PM – 5:20 PM, in REN 2918. If there are any changes, the instructor will post an announcement on the Course Homepage on LEARN.

Instructor
Instructor: Lifang Wang, PhD
Office Hours: by appointment
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, activities, and discussions, 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 Text**

Unless otherwise noted in the syllabus, required journal articles and book chapters are available in the Content section on Waterloo LEARN.

**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Attendance and Active Participation (every week, with self-evaluation due by April 1)</td>
<td>20%</td>
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<tr>
<td>Discussion Questions and Answers (for two self-selected weeks)</td>
<td>8%</td>
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<tr>
<td>Response Paper</td>
<td>20%</td>
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<tr>
<td>Draft Response Paper</td>
<td>8%</td>
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<tr>
<td>Final Response Paper</td>
<td>+12%</td>
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<tr>
<td>Presentation and Facilitation</td>
<td>20%</td>
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<tr>
<td>Abstract of Final Paper</td>
<td>7%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Attendance and Active Participation: 20%

To be effective, teaching and learning require all of us to be intellectually engaged. Therefore, regular class participation is mandatory. Active participation means that you actively participate in weekly discussions that will be specified in each week’s announcement on LEARN, and that you share your insights and experiences with the class. Your preparation, attentiveness, and willingness to share and participate in discussions are essential. For details about how your attendance and participation will be evaluated, please see the rubric on LEARN.

You will be required to provide a self-evaluation for participation after the final class session that will assist me in determining your grade. The Self-Evaluation form for Class Participation has been uploaded to the Self-Evaluation for Class Participation folder in the Content area on LEARN. Your completed Self-Evaluation form should be submitted to the Self-Evaluation for Class Participation dropbox on LEARN no later than **Friday, April 1, 11:59 PM**. Attendance and participation is worth 20% of your final grade.

Discussion Questions and Answers (for two self-selected weeks): 8%

Starting from Week 4 until Week 11 (except for the week when you will make your group presentation), each student will prepare and submit two discussion questions and answers for two self-selected weeks, based on an issue that has arisen from the required course readings. Each discussion question and answer should be 1/2–1 page, double-spaced. Students must post the question and answer in the corresponding discussion topic on LEARN before **11:59 PM on Monday of your selected week**. Before March 22, each student should have posted two discussion questions and answers.

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

Each discussion question and answer is worth 4% of your final grade. It will be graded as follows:
Full points (4/4): accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings by drawing on evidence from the readings to support or develop a clear argument; critically examines the theories or concepts and demonstrates a deep and complex 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: accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings by drawing on evidence from the readings to support or develop a clear argument; critically examines the theories or concepts and demonstrates a deep and complex understanding of the readings, including the authors’ ideas as they relate to each other.

2/4: accurately and coherently conveys an understanding of theories or concepts in the readings; thoughtfully engages with the theories or concepts in the readings by drawing on evidence from the readings to support or develop a clear argument.

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

0 point: incomplete.

**Response Paper: 20%**

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 required course readings** 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, corroborate, question, challenge, or critique each other’s arguments and ideas? **These are not summaries of the readings, but critical analyses of the arguments and ideas in the readings, which require close reading and careful thinking.** The paper should be 4–6 double-spaced pages, which does not include the references page.

Please note that first-person pronouns are acceptable in your response paper. In addition to two required course readings that you choose, you
could draw on external sources, if you find any external sources that are helpful for you to strengthen your ideas in your paper, but please make sure that you focus on the two required course readings. When you cite an author’s ideas, please use direct quotes sparingly and avoid citing long quotes; instead, please paraphrase the sentences or passages, using your own words.

The Draft Response Paper is due by **2:30 PM on Wednesday, February 9.** Please post it to the “Peer Review on Draft Response Paper” discussion topic in Week 6 on LEARN where you will be asked to join a peer review group to review and comment on each other’s draft response paper. The main review questions will include: Has the paper identified connections or divergent arguments across at least two required course readings, in terms of how one author’s arguments complement, further, contradict, question, or critique another’s? Does the writer articulate their ideas clearly? Does the writer use evidence effectively to support their ideas? Is the analysis logical? Is the paper clearly organized? Does the writing include a strong beginning, middle, and end, with clear transitions and a focused closure? Is each paragraph coherent? Does each paragraph have strong topic and concluding sentences? Are the supporting sentences appropriate to support the central idea articulated in the topic sentence in each paragraph? 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 by **Friday, February 18, 11:59 PM.**

For this project, you will write two versions of your paper. Your Draft Response Paper (marked for completion) will be worth 8% of your final grade. Your Final Response Paper (marked based on the criteria stated above and the rubric on LEARN) will be worth 12% of your final grade.

**Format for Response Papers**

Response papers should be double-spaced normal font size (10–12). Pages should be numbered. A 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
Presentation and Facilitation: 20%

Starting in Week 7, working in pairs or groups (depending on class size), students shall deliver a 25-30 minute presentation on one of the required course readings and facilitate the class discussion. The purpose of the presentation is not to simply summarize the reading but to outline and analyze the overarching argument, key concepts, central themes, main theories, methodology, and/or findings presented in the reading. The group of students should also prepare at least two discussion questions to pose to the class about the reading in order to facilitate the discussion. You can draw on other sources such as books, journal articles, news reports, videos, podcasts, or personal experience, etc. if it helps to connect and/or illustrate the main points made in the reading that you present on. Each group of presenters should submit your presentation to the Group Presentation dropbox on LEARN and post at least two discussion questions to your respective discussion topic on LEARN by **11:59 PM on Tuesday before Wednesday’s class** when you present.

You will be asked to formulate groups on LEARN during Week 3 to choose the reading and the week for your presentation and facilitation. Details about how to join a presentation group will be provided in the Week 3 Announcement on LEARN. If you would like to join a presentation group before Week 3, you could click on **Connect** on the course navigation bar on LEARN and select **Groups**.

At the end of each group presentation, each group member will conduct a self-evaluation and provide feedback on group dynamics, which will be worth 2 points. The Self-Evaluation Form for Group Presentation has been posted on LEARN. To access it, please click on **Content** on the course navigation bar and open the folder “**Group Presentation**.” After you complete the Form, please submit it to **the Self-Evaluation for Group Presentation dropbox** on LEARN by **11:59 PM, Friday of the week when you make your presentation**.

The audience will also be asked to fill out a survey that evaluates each group presentation. To access the survey, please click on **Submit** on the course navigation bar on LEARN, select **Surveys**, and choose each respective group to provide them with feedback. The audience’s completion of each survey will count toward their participation grade. The instructor will aggregate and send the anonymous survey results to presenters.

[https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
Abstract of Final Paper: 7%

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 by Friday, March 18, 11:59 PM. In this abstract, please summarize the problem or issue your paper addresses. Please also include a summary of your argument supported by evidence, write about the significance of your research, and provide a list of references that includes at least five external academic sources such as peer-reviewed journal articles and books in addition to any relevant readings from the course. The abstract should be between 150 and 300 words that does not include the references page.

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 you learned from the course 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 presents your thesis statement and 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 (that does not include the references page), you should cite at least five external academic sources such as books and peer-reviewed journal articles in addition to relevant readings from the course. Please upload your final paper to the Final Paper dropbox on LEARN by Friday, April 8, 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 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
Course Communication

Weekly Announcements on LEARN
I use the Announcements widget on the Course Homepage on LEARN to communicate information regarding lectures, activities, discussions, and assignments, etc., as needed. You are expected to read the announcements on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click on Show All Announcements.

Course Discussion Boards on LEARN
I have set up the “Ask the Instructor” discussion topic on LEARN that you can use to ask me questions about the course content, activities, and assignments. I will respond to student inquiries within 48 hours, Monday to Friday, including the Reading Week.

The “General Discussion” discussion topic has also been set up for you to communicate with your classmates in this course, asking each other questions and sharing ideas, including tips about creating your group presentation.

Discussions can be accessed from the Course Homepage by clicking on Connect and then Discussions on the course navigation bar.

Contact the Instructor
Questions about the course can be directed to me at l448wang@uwaterloo.ca or can be posted in the “Ask the Instructor” discussion topic on LEARN. I check my email and the “Ask the Instructor” discussion topic regularly and will reply to your questions within 48 hours, Monday to Friday, including the Reading Week.

Technical Support
If you encounter technical issues with Waterloo LEARN, please email learnhelp@uwaterloo.ca. Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM.

Respectful Discourse
Kindness and respect, even when we disagree, are necessary to encourage diversity of thought and discussion. It is expected that you demonstrate respect and positive consideration for students and the instructor, in relation to race, ethnicity, gender, sexuality, ability, nationality, beliefs, etc.

Course Outline

Week 1, January 5, 2022 – Introduction to Gender and Education
Welcome to the course! In this session, the instructor will give an overview of the course including the course content, learning objectives, and particular topics to be addressed. We will also deal with practical matters including attendance and participation, assignments, assessment criteria, and group expectations, etc.

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

Week 2, January 12, 2022 – Patriarchy as a System and the Hidden Curriculum
Required Readings:

Week 3, January 19, 2022 – Intersectionality and Systemic Privilege
Required Readings:
Week 4, January 26, 2022 – Feminisms in Education and Feminist Pedagogy
**Required Readings:**

Week 5, February 2, 2022 – Gender Inequality, Teacher Practice, and Human Flourishing
**Required Readings:**

Week 6, February 9, 2022 – “Over-achieving” Girls and “Failing” Boys? (Draft Response Paper due by 2:30 PM in the “Peer Review on Draft Response Paper” discussion topic on LEARN)
**Required Readings:**

Week 7, February 16, 2022 – Anti-Racism and Gender Education
**Required Readings:**

February 21-25 ** Reading Week ** No Class

Week 8, March 2, 2022 – Decolonization, Masculinity, and Education
**Required Readings:**

**Week 9, March 9, 2022 – Queering Curriculum**
**Required Readings:**

**Week 10, March 16, 2022 – Gender-Based Violence in/out of Schools**
**Required Readings:**

**Week 11, March 23, 2022 – Feminization and Teachers’ Work**
**Required Readings:**

**Week 12, March 30, 2022 – Women’s Leadership and Chilly Campus Climates**
**Required Reading:**

**April 8, 2022 – 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 (seven days including weekends) beyond the deadline at a penalty rate of 2% per day. After the seventh 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 and 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 assignments alternatively.

**Attendance Policy**

You are expected to actively participate in weekly activities and discussions that will be specified in each week’s announcement on LEARN. Your input to the activities and discussions will contribute to your attendance and participation grade. For details about how your attendance and participation will be evaluated, please see the rubric on LEARN.

**Final Examination Policy**

For Winter 2022, the established examination period is April 8-26. The schedule will be available early in the winter. 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)

**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

**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). For typical penalties check [Guidelines for the Assessment of 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 their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/academic-integrity). 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 is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

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

**Accommodation for Students with Disabilities:** AccessAbility Services, located in Needles Hall, Room 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 AccessAbility Services 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.

**Contingency Planning**

**Inclement Weather**
In the event of a short-term campus closure or the cancellation of an in-
person class due to snow or inclement weather, online and remote classes will not be affected.

**Interruption or Cancellation of In-Person Classes**
In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your instructor will post details on LEARN. Please check the Announcements section of the Course Homepage on LEARN for updates.

**Interruption or Cancellation of In-Person Examinations**
In the event of a pandemic-related interruption of in-person exams, your instructor will post details on LEARN. Please check the Announcements section of the Course Homepage on LEARN for updates.

**Absence Due to Influenza-like Illness or Required Self-Isolation**
If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an [Illness Self Declaration](#). The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note. In this circumstance, you are encouraged to reach out to the instructor at l448wang@uwaterloo.ca as soon as possible to discuss a plan for accommodation.

**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](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**
- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- 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 ext. 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.

You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

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.