EDP&L 871 (5 credit hrs)  
21855-1  
Theories of Gender in Education

Autumn 2008, Wednesday 12:30-3:18, RA 166  
Dr. Patti Lather, 688-3044, lather.1@osu.edu, 101C Ramseyer  
Office hrs: 2-4 Tues and by appt.

Course Description: This course explores a number of issues that have surfaced in the recent scholarship on gender and education. Controversial questions regarding the intersections of voice, difference, the politics of identity, and scholarly responsibility have become important concerns among scholars and social, cultural activists alike. The challenges these questions pose for “feminist theories” in education will be addressed as a way to understand both the limits and possibilities of extant conceptions of identity politics, “voice” and “experience” commonly used in theories and practices of gender and education.

The course is intended to help you think yourself into your own work via an engagement with the major intellectual currents informing theories of gender that characterize feminist work in education. Issues related to gender, race, class and sexuality, curriculum, pedagogy, cultural production and policy will be addressed in an exploration of the possibilities and limits of feminist praxis in education.

The course is open to anyone with background in feminist studies, cultural studies, and/or qualitative research literatures. It counts as a foundational studies course in P&L. The course includes a curriculum development lab component where students work together to construct syllabi for future teaching.

Required Reading


Course packet, available at Tuttle. On-line arrangements: www.uniprintcustserv@osu.edu

Recommended:


Course Policy and Procedures

-absences: You are expected to attend each class session. See instructor about make-up work if absence is necessary.

-incompletes: Written request no later than last week of November that includes email address. Include time line for getting work done within the next quarter. Incompletes are evaluated with higher expectations (given additional time to do the work), and receive minimal feedback.

-late work: Late work will be docked 1 step for each day late (A to A- to B+, etc.) and will receive sketchy comments.

Student Assignments

As this is a seminar, it is imperative that you come to class prepared in terms of the reading and participate in group discussions and presentation of the reading. Bring 2-3 questions about reading to each class.

Midterm: Survey journals in your area and find ONE article that helps you wrestle with methodological issues of your project. Write a 2-3 p. paper that delineates your project, using journal article as a springboard. Present orally to the class.

OR

Pick one of the two “girl culture” books and present an abstract of it as well as ideas for where you might publish a book review of it.

Final: 5-7 p. paper that delineates your investments and struggles within the context of your own project in a way that brings to bear class readings and discussion. How is your project dangerous? Useful? Rationale for carrying on with it? What feeds your project? What interrupts it? What are its necessary fictions? This should demonstrate the conceptual work that has been engendered by the course for you, particularly how your project is articulated into larger discourses. Oral presentation should provide a working glimpse of your final project and be geared to help with unresolved questions or issues.

OR

5-7 p review of one of the two girl culture books with a focus on methodology and how it ties into issues raised in this class. Submit book review for possible publication.

Curriculum Lab: For two hours of lab credit, you will participate in various projects to strengthen the undergraduate courses, either Gender and Education, P&L 414 or Sexualities and Education, P&L 415. Working in groups of no more than 4, this will entail approximately 4 hours a week of time spent on such tasks as: reviewing syllabi used in the course; interviewing GTA’s in course to gain a perspective on what is involved in teaching about gender/sexualities to undergraduates; working with various units across campus to gather information on how to effectively market the courses to increase enrollment; interviewing students who have taken the
course; exploring the possibilities of adding a technology component to the course; developing a syllabus that you might use in the teaching of a gender related course in your own area of study; working with PEER Power program in Women's Studies; working with Sara Childers who will teach 414 in Spring 09 and is smart about “syllabus preparation for undergraduate teaching.”

Your group will submit a contract at midterm delineating which directions your curriculum lab is going. Group will also make a presentation to the class about your project toward the end of the quarter. Finally, you will individually write a 3-5 page paper on the conceptualization/rationale for your part of the group project and include an explicit statement of your part in it. Address how curriculum project helps you 1) wrestle with questions raised by the course, 2) think about range of topics and themes that need to be covered, 3) focus on issues in teaching and learning, and 4) rationalize student assignments.
Class Schedule

September 24: intro to course and one another. Discussion: our disciplinary and methodological histories, enthusiasms, concerns and desires.

October 1: Reading Menchu. Meet in curriculum lab groups.

October 8: Reading those who read Menchu. Readings 1-5.

Oct. 15: Reading Postcoloniality. Readings 6-10. Each curriculum lab group: pick one reading to lead discussion on.

Oct. 22: Reading South African women’s lives. Read Not Either an Experimental Doll plus Marks, 2000 (reading 11) and Nolwazi Mpumlwana, as told to Ruth Beecham (reading 12). Midterm reports.

Oct. 29: Instructor gone. Work in curriculum lab groups and include a discussion of your first effort to read St. Pierre (reading 13).


Nov. 12: Reading feminist poststructural research in education II. Introduction and ch. 7 plus any other 3 chapters from Feminist Engagements.

Nov. 19: Reading feminist poststructural research in education III. Readings 16-19 and any 2 chapters from Feminist Engagements.

Nov. 26: no class.

Dec. 3: Reading 20. Student presentations, including curriculum lab. Course evaluation (reading 21).

Final work due Wednesday, Dec. 10, 4PM, box in Ramseyer 122. This includes 1) final paper and 2) curriculum project description and rationale.
871 Reading Packet:


22. course evaluation