Gender and Sexuality in Compulsory Education
Department of Gender Studies, MA Program
Winter Semester 2015/2016
Instructor: Dorottya Redai

Course description

Education is one of the major fields of social life where subjectivities and social inequalities are re/produced on institutional, curricular and interpersonal levels. Our focus in this course is compulsory education, meaning primary and secondary schooling, and the re/production of gendered and sexual subjectivities and inequalities. The first part of the course provides an introduction to some key concepts and debates in the field of gender and education. In the second part of the course we engage with the specific ways and forms of re/producing gendered and sexual subjectivities and inequalities in schooling via qualitative research studies done in schools. Raced/ethnic and classed subjectivities and inequalities are inseparable from gender and sexuality, therefore, besides devoting a session specifically to these axes, they will be intersectionally incorporated in the rest of the material to be read and discussed. Our focus is on qualitative educational research, and a brief introduction to such methodology is included in the course, in order to provide students who take an interest in qualitative school research with the basics of how it can be done. Students will be encouraged to contextualise readings and critically reflect on their personal educational experiences and their regional/national educational environment in relation to the issues discussed.

Learning goals and outcomes

By the end of the course students will be familiar with key concepts and debates in the field of gender and education and have an overview of the role of education in the re/production of gendered, raced/ethnic, classed and sexual subjectivities and inequalities in education. They will also be able to theorise their own gendered, raced/ethnic, classed and sexual educational experiences and put them into the larger conceptual framework of social re/production through education. Through active discussions in the class students will improve their argumentation skills. Those who are interested in education research will acquire an insight into school-based qualitative research methods and will be able to formulate research problems. Through the
response papers and end-term paper they will develop their writing skills and reflections on education issues from a gender perspective.

Course requirements

1. Attendance

Attending all the sessions is mandatory. Since the readings and the class sessions in this course complement and build on each other, it is extremely important that you participate in class, are on time and prepared, each time. Please do the day’s reading before coming to class, and be prepared to discuss and ask questions about the reading assignments. If you cannot come to class, let the instructor know in advance. You can miss one class, but you will be required to make up for the missed class by doing substantial additional work.

2. Reaction papers

You are required to produce two reaction papers (500-800 words) on one or all of the assigned readings of the given week. It is your choice which texts you will write reaction papers about, just make sure they are all submitted at the beginning of class on the day of the readings you are writing about. The first reaction paper is to be submitted no later than on Week 3, the second no later than on Week 7. The reaction papers have to be submitted in print, no reaction papers are accepted via email.

3. Presentation of end-term paper proposal

In Week 6 students will have an opportunity to present their end-term paper proposals. Students are required to send their proposals (cc. 300-500 words) to the instructor and peers no later than 72 hours (3 days) in advance, so that we can provide feedback on each proposal in class.

4. End-term paper

The end-term paper should be 3000-4000 words long. The paper is expected to engage with some of the readings we discussed and offer an original reflection on the chosen topic. You can choose any of the topics of the course and you are expected to find and engage with additional literature relevant to your topic. Collecting empirical data for your paper using qualitative methods is
encouraged but not required. Plagiarised papers will not be accepted, delayed submission will be penalized by lowering your grade. Consultation hours for the papers will be announced and scheduled on Week 10.

Assessment

Grading will be based on the following criteria:
- reaction papers (30%)
- active class participation (20%)
- end-term paper (50%)

Week 1

Introduction: gender and sexuality in compulsory education

Required Reading:

Recommended reading:

Week 2

Major concepts and debates 1

Theories of gender socialisation in education

Required Readings:


Recommended reading:
Week 3
Major concepts and debates 2

The reproduction of social inequalities in education – class, habitus and cultural capital

Required Readings:


Recommended readings:


Week 4
Major concepts and debates 3

Disciplinary power, discourse, performativity and docile bodies in education

Required Readings:


Recommended reading:
Week 5

Ethnographic research in schools


Recommended reading:


Week 6

Student presentations of end-term paper proposals

There are no required texts for this class, but you are required to read your peers’ paper proposals before class and be ready to ask questions and make comments. You have to submit your proposal (cc. 300-500 words) via e-mail to the instructor and peers no later than 72 hours (3 days) in advance.

Week 7

Race and class in compulsory education

Required Readings:


Recommended Readings:


Week 8
Re/producing gender and sexuality in primary and middle school

Required Readings:


Recommended Readings:


Week 9
Re/producing gender in secondary/high school 1 – Constituting femininities

Required Readings:


Recommended Readings:

**Week 10**

**Re/producing gender in secondary/high school 2 – Constituting masculinities**

**Required Readings:**


**Recommended readings:**


**Week 11**

**Re/producing sexualities in secondary/high school**

**Required Readings:**


**Recommended readings:**

Week 12

Sex education as a means of re/producing gender and sexuality in secondary school

Required Readings:


Recommended readings:
