

Instructor: CJ Pascoe

Spring 2006

Gender & Women's Studies 111
Gendering the Classroom: Youth, Identity and Education
MWF 12-1
106 Dwinelle

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Youth in the United States spend many of their waking hours at school, in the classroom and on the playground. This course will focus on how identities, specifically gender identities, are forged through formal and informal education systems. Beginning with a historical look at mixed gender education in American schools, the course will focus on issues of childhood, learning, and socialization. We will examine, among other topics, classroom environments, teaching practices, the "what about the boys?" thesis, gay and lesbian youth in schools, playground time, single-sex schools, teasing and school rituals like prom and homecoming. We will look at schools as sites of reproduction of and resistance to social inequality. Similarly, schools will be examined as agents of socialization, but youth will also be examined as crafters of their own social lives, not just passive recipients of norms and knowledge.

Readings:

The following books are required for this course and can be found at the ASUC bookstore and on reserve at Moffitt Library:

- Women without Class, Julie Bettie
- Prom Night, Amy Best
- Hollywood Goes to High School, Robert Bullman

The reader is available at Copy Central at 2560 Bancroft.

Course requirements:

1. **Weekly Discussion Papers:** Because this course is arranged in a seminar format you will be expected to contribute to and help facilitate class discussion. These weekly papers will form the basis of our class discussion. The papers required for this course are not your usual "I agree" or "I disagree with this reading" response papers. Rather you will be expected to craft an argument each week. These arguments and questions stemming from them will facilitate class discussion. Each paper has three parts: the abstract, the body and the grade.

I. The Body: You will write a 2 page paper which will pose an argument in one of two ways. The first option is to focus on one reading (if it is a week with multiple readings), summarize a key point made in that reading and, by interrogating that point, make an argument of your own. You may challenge, support, refine or ask questions of that particular reading. The other option entails choosing two readings from a given week, comparing them and making an argument about them.

II. The Abstract: Technically the abstract will be at the start of the paper. But, more likely than not, you will write it after you write your paper. An abstract, for the purposes of this assignment, is a 3-4 sentence summary of your argument. This will force you to distill your argument down to its “bare bones.” You’ll be surprised at how well this helps you focus on the actual point you are trying to make. I’ll be asking you to read these abstracts to the class to help facilitate discussion.

III. The Grading: In another departure from the regular mode of learning at Berkeley, you will also be grading your own paper. Why am I having you grade yourself? Couldn’t you just give yourself an A and be done with your paper? I’m assuming that you won’t do this. The process of self-grading is both a way to demystify the grading process and a way to encourage you to take your own academic creation seriously. By self grading you will put yourself in the head of the instructor, reading the paper with a critical eye as an instructor does. In this way the paper becomes not just something you produce, but also something you consume and evaluate. At the end of your paper provide 2-5 sentences about your own analysis and give yourself a letter grade. While, in general, I will let your grades stand, I do reserve the right to change the grade (up or down) if I fundamentally disagree with your analysis.

I realize that this assignment is different than others you may have completed at a large university like Berkeley. But don’t be intimidated. I will be providing you with examples and coaching you on this project as we go through the semester. There are 13 weeks worth of reading this semester and you will be expected to turn in papers for 10 of these weeks. The papers will be due on *Wednesdays in class*. Late papers will be marked down by 1/3 of a grade each day they are late.

2. **Class Participation.** The seminar format of this course means that class participation is very important, and you should come to class well-prepared to engage in group discussions. Participation grades will be based 75% on participation in class discussions and 25% on attendance, though you should keep in mind that participation scores will suffer if you are not present in class!

3. **Final Exam:** I will hand out a comprehensive, take home, final exam at the end of the class. The papers you wrote throughout the semester should provide you with ample resources with which to write this paper. The exam will be due in my box on May 15, 2006

Grading:

1. Week Discussion Papers: 50%
2. Class Participation: 20%
3. Final Exam: 30%

Week 1: Introduction

January 18, 20

- “Gender and Education in the United States,” Joan Z. Spade (R)

I. In the Classroom

Week 2: The Hidden Curriculum

January 20, 25, 26

- “Boys and Girls Together...But Mostly Apart,” Barrie Thorne (R)
- “Becoming a Gendered Body: The Practices of Pre-Schools,” Karin Martin (R)
- “When Science is Strangely Alluring,” Will Letts (R)

Week 3: Historical Context

January 30, February 1, 3

- “Why Educate Girls?” Tyack, D. & Hansot, E. (R)
- “The Rising Tide of Coeducation in the High School,” Tyack, D. & Hansot, E. (R)
- “Gender Integration at Virginia Military Institute and the United States Military Academy at West Point,” Diane Diamond and Michael Kimmel (R)

Week 4: Arguments about Difference

February 6, 8, 10

- “Challenging the System,” Patricia Campbell and Jo Sanders (R)
- “Single-Sex Education in Grades K-12,” Pamela Haag (R)
- “Single-Sex Versus Coeducational Schools,” Valerie Lee (R)

Week 5: Gender Bias

February 13, 15, 17

- “The Madgirl in the Classroom,” Lyn Mikel Brown (R)
- “How Girls Negotiate School,” AAUW (R)
- “Girls and Design: Exploring the Question of Technological Imagination” AAUW (R)

Week 6: “What about the Boys?”

February 20, 22, 24

- “The Miseducation of Boys,” Myra Sadker and David Sadker (R)
- “Thorns Among Roses,” Dan Kindlon and Michael Thompson (R)
- “What about the Boys?” Michael Kimmel (R)

III. Out of the Classroom

Week 7: Identity and Schooling

February 27, March 1, 2

- Women without Class, Julie Bettie

Week 8: Teasing and Harassment

March 5, 7, 9

- “Bullying as Sexual Harassment in Elementary Schools,” Nan Stein (R)
- “Striking Back: Sexual Harassment at Weston,” Peggy Orenstein (R)
- “Adolescent Masculinity, Homophobia, and Violence: Random School Shootings,” Michael Kimmel (R)

Week 9: Teasing and Harassment

March 13, 15, 17

- **Documentary:** It’s Elementary

Week 10: Sports

March 20, 22, 24

- “Cleavage, Buns, and Poms” Natalie Adams and Pamela Bettis (R)
- “The Social Construction of Female and Male High School Basketball Participation,” Sohaila Shakib and Michele Dunbar (R)
- “Homophobia in Sport,” Pat Griffin (R)

Spring Break

March 27, 29, 31

III. High School: Love, Dating and Ritual

Week 11: How Do We Think About High School?

April 3, 5, 7

- Hollywood Goes to High School, Robert Bulman

Week 12: Teaching Sex

April 10, 12, 14

- “School Knowledge about Sexuality,” Bonnie Nelson Trudell (R)
- “The New Sexual Revolution” and “Victims, Villains and Neighbors,” Janice Irvine (R)

Week 13: Dating

April 17, 19, 21

- “Where ‘Angels’ and ‘Wusses’ Fear to Tread: Sexual Coercion in Adolescent Dating Relationships,” Myra Hird and Sue Jackson (R)
- “I Couldn’t Ever Picture Myself Having Sex,” Karin Martin (R)
- “Sexuality, Schooling and Adolescent Females: The Missing Discourse of Desire,” Michelle Fine (R)

Week 14: Gay and Lesbian Youth

April 24, 26, 28

- “The Case for a Gay and Lesbian Curriculum,” Arther Lipkin (R)
- “Gay/Straight Alliances,” Warren Blumenfeld (R) (TNGT)

- “Lesbian and Gay Adolescents,” Dennis Anderson (**R**)
- **Film:** Out of the Past

Week 15: School Rituals

May 1, 3, 5

- Prom Night, Amy Best
- **Film:** Prom Night

May 15: Final Exam due in my box in 410 Barrows Hall by 4 PM.