

# **Gender and Sexuality in Compulsory Education**

**Department of Gender Studies, MA Program**

**Elective 2-credit course**

**Fall Semester 2017/2018**

**Instructor: Dorottya Redai**

**Class time: Monday, 17.20 – 19.00**

**Office: Z510B**

**Office hours: 16.00-17.00 Monday or by appointment**

## **Course description**

Education is one of the major fields of social life where subjectivities and social inequalities are constituted and 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, including gender socialisation theories, disciplinary power, docile bodies, class habitus and cultural capital. In the second part of the course we will engage with the specific ways and forms of re/producing gendered and sexual subjectivities and inequalities in contemporary neoliberal schooling via qualitative research studies done in schools. We will inquire into the constitution of femininities and masculinities, sexualities, and look at sex education and teachers' subjectivities. Raced/ethnic and classed subjectivities and inequalities are inseparable from gender and sexuality, therefore, besides devoting two classes specifically to these axes, they will be intersectionally incorporated in the rest of the material to be read and discussed. You will be encouraged to contextualise readings and critically reflect both on your personal educational experiences and your regional/national institutional educational environment in relation to the issues discussed.

## **Learning goals and outcomes**

By the end of the course you 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. You will also be able to theorise your 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 you will improve your argumentation skills. Through the course assignments you will develop your writing and presenting skills and will be able to reflect on education issues from an intersectional perspective.

## Course requirements

### 1. Attendance

Attending all the classes 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 professor know in advance. You can miss one class without compensatory work to do, but if you miss more than one class, you will be required to make up for it by writing an extra reaction paper about the assigned readings for the missed class.

### 2. Reaction paper

You are required to produce **one** reaction paper (400-800 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 before the beginning of class on the day of the readings you wrote about. The reaction paper is to be submitted no later than in **Week 9**. The reaction paper has to be submitted via email, in a word format, and you will receive feedback on it via email.

A reaction paper for this course is expected to be a short piece of writing which includes (1) a brief (1 paragraph) summary of the main points of the text(s) you chose, and (2) picking an argument or two from the text(s) and writing a reflection on that/those argument(s). The reflection can be something the text(s) made you think about, some question that occurred to you while reading, some reflection on a personal educational experience or institutional phenomenon through the argumentation of the text(s). So it is rather a reflexive piece of writing, not a simple summary or a literature review paper.

### 3. Presentation

In order to make the course more interactive and responsive to students' contexts and interests, you are required to browse through available literature in your local/national/regional context related to one of the topics of the course, and prepare a 10-15-minute long presentation for the class. The presentations will be delivered between Week 5 and Week 11. The presentations are to be based on one text you found interesting (preferably in English, but other languages the presenter is fluent in are also okay), or several texts, or policy or media debates about a given educational issue. You are requested to submit suggestions for presentations to the professor by the beginning of Week 4, indicating which week's topic they are related to. Prezi or ppt are welcome but not mandatory. In case too many presentations are planned for the same week, other options are negotiable. Comparative presentations, with collaboration between several students is also negotiable.

#### **4. Take-home exam**

At the end of the course you are required to do a take-home exam. You will receive two questions, both of which you will have to answer in a three-page long mini essay. The essays will have to be sent to the professor within 48 hours. The date of the exam will be announced later.

#### **Assessment**

Grading will be based on the following criteria:

- active class participation (20%)
- reaction paper (20%)
- presentation (20%)
- take-home exam (40%)

#### ***Week 1***

**18 September**

#### **Introduction: gender and sexuality in compulsory education**

##### Required reading:

Epstein, D., O'Flynn, S., Telford, D. (2001). "'Othering' Education: Sexualities, Silences, and Schooling." In: *Review of Research in Education*, Vol. 25, pp. 127-179.

##### Recommended readings:

Rasmussen, M. L. (2009). "Beyond gender identity?" In: *Gender and Education*, Vol. 21, No. 4, pp 431-447.

Paechter, C. (2012). "Bodies, identities and performances: reconfiguring the language of gender and schooling." In: *Gender and Education*, Vol. 24, No. 2, pp. 229-241.

#### ***Week 2***

**25 September**

#### **Theories of gender socialisation in education**

##### Required readings:

Kehily, M. J. (2002). "Chapter 2: Ways of conceptualising sexuality, gender and schooling." In: *Sexuality, gender and schooling. Shifting agendas in social learning*. Routledge/Falmer, London and New York, pp. 33-51.

Adler, P. A., Kless, S. J., Adler, P. (1992). "Socialization to Gender Roles: Popularity among Elementary School Boys and Girls." In: *Sociology of Education*, Vol. 65, No. 3, pp. 169-187.

Recommended reading:

Thorne, B. (1993). "Chapter 3: Boys and Girls Together... But Mostly Apart." In: *Gender Play. Girls and Boys in School*. New Brunswick, Rutgers University Press, pp. 29-47.

**Week 3**

**2 October**

**Disciplinary power, discourse and docile bodies in education**

Required readings:

Besley, T. (2002). "Social Education and Mental Hygiene: Foucault, disciplinary technologies and the moral constitution of youth." In: *Educational Philosophy and Theory*, Vol. 34, No. 4, pp. 419-433.

Kalmbach Phillips, D., Nava, R. Ch. (2011). "Biopower, disciplinary power, and the production of the 'good Latino/a teacher'." In: *Discourse: Studies in the Cultural Politics of Education*, Vol. 32, No. 1, pp. 71-83.

Recommended reading:

Goddson, I., Dowbiggin, I. (1990). "Docile bodies: commonalities in the history of psychiatry and schooling." In: Ball, S. (ed.) *Foucault and Education. Disciplines and Knowledge*. Routledge, London and New York, pp. 105-129.

**Week 4**

**9 October**

**The re/production of social inequalities in education – class, habitus and cultural capital**

Required readings:

Edgerton, J. D., Roberts, L.W. (2014). "Cultural capital or habitus? Bourdieu and beyond in the explanation of enduring educational inequality." In: *Theory and Research in Education*, Vol. 12, No. 2, pp. 193-220.

Weininger, E. B., Lareau, A. (2003). "Translating Bourdieu into the American context: the question of social class and family-school relations". In: *Poetics*, Vol. 31, pp. 375-402.

Recommended readings:

Bourdieu, P., Passeron, J.-P. (1977). Book II/1: "Cultural Capital and Pedagogic Communication." In: *Reproduction in Education, Society and Culture*. Sage, London, pp. 71-106.

Lupton, R., Hempel-Jorgensen, A. (2012). "The importance of teaching: pedagogical constraints and possibilities in working-class schools." In: *Journal of Education Policy*, Vol. 27, No. 5, pp. 601-620.

## **Week 5**

*date to be scheduled later*

### **The reproduction of racial inequalities in education**

#### Required readings:

Anderson, E. (2012). "Race, culture, and educational opportunity." In: *Theory and Research in Education*, Vol. 10, No. 2, pp. 105-129.

Wun, C. (2016). "Against Captivity: Black Girls and School Discipline Policies in the Afterlife of Slavery." In: *Educational Policy*, Vol. 30, No. 1, pp. 171-196.

#### Recommended readings:

Gulson, K. N., Webb, P. T. (2016). "Not Just Another Alternative School: Policy Problematicization, Neoliberalism, and Racial Biopolitics." In: *Educational Policy*, Vol. 30, No. 1, pp. 153-170.

Morris, E. W. (2005). "'Tuck in that Shirt!' Race, Class, Gender, and Discipline in an Urban School." In: *Sociological Perspectives*, Vol. 48, No. 1, pp. 25-48.

Hardie, J. H., Tyson, K. (2013). "Other People's Racism: Race, Rednecks, and Riots in a Southern High School." In: *Sociology of Education*, Vol. 86, No. 1, pp. 83-102.

## **Week 6**

*date to be scheduled later*

### **Re/producing gender and sexuality in primary and middle school**

#### Required readings:

Renold, E. (2006). "'They won't let us play... unless you're going out with one of them.' Girls, boys, and Butler's 'heterosexual matrix' in the primary years." In: *British Journal of Sociology of Education*, Vol. 27, No. 4, pp. 489-509.

Reay, D. (2001). "'Spice Girls', 'Nice Girls', 'Girlies', and 'Tomboys': Gender discourses, girls' cultures and femininities in the primary classroom." In: *Gender and Education*, Vol. 13, No. 2, pp 167-182.

#### Recommended readings:

Francis, B. (2006). "Heroes or Zeroes? The Discursive Positioning of 'Underachieving Boys' in English Neo-liberal Education Policy." In: *Journal of Education Policy*, Vol. 21, No. 2, pp. 187-200.

Myers, K., Raymond, L. (2010). "Elementary School Girls and Heteronormativity : The Girl Project." In: *Gender and Society*, Vol. 24 No. 2, pp. 167-188.

**Week 7**  
**30 October**

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

Required readings:

- Youdell, D. (2005). "Sex-gender-sexuality: how sex, gender and sexuality constellations are constituted in secondary schools." In: *Gender and Education*, Vol. 17, No. 3, pp. 249-270.
- Charles, C. E. (2010). "Complicating hetero-femininities: young women, sexualities and 'girl power' at school." In: *International Journal of Qualitative Studies in Education*, Vol. 23, pp. 33-47.

Recommended readings:

- Davies et al. (2001). "Becoming Schoolgirls: the ambivalent project of subjectification." In: *Gender and Education*, Vol. 13, No. 2, pp 167-182.
- Carey, R. N., Donaghue, N., Broderick, P. (2011). "'What you look like is such a big factor': Girls' own reflections about the appearance culture in an all-girls' school." In: *Feminism and Psychology*, Vol. 21, No. 3, pp. 299-316.

**Week 8**  
**date to be scheduled later**

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

Required readings:

- Pascoe, C. J. (2007). "Making Masculinity: Adolescence, Identity, and High School." In: *Dude, You're a Fag. Masculinity and Sexuality in High School*. Berkeley: University of California Press, pp. 1-24.
- Ferguson, A. A. (2000). "Chapter 4: Naughty by Nature" In: *Bad Boys. Public Schools in the Making of Black Masculinity*. Ann Arbor: University of Michigan Press, pp. 77-96.

Recommended readings:

- Weaver-Hightower, M. (2003). "The 'Boy Turn' in Research on Gender and Education." In: *Review of Educational Research*, Vol. 73, No. 4, pp. 471-498
- Youdell, D. (2004). "Bent as a Ballet Dancer. The Possibilities for and Limits of Legitimate Homomascularity in School." In: Rasmussen, M. L., Rofes, E., Talburt, S. (eds.) (2004). *Youth and Sexualities. Pleasure, Subversion and Insubordination In and Out of Schools*. Palgrave Macmillan.

## **Week 9**

**13 November**

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

#### Required readings:

- O'Flynn, S., Epstein, D. (2005). "Standardising Sexuality: Embodied Knowledge, 'Achievement' and 'Standards'". In: *Social Semiotics*, Vol. 15, No. 2, pp. 185-210.
- Allen, L. (2013). "Boys as Sexy Bodies: Picturing Young Men's Sexual Embodiment at School." In: *Men and Masculinities*, Vol. 16, No. 3, pp. 347-365.

#### Recommended readings:

- Rahimi, R., Liston, D. D. (2009). "What Does She Expect When She Dresses Like That? Teacher Interpretation of Emerging Adolescent Female Sexuality." In: *Educational Studies*, Vol. 45, pp. 512-533.
- Pascoe, C. J. (2007). "Dude, You're a Fag: Adolescent Male Homophobia." In: *Dude, You're a Fag. Masculinity and Sexuality in High School*. University of California Press, Berkeley; pp. 52-83.

## **Week 10**

**20 November**

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

#### Required readings:

- Allen, L. (2012). "Pleasure's perils? Critically reflecting on pleasure's inclusion in sexuality education." In: *Sexualities*, Vol. 15, No. 3/4, pp. 455-471.
- García, L. (2009). "'Now Why do you Want to Know about That?' Heteronormativity, Sexism, and Racism in the Sexual (Mis)Education of Latina Youth." In: *Gender and Society*, Vol. 23, pp. 520-541.

#### Recommended readings:

- Allred, P., David, M. E. (2007). *Get Real About Sex. The Politics and Practice of Sex Education*. Open University Press.
- Fields, J. (2005). "'Children Having Children': Race, Innocence, and Sexuality Education." In: *Social Problems*, Vol. 52, No. 4, pp. 549-571.
- Fine, M. (1988). "Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire." In: *Harvard Educational Review*, Vol. 58, No. 1, pp. 29-53.

### **Week 11**

**27 November**

#### **Gender, sexuality, teachers and pedagogies**

##### Required readings:

Read, B. (2008). “‘The world must stop when I’m talking’: gender and power relations in primary teachers’ classroom talk.” In: *British Journal of Sociology of Education*, Vol. 29, No. 6, pp. 609-621.

Robinson, K. H., Ferfolja, T. (2011). “‘What are We Doing this For?’ Dealing with Lesbian and Gay Issues in Teacher Education.” In: *British Journal of Sociology of Education*, Vol. 22, No. 1, pp. 121-133.

##### Recommended readings:

Rudoe, N. (2010). “Lesbian teachers’ identity, power and the public/private boundary.” In: *Sex Education*, Vol. 10, No. 1, pp. 23-36.

Youdell, D. (2010). “Pedagogies of becoming in an end-of-the-line ‘special’ school.” In: *Critical Studies in Education*, Vol. 51, No. 3, pp. 313-324.

### **Week 12**

**4 December**

#### **Social inequalities in education from an activist perspective**

In this class, we will not be discussing readings. Instead, local activists from non-governmental organisations will be invited to discuss their work with various gender, sexuality, race/ethnicity, class, disability issues in schools. Be prepared to ask them questions based on what you have learned throughout the course. The name of the invited people and organisations will be confirmed later.