

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
School of Education

EDUC 896 A01 – Special Topics in Education –Global Gender Issues in Education
3 Credits, Summer 2019
Mondays and Wednesdays - 7:00-10:00 PM Summer Session A -- TH L014 Fairfax Campus

Professor

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Course Description

- A. Prerequisites/Corequisites – None**
- B. University Catalog Course Description:** Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education.
- C. Course Overview:** From early childhood to adolescence through lifelong learning endeavors, the choices and opportunities that are afforded to learners is determined by many factors including gender. How does gendered violence affect learning? How do LGBTQ students navigate their educational paths? This course will explore global literature to understand current research on the topic. The course will explore every level of education from pre-school to tertiary levels of education, as well as formal, informal, and non-formal approaches to engaging people of all genders in the learning process. This course explores the intersections of globalization, education and gender around the world and the ways in which schools engage in these frames. This class seeks to provide a critical lens around research and policy to allow students to study the complexities and challenges facing students in schools through their gendered identities. In the shadow of the Sustainable Development Goals, this course will provide students a platform through which global policy can be interrogated and global practices can be critiqued.

Course Delivery Methods

This course includes a variety of learning activities: discussions in seminar format, text-based/multi-media presentation of course materials, experiential learning activities including interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

My philosophy towards the content of this course is exploratory and investigative. Students are expected to be prepared, engage actively, and question their assumptions critically, and support peers in exploring their own perceptions towards research. Systematic study of an issue requires a deeper understanding of why the research matters, how it can be undertaken ethically, and the role the researcher plays in the process. As the instructor, it is my job to press students to question their

own knowledge and beliefs, and as such, the course will depend on the active presence of students' over the class duration.

Learner Objectives

This course is designed to enable students to:

1. Develop the skills necessary for analyzing gender education from different theoretical perspectives;
2. Examine and highlight the linkages between gender and education through different domains;
3. Critically examine the promise and the challenges embedded in development as it pertains to constructs of gender;
4. Cultivate reflexivity: analyze constructions of knowledge about gender, education and schooling;
5. Develop the skills necessary for analyzing gender and sustainable development from different theoretical perspectives;
6. Use online resources and develop technology skills to better understand, process and take a stand on gender related work;
7. Understand how intersections of race and class impact gender in schools.

PROFESSIONAL STANDARDS

N/A

REQUIRED TEXTS

Selected readings from a variety of international education journals (all of these will be posted on Blackboard)

COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard and/or email. Formatting must be consistent with APA (6th edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

Assignments and examinations

Speaker Reflections (25 points – 12.5 each).

We should be welcoming a total of seven guest speakers. You will select two speakers to create a brief synthesis of their readings, the main points of their presentation, and connect it to other readings in your own field or what we have covered in class. Two reflection papers must be turned in by June 18th. Each paper must be double-spaced, APA formatted, and at least 3-4 pages long (not including cover page and references). The paper must contain a brief overview of the speaker, three big ideas you have taken from their work, and a brief concluding paragraph with personal and professional reflections of what you took from their work. Please submit these via email during the five-week session at your own pace as long as both are turned in by June 18th.

Podcast Project (30 points)

You and a partner are hosts of the popular *Gender and Sustainable Development* Podcast. You are to investigate the UN Sustainable Development Goals and connect one of the goals to gender (try to

look for an SDG that is not EFA or gender). You will conduct an educational podcast of at least 20 minutes. My hope is this can be shared on BB but we will talk more about this in class.

The details of the project include:

1. Selection of SDG by May 22 and shared with class.
2. Independent research and team collaboration to think about how you will create this podcast.
3. Share a recording of the podcast with the class by June 6th.
4. Listen to podcast by our class meeting on June 10th. We will have conversations about the podcast in class on June 10th.

Keynote Address (30 points)

You have been invited to be a keynote speaker at a USAID Summit on Education. You will prepare a 15-minute talk to open up the event. You will prepare this lecture to be delivered to the class on either June 12 or June 17th. You will have to follow the following rules:

1. Your talk cannot be longer than 15 minutes. You will be asked to stop at 15 minutes promptly.
2. You must be engaging and informative. You are setting the stage for this event and it is critical you think about your delivery and timing.
3. You are not taking about one research project alone – you must provide a broad overview of your topic to address a general audience.
4. You can use notes.
5. You can only use three slides (not including the opening and closing slides).
6. You must provide me with your lecture notes for your grade.
7. Yes – you should have citations and references and maybe even current events and statistics in your lecture.

More details will be provided in class.

Other requirements

Attendance and Participation (15 points)

Class participation is important not only for each individual student's learning, but for the learning and success of our class as a whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departure in both on-line and campus class sessions as de facto evidence of non-participation and as a result lower a student's grade (Mason Catalog 2011-12).

Please note the following attendance and participation policies:

1. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. For each unexcused absence (a determination made by the instructor) one point will be deducted from your attendance and class participation points up to a total of 15 points.
2. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions.
3. If, due to an emergency, you will not be able to participate during a given week of class, please contact the professor as soon as possible. Students are responsible for obtaining information given during class discussions/sessions despite attendance from a classmate.

Course Assessment

Attendance and Participation	15 points
Speaker reflections	25 points
Podcast project	30 points
Keynote address	30 points
Total	100 points

Grades on assignments turned in late will be reduced 10%, and assignments more than one week late will not be accepted. Attendance is very important to class participation; one point will be deducted per class-hour absence.

Grading Scale:

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

Grade	GRADING	Graduate Courses
A+	100	Satisfactory / Passing
A	94-99	Satisfactory / Passing
A-	90-93	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84	Satisfactory / Passing
C	70-79	Does not meet requirements of the Graduate School of Education
F	<69	Does not meet requirements of the Graduate School of Education

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must choose to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.

- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<p>Week 1</p> <p>Gender education from different theoretical perspectives.</p>	<p><u>Readings</u></p> <p>May 20 Baily and Holmarsdottir Connell Wedgewood</p> <p>May 22 Stacki and Baily Francis and Paechter Unterhalter</p>
<p>Week 2</p> <p>Linkages between gender and education through different domains. Guest speaker – Dr. Catherine Vanner (May 29th)</p>	<p><u>Readings</u></p> <p>Vanner 1 Vanner 2 Vanner 3 Additional Reading TBD</p>
<p>Week 3</p> <p>The promise and the challenges embedded in development as it pertains to constructs of gender and constructions of knowledge about gender, education and schooling</p> <p>Guest speakers – Drs. Emily Morris (June 3) and Peggy Kong (June 5)</p>	<p><u>Readings</u></p> <p>Morris 1 and TBD Kong 1 and 2 Additional Reading TBD</p>
<p>Week 4</p> <p>The promise and the challenges embedded in development as it pertains to constructs of gender and constructions of knowledge about gender, education and schooling</p>	<p><u>Readings</u></p> <p>Taj 1-5 Desai TBD Anderson 1-2</p>

Guest Speakers – Norin Taj and Drs. Karishma Desai (June 10) and Emily Anderson (June 12)	
Week 5 Connecting it all together. Guest speaker – Dr. Christina Kwauk (June 17)	Readings Kwauk 1-3 Additional readings TBD

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .