

ED 191: SPECIAL TOPICS FEMINIST THEORIES IN EDUCATION

****Updated October 5, 2014****

Tufts University
Department of Education
Fall 2014
Thursdays 1:20-4:20
Jackson 006

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Office Hours: Mondays 2:30-3:30, Thursdays 11-12, or by appointment

WELCOME

The word “theory” derives from the Greek word *theorin*, meaning “to look.” The range of feminist theories—these “visions,” “standpoints,” “epistemologies,” “situated knowledges,” and more—offer powerful ways of looking at, explaining, and challenging patriarchy as an organizing principle in society. As a class, we’ll build a diverse feminist toolkit that helps to deepen understanding of important education-related issues today tied to feminism, gender and sexual equality, politics, personal rights, and citizenship. Instead of starting with theories and building out to topics later in the course, we’ll ground these theories in a number of empirical case studies—including Title IX (campus sexual violence, athletics, transgender rights, single-sex public education), Arizona House Bill 2281, ethics of care, and men and feminism—moving back and forth constantly between theory and practice.

COURSE OBJECTIVES

In this course, you will:

1. Develop emerging expertise in feminist theory.
2. Develop an understanding of how patriarchy shapes the structural, ideological, and cultural underpinnings of schooling in U.S. society.
3. Analyze the gendered character and organization of schooling within the context of larger social justice movements in education.
4. Sharpen your feminist thinking through intensive writing assignments and other independent and collaborative work.

COURSE EXPECTATIONS

Do your best.

Ask questions. They're often more valuable than comments. Let me know if you're confused or something is unclear. You've heard it before, and it's true: there are no dumb questions. If you have a question, there's an excellent chance others in class have the same one, and they'll appreciate you for asking it.

Come ready to participate. In-class participation takes many forms, including asking questions, clarifying points, and completing written assignments. You need to complete all the required reading in order to participate meaningfully in class. Of course, in-class participation is impossible unless you attend. Please bring the readings to class.

Complete the assignments.

Be respectful. While you're encouraged to critique the materials and each other's ideas, always do so respectfully. Be mindful of the fact that your classmates and I represent an array of viewpoints and life experiences.

Be open to new and alternative ways of thinking. You should actively seek to adopt different ways of seeing education and the social world. How might these different approaches advance your understanding and knowledge, even if those approaches are unfamiliar or uncomfortable?

Be academically honest. Our course will abide strictly by the guidelines laid out in the Tufts Statement of Academic Integrity, available at:

- <http://ase.tufts.edu/biology/bgguide/classes/tahonesty.htm>

A comprehensive review of university policies is available at:

- <http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity.pdf>

This requires you to cite appropriately, understand what constitutes plagiarism, and consult me before submitting a paper in this class and another class. Possible violations of the policies outlined in the Statement of Academic Honesty will be reported to the Office of the Dean of Students.

REQUIRED COURSE MATERIALS

Course reader. Two course readers are available for purchase at Gnomon Copy Center at 348 Boston Avenue. There are no required books.

ASSIGNMENTS

Attendance and participation [20%]. Come prepared to discuss the readings. You'll be penalized for any absence—excused or unexcused—though you can complete a make-up assignment if the absence is excused; check in with me. Please notify me before class if you expect to be absent.

Leading discussion and short paper [20%]. For one class meeting (classes 5-11) you'll prepare a formal presentation and help to lead discussion for one class. A 5 pp. paper is due one week after your presentation date. More guidelines and examples of past presentations will be shared later.

Title IX project [20%]. For class 3, you and a partner will prepare a brief in-class presentation on one issue related to Title IX and campus sexual violence (e.g. the law,

media coverage, masculinity on campus, role of campus administration, campus protests) and prepare a 5 pp. paper that you independently produce, due by the start of class 4.

Final paper [40%]. In the best 10 pp. you've ever written, you'll analyze a topic of your choice related to feminist theory and education. A small portion of this grade will be based on an outline due at last class meeting, and how prepared you are to discuss and workshop your final paper ideas in that class.

GRADING SCALE

A+	100
A	97.5
A/A-	95
A-	92.5
A-/B+	90
B+	88.5
B+/B	87
B	85
B/B-	83
B-	81.5
[...]	

CONTACTING FREEDEN

Feel free to email Freeden. So your email doesn't get lost, make sure to include a subject in the subject line and the course number (Ed 191).

ELECTRONICS

While you're free to use your laptop if you prefer to type up your class notes, I expect that you will not use class time to browse the internet (unless you're doing so for class purposes). Electronics can distract everyone. As for phones, unless you tell me before class that there's an emergency and you need to respond to an incoming call, you are **not** allowed to have them out during class.

ACTIVE READING & READING CRITICALLY

As a course immersed in theory, active and critical reading strategies are vital for comprehension. The reading load has been kept to a minimum to allow you to move carefully through the readings, and reflect on them in preparation for your memos. We'll go over active readings strategies as a class. A big chunk of time will be devoted to reading excerpts from the texts aloud, and to digging into short passages in greater depth. Here are some key points:

Why. Reading critically is a skill that requires practice. Doing it often will enhance both class discussion and help you when it comes time to write and to create your final projects.

Main questions. For each of the readings, ask yourself:

- Why should I care about the topic?
- What is the author's or authors' main idea/ thesis?
- What does this argument remind me of (other readings, real life experiences and examples)?
- How does this text relate to education and schooling?
- What are the text's strengths (ones the author or authors identify, and ones that you infer)?
- What are the text's limitations (ones the author or authors identify, and ones that you infer)?
- Is there anything on the blog that relates to the text?

Annotating. This is the process of engaging actively with a text by marking it up. Use whatever annotation system works best for you. I suggest you:

- Read the abstract, then skim the entire text, the introduction next, then the conclusion, before diving into the text with the weekly and main questions in mind.
- Highlight (preferably with a pen in the margins) or underline the thesis and main pieces of evidence.
- Note confusing passages or questions you have.
- Explicitly highlight other texts, class comments, etc. that bear directly on the reading.
- Develop some kind of notation system ("?" for a question, etc.).

A helpful online annotation guide is available at:

- <http://guides.hcl.harvard.edu/sixreadinghabits>

RESOURCES

Trunk. This will have everything pertinent to the course including announcements and course materials.

- <https://trunk.tufts.edu/xsl-portal>.

Office Hours. Students who make use of office hours tend to do better in class. Feel free to stop by with a classmate. The time will be more productive if you come prepared with specific concerns and questions.

Writing. Check out Purdue University's excellent Online Writing Lab (OWL), available at:

- <http://owl.english.purdue.edu/owl/>

It has a great overview of APA formatting, which you should use for all papers in this class. You should also take advantage of the writing tutoring available through the Academic Resource Center:

- <http://uss.tufts.edu/arc/writingtutoring>

Accommodations. Please let me know if you require any academic accommodations.

Citing Sources. Please use APA (American Psychological Association) formatting. The Purdue OWL website has an excellent overview of this, as well as the Tufts Library website:

- <http://researchguides.library.tufts.edu/content.php?pid=49832&sid=366072>

SCHEDULE

Note: The Tufts academic calendar lists the last official class meeting as Thursday, December 4. As I'll be at a conference that day, that meeting is cancelled and the last time we'll get together is Thursday, November 20. (Thursday, November 27 is Thanksgiving.)

Class 1 – Thursday, September 4 **What is Theory? What is Feminism? What is Feminist Theory?** **Theory as Politics** **Theory as Liberation**

Weedon, C. (1987). *Feminist Practice and Poststructuralist Theory*. Malden, MA: Blackwell. (Ch. 1, Feminism and theory)
hooks, bell. (1991.) Theory as liberatory practice. *Yale Journal of Law & Feminism* 4(1).

Class 2 – Thursday, September 11 **Title IX, Tufts, and Campus Sexual Violence** **Feminism and the Law**

Read Carefully:

Mackinnon, C. (1983.) Feminism, Marxism, method, and the state: Toward feminist jurisprudence. *Signs: Journal of Women in Culture and Society*, 8(4), 635-658.
Tufts University's Office of Equal Opportunity, Sexual Misconduct Information and Resources Brochure.
Office of Civil Rights. (2013, April 4). Dear Colleague Letter.
Watch "Results of the #TuftsTitleIX rally" <http://tuftsasap.org/2014/07/31/results-of-the-tuftstitleix-rally/> [Especially President Monaca's statement [given by Provost David Harris] near the start of the video, and the joint statement at the end.]

Skim:

U.S. Department of Education. (2014, April 28.) U.S. Department of Education finds Tufts University in Massachusetts in violation of handling of sexual assault and harassment complaints. Retrieved from <http://www.ed.gov/news/press-releases/us-department-education-finds-tufts-university-massachusetts-violation-title-ix->
Tufts Sexual Misconduct Resources Page: <http://oeo.tufts.edu/sexualmisconduct/> and especially the April 2014 Task Force Progress Report.

Class 3 – Thursday, September 18
Title IX and Campus Sexual Violence
Intersectionality and the Law

Baca Zinn, M., and Dill, B. T. (1996.) Theorizing difference from multiracial feminism. *Feminist Studies*, 22(2), 321-331.

Plus additional resources you and your partner collect in preparation for your presentation.

****PARTNER PRESENTATIONS IN CLASS****

Class 4 – Thursday, September 25
Title IX and Single-Sex Public Education
Intersectionality (continued)

Salomone, R. (2013.) Rights and wrongs in the debate over single-sex schooling. *Boston University Law Review*, 93(3), 971-1007.

Cohen, D. S. (2009.) No boy left behind? Single-sex education and the essentialist myth of masculinity. *Indiana Law Journal*, 84, 135-188.

Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, 9(1), 67-85.

****5 PP. TITLE IX PAPER DUE BY 12 PM TODAY****

Class 5 – Thursday, October 2
Title IX and Athletics
Intersectionality (continued)

Tryce, S., and Brooks, S. (2010.) Ain't I a woman: Black women and Title IX." *Journal for the Study of Sports and Athletes in Education*, 4(3), 243-256.

Brake, Deborah. 2013. "Wrestling with Gender: Constructing Masculinity by Refusing to Wrestle Women." University of Pittsburgh Legal Studies Research Paper Series. Working Paper 2013: 02.

Skim the Baca-Zinn & Dill and Davis articles.

***Student Presentation #1: Chanel and Mike*

Friday, October 3
Special Event

The Graduate Consortium in Women's Studies along with the Educational Studies and Women's, Gender, and Sexuality Studies programs at Tufts University, are hosting a day-long Title IX teach-in to inspire communication and knowledge exchange between and among faculty, staff, administrators, graduate, and undergraduate students throughout the Boston area. Topics will include Title IX and campus sexual violence, trans students' rights and Title IX, The Clery Act and SaVE Amendment, and legal perspectives on Title IX. There will be time at the end of the day for organizing and networking, featuring local organizations. Students, faculty, staff, and community*

members of all experience levels are welcome at this event. This event is co-sponsored by the Tufts LGBT Center and Women's Center.

Class 6 – Thursday, October 9
Title IX and Transgender Rights
Transgender Theory

- Shults, E. (2005.) *Sharply drawn lines: An examination of Title IX, intersex, and transgender.* *Cardozo Journal of Law and Gender*, 12, 327-351.
- Hogan, K. (2014.) *Spotlighting institutional gender normativity.* Tufts University Spring 2014 Senior Special Project. Retrieved from http://issuu.com/khogan02/docs/tufts_gender_normativity.
- Buzuvis, E. (2013.) "On the basis of sex": Using Title IX to protect transgender students from discrimination in education. *Western New England University School of Law Legal Studies Research Paper Series*, 14(6), 219-243.
- Vidal-Ortiz, S. (2008.) *Transgender and transsexual studies: Sociology's influence and future steps.* *Sociology Compass*, 2(2), 433-450.
- Jaschik, S. (2014, July 14.) *Freedom of religion or free to discriminate? Inside Higher Ed.*

Class 7 – Thursday, October 16
Arizona House Bill 2281
Chicana Feminism

- Anzaldúa, G. 1999. *Borderlands: La Frontera* (2nd Ed.). San Francisco: Aunt Lute. (Ch. 5, How to tame a wild tongue; Ch. 7, La conciencia de la mestiza: Towards a new consciousness.)
- State of Arizona House Bill 2281.
- Cambium Learning. (2011, May 2). "Curriculum audit of the Mexican American Studies Department, Tucson Unified School District." (Excerpts)
- "Need to know: Banned in Arizona." (2013, June 13). *PBS*. Retrieved from <http://www.pbs.org/wnet/need-to-know/video/need-to-know-february-15-2013/16294/> (video)

Class 8 – Thursday, October 23
Feminist Ethics of Care

- Noddings, N. (2005.) *The Challenge to Care in Schools: An Alternative Approach to Education* (2nd Ed.). New York: Teachers College Press. (Ch. 2: Caring).
- Valenzuela, A. (1999.) *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.* Albany, NY: State University of New York Press. (Ch. 3: Teacher-Student relations and the politics of caring.)
- Bass, L. (2012). When care trumps justice: The operationalization of Black feminist caring in educational leadership. *International Journal of Qualitative Studies in Education*, 25(1), 73-87.

***Student Presentation #2: Kailah and Carlie*

Class 9 – Thursday, October 30
Who can Speak? The Multicultural Classroom
Feminist Post- Theories

- Mohanty, C. (1988.) Under Western eyes: Feminist scholarship and colonial discourses. *Feminist Review*, 30, 61-88.
- Orner, M. (1992). Interrupting the calls for student voice in 'liberatory' education: A feminist poststructuralist perspective. In C. Luke & J. Gore, *Feminisms and Critical Pedagogy* (pp. 74-89). New York: Routledge.
- Weedon, C. (1987). *Feminist Practice and Poststructuralist Theory*. Malden, MA: Blackwell. (Ch. 5, Discourse, power & resistance)

***Student Presentation #3: Molly and Emily*

Class 10 – Thursday, November 6
Academic Parenting
Marxist Feminism & Standpoint Theory

- Ward, K., & Wolf-Wendel, L. (2004.) Academic mothering: Managing complex roles in research universities, *Review of Higher Education*, 27(2), 233-257.
- Lundquist, J. H., Misra, J., & O'Meara, K. (2012.) Parental leave usage by fathers and mothers at an American university, *Fathering*, 10(3), 337-363.
- Hartmann, H. (1979). The unhappy marriage of Marxism and feminism. *Capital and Class*, 3(1), 1-33.
- Hartsock, N. (1983). The feminist standpoint. In S. Harding & M. Hintikka (Eds.), *Discovering Reality* (pp. 283-310). New York: D. Reidel.

Class 11 – Thursday, November 13
Men and Feminism

- Crabtree, R. D., & D. A. Sapp. (2003). Theoretical, political, and pedagogical challenges in the feminist classroom: Our struggles to walk the walk. *College Teaching*, 51(4), 131-140.
- Edwards, W. (2008). Teaching women with a Y-chromosome: Do men make better feminists? *Feminist Teacher*, 18(2), 145-159.
- Flood, M. (2011). Men as students and teachers of feminist scholarship. *Men and Masculinities*, 14(2), 135-154.

***Student Presentation #4: Christina and Kevin*

Class 12 – Thursday, November 20
Last Class: Scholars' Lunch Party

****OUTLINE OF FINAL PAPER DUE BY 12 PM TODAY****

****PRESENT AND WORKSHOP FINAL PAPER IDEAS****

****FINAL PAPERS DUE ELECTRONICALLY 4PM ON THURSDAY, DECEMBER 4****