

**Education, Gender, and Development**  
**Education 197/Sociology 134**  
**Fall Quarter 2008-09**

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**Course meetings:** Mondays, 2:15-5:05PM in 200-219 (History Corner)

**Course web site:** bb.stanford.edu

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**Course Objectives**

This course is designed with the following objectives in mind:

- To introduce students to theories and perspectives from the social sciences relevant to an understanding of the role of education in relation to structures of gender differentiation and hierarchy.
- To familiarize students with cross-national research in the status of females including girls' and women's participation patterns in mass and elite education.
- To enable students to critically evaluate cross-national research on education, development, and gender.

**Course Format and Evaluation Procedures**

This course combines lectures, large and small group discussions, and large and small group activities. All course assignments are described in the syllabus.

Course evaluation will be based on the following criteria:

Class participation	20%	
Annotated bibliography	10%	<b>Due 10/27</b>
Reflection papers	20% (10% each)	<b>Due 10/13 &amp; 11/10</b>
Final paper (including Outline and Presentation)	50%	<b>Due 12/10 by 3:15PM</b>

**Course Materials**

Course readings are available on through University Readers. Students order online at <http://www.universityreaders.com/students>

The following book is required reading for the course and may be purchased from the Bookstore or on-line. It is also on reserve in Cubberley Library for four-hour loan:

Maslak, Mary Ann (ed.). 2008. *The Structure and Agency of Women's Education*. Albany, NY: State University of New York Press.

## **COURSE READINGS**

Below are required and recommended readings for the course. You may find it helpful to seek out the recommended readings for additional perspectives on the topics covered.

### **I. Introduction: September 22**

Nussbaum, Martha C. 2003. "Women's education: a global challenge." *Signs: Journal of Women in Culture and Society* 29:325-355.

Ringrose, Jessica. 2007. "Successful girls? Complicating postfeminist, neoliberal discourses of educational achievement and gender equality." *Gender and Education* 19(4):471-89.

### **II. Overview of Feminist Theories: September 29**

Andersen, Margaret L. 2006. Chapters 12-13 in *Thinking about Women: Sociological and Feminist Perspectives*. 7th ed. New York: Macmillan.

Unterhalter, Elaine. 2005. "Fragmented Frameworks? Researching Women, Gender, Education and Development." Pp. 15-35 in *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. Sheila Aikman and Elaine Unterhalter (eds.). Oxford: Oxfam; Herndon, VA : Stylus.

#### **Recommended:**

Maynard, Mary. 1995. "Beyond the 'Big Three': The Development of Feminist Theory into the 1990s." *Women's History Review* 4, 3: 259-81.

### **III. Comparative Views: October 6**

Ramirez, Francisco O. 1996. "Progress, Justice, and Gender Equity: World Models and Cross-National Trends." Prepared for publication in *Bending the Bars of the Iron Cage: Institutional Dynamics and Processes*. Walter W. Powell and Daniel L. Jones (eds.). Chicago: University of Chicago Press.

Unterhalter, Elaine, Chloe Challender, and Rajee Rajagopalan. 2005. "Measuring Gender Equality in Education." Pp. 60-79 in *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. Sheila Aikman and Elaine Unterhalter (eds.). Oxford: Oxfam; Herndon, VA : Stylus.

Wiseman, Alexander W. 2008. "A Culture of (In)Equality?: A cross-national study of gender parity and gender segregation in national school systems." *Research in Comparative and International Education* 3(2):179-201.

#### **Recommended:**

Arnot, Madeleine. 2000. "Gender Relations and Schooling in the New Century: Conflicts and Challenges." *Compare* 30, 3: 293-302.

#### **IV. Girls, Education and Development: October 13**

##### **\*\* First Reflection Paper due \*\***

Chabbott, Colette and Francisco O. Ramirez. 2006. "Development and Education." Pp. 163-187 in *Handbook of the Sociology of Education*. Maureen T. Hallinan (ed.). New York: Kluwer Academic/Plenum Publishers.

Hallman, Kelly et al. 2007. "Indigenous girls in Guatemala: Poverty and location." Pp. 145-176 in Lewis, Maureen A. and Marlaine E. Lockheed (eds.). 2007. *Exclusion, Gender and Education: Case studies from the developing world*. Washington, DC: Center for Global Development.

Lewis, Maureen A. and Marlaine E. Lockheed. 2006. Overview and Chapter 4 in *Inexcusable Absence: Why 60 million girls still aren't in school and what to do about it*. Washington, DC: Center for Global Development.

Lloyd, Cynthia et al. 2007. "Rural girls in Pakistan: Constraints of policy and culture." Pp. 99-118 in Lewis, Maureen A. and Marlaine E. Lockheed (eds.). 2007. *Exclusion, Gender and Education: Case studies from the developing world*. Washington, DC: Center for Global Development.

##### Recommended:

Chabbott, Colette. 2002. *Constructing Education for Development: International Organizations and Education for All*. New York and London: RoutledgeFalmer.

Benavot, Aaron. 1989. "Education, Gender, and Economic Development: A Cross-national Study." *Sociology of Education* 62: 14-32,

#### **V. Policy & Reform: National Efforts: October 20**

Mule, Lucy. 2008. "Feast or famine for female education in Kenya? A structural approach to gender equity." Pp. 67-86 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

Silova, Iveta and Cathryn Magno. 2004. "Gender Equity Unmasked: Democracy, Gender, and Education in Central/Southeastern Europe and the Former Soviet Union." *Comparative Education Review* 48, 4: 417-442.

Stromquist, Nelly. 2008. "The intersection of public policies and gender: understanding state action in education." Pp. 3-30 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

Swainson, Nicola. 2000. "Knowledge and Power: The Design and Implementation of Gender Policies in Education in Malawi, Tanzania and Zimbabwe." *International Journal of Educational Development* 20, 1: 49-64.

##### Recommended:

Buchman, Claudia. 1996. "The Debt Crisis, Structural Adjustment and Women's Education: Implications for Status and Social Development." *International Journal of Comparative Sociology* 37, 1-2: 5-30.

Global Campaign for Education. 2005. "Ensuring a Fair Chance for Girls." Pp. 36-59 in *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. Sheila Aikman and Elaine Unterhalter (eds.). Oxford: Oxfam; Herndon, VA : Stylus.

Ilon, Lynn. 1998. "The Effects of International Economic Trends on Gender Equity in Schooling." *International Review of Education* 44, 4: 335-356.

## **VI. Non-Governmental and International Organizations and Development: October 27**

### **\*\* Annotated Bibliographies due \*\***

Chapman, David and Shirley Miske. 2008. "Promoting girls' education in Africa: evidence from the field between 1996 and 2003." Pp. 87-106 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

Cortina, Regina. 2000. "Global Priorities and Local Predicaments in Education." Pp. 179-199 in in *Distant Alliances: Promoting Education For Girls and Women in Latin America*. Regina Cortina and Nelly P. Stromquist (eds.). New York: RoutledgeFalmer Press.

Magno, Cathryn. 2008. "Res Publica revisited: gendered agency through education in NGOs." Pp. 127-42 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

Stromquist, Nelly P. 2000. "Learning For the Construction of a Feminist Agenda Within Organizations in Civil Society." Pp. 75-101 in *Distant Alliances: Promoting Education For Girls and Women in Latin America*. Regina Cortina and Nelly P. Stromquist (eds.). New York: RoutledgeFalmer Press.

#### Recommended:

Maclure, Richard. 2000. "NGOs and Education in Sub-Saharan Africa: Instruments of Hegemony or Surreptitious Resistance?" *Education and Society* 18, 2: 25-44.

Mundy, Karen and Lynn Murphy. 2001. "Transnational Advocacy, Global Civil Society: Emerging Evidence from the Field of Education." *Comparative Education Review*. 45, 1: 85-126.

## **VII. Education as Empowerment: November 3**

DeJaeghere, Joan and Shirley Miske. 2008. "Constructing the Limits and Possibilities of Equality: Analyzing discourse and practices of gendered relations, ethnic traditions and poverty among non-majority ethnic girls in Vietnam." Unpublished manuscript, University of Minnesota, Twin Cities.

Manion, Caroline. 2008. "Assessing the status and prospects of women's empowerment through education: a case study of women students at the University of the Gambia." Pp. 31-48 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

Mehran, Golnar. 2000. "The Paradox of Tradition and Modernity in Female Education in the Islamic Republic of Iran." *Comparative Education Review* 47, 3: 269-286.

Murphy-Graham, Erin. 2008. "Opening the black box: women's empowerment and innovative secondary education in Honduras." *Gender and Education* 20, 1: 31-50.

#### Recommended:

Bosch, Anna E. 1998. "Popular Education, Work Training, and the Path to Women's Empowerment in Chile." *Comparative Education Review* 42, 2: 163-182.

Monkman, Karen et al. 2008. "The Dance of agency and structure in an empowerment educational program in Mali and the Sudan." Pp. 87-106 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

## **VIII. Gender, Science/Technology, and Education: November 10**

**\*\* Second Reflection Paper due \*\***

Blickenstaff, Jacob Clark. 2005. "Women and Science Careers: Leaky Pipeline or Gender Filter?" *Gender and Education* 17:369-386.

Githua, Bernard Nyingi and John Gowland Mwangi. 2003. "Students' mathematics self-concept and motivation to learn mathematics: relationship and gender differences among Kenya's secondary-school students in Nairobi and Rift Valley provinces." *International Journal of Educational Development* 23:487-99.

Lagesen, Vivian Anette. 2008. "A cyberfeminist utopia? Perceptions of gender and computer science among Malaysian women computer science students and faculty." *Science, Technology & Human Values* 33(1):5-27.

Wotipka, Christine Min and Francisco O. Ramirez. 2003. "Women in Science: For Development, For Human Rights, For Themselves." Pp. 174-195 in *Science in the Modern World Polity: Institutionalization and Globalization*, edited by Gili S. Drori, John W. Meyer, Francisco O. Ramirez and Evan Schofer. Stanford, CA: Stanford University Press.

### Recommended:

Correll, Shelley J. 2004. "Constraints into Preferences: Gender, Status, and Emerging Career Aspirations." *American Sociological Review* 69:93-113.

Gilbert, Jane. 2001. "Science and its 'Other': looking underneath 'woman' and 'science' for new directions in research on gender and science education." *Gender and Education* 13:291-305.

Harding, Sandra. 1991. *Whose Science? Whose Knowledge? Thinking from Women's Lives*: Ithaca, NY: Cornell University Press.

Lips, H. M. 2004. "The Gender Gap in Possible Selves: Divergence of Academic Self-Views Among High School and University Students." *Sex Roles* 50:357-371.

Ma, Xin. 2008. "Within-School Gender Gaps in Reading, Mathematics, and Science Literacy." *Comparative Education Review* 52(3):437-60.

## **IX. Teachers and Teaching for Change: November 17**

**\*\* Paper outlines due \*\***

Capobianco, Brenda M. 2007. "Science Teachers' Attempts at Integrating Feminist Pedagogy." *Journal of Research in Science Teaching* 44:1-32.

Kirk, Jackie and Winthrop, Rebecca. 2008. "Female classroom assistants: agents of change in refugee classrooms in West Africa?" Pp. 161-78 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

Stacki, Sandra L. 2008. "Structure and agency in India's teacher education policy: women teachers' progress through a critical feminist lens." Pp. 31-48 in *The structure and agency of women's education*, edited by M. A. Maslak. Albany, NY: SUNY Press.

### Recommended:

Kirk, Jackie. 2004. "Impossible Fictions: The Lived Experiences of Women Teachers in Karachi." *Comparative Education Review* 48, 4: 374-395.

**[November 24: NO CLASS – Thanksgiving Break]**

## X. Paper presentations: December 1

Students will make short PowerPoint presentations of their research proposals to their writing groups on December 1st. Groups will be arranged based on topic similarity. Students are also expected to provide critical, substantive feedback to their peers, who will be able to integrate them in their final written proposal.

### COURSE ASSIGNMENTS

#### Class Participation (20% of course grade)

1. *Critical reading of course materials:* Students are expected to come to class having critically read each of the assigned readings. They are expected to raise questions, challenge the findings and opinions raised in the readings, and otherwise be outspoken about the course materials. Our hope is that we will work together to create an atmosphere that is safe and open to a range of ideas, perspectives, and opinions.
2. *Discussion questions:* All students will be required to turn in two weekly discussion questions regarding topics and issues raised in the readings. Questions must be posted to Blackboard by **10PM on the Sunday before each class meeting**. Students will be evaluated based on the quality and thoughtfulness of their questions.
3. *Leading discussion:* Students will work in small groups to lead part of the discussion section at least once during the quarter. Discussions may revolve around questions developed by the groups and/or by those questions raised by students in their weekly discussion questions.
4. *Attendance:* Students are required to arrive on time and stay for the duration of each class and discussion section meeting. The instructors must be notified of absences ahead of time.

#### Annotated Bibliographies (10% of course grade)

In order to develop research skills in the field of development education and gender issues, students will be required to provide an annotated bibliography of 5-7 sources (e.g. journal articles) on the topic one is considering for his/her final paper. More detailed instructions will be provided in class.

**Due date: October 27**

#### Reflection Papers (20% of course grade)

The reflection papers should focus on the materials from the readings and/or discussions. The first requirement is that you make clear that you have read the papers and attended class. Beyond this requirement the paper may raise questions, connect material from different sources, and use personal experiences that illustrate or run contrary to readings and lecture materials. Two reflection papers are required. Each paper must be four double-spaced typewritten pages in length.

**Due dates: October 13 & November 10**

#### Final Research Proposals (including Outline and Presentation) (50% of course grade)

Students will develop a research proposal that reflects course contents and demonstrates an understanding of the key concepts of the course, as they relate to an educational topic of their choice. They are required to meet (15-30 minutes) with one of the instructors to discuss their paper outline during week 8 or 9. The 15-pages-long research proposal will include a 1-2 pages paper outline, to be submitted mid-November. Part of the final paper grade will entail a 10-minute presentation of the final paper using PowerPoint (no more than 10 slides).

More detailed instructions will be provided in class.

**Due date for paper outline: November 17**

**Due date for final paper: Per final exam schedule – Wednesday, December 10 by 3:15PM to Blackboard.**