

**Gender and Higher Education:
National and International Perspectives**
Educ 273/Soc 273
Spring Quarter 2008-09

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(650) 736-1392
OH: Wednesdays 1-3 PM & Thursdays 1:20-2:20PM
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Course meetings: Mondays, 2:15-5:05PM in Encina West 106
Course web site: bb.stanford.edu

Course Objectives

This course examines the ways in which higher education structures and policies affect women and how changes in those structures and policies improve women's experiences. Topics include undergraduate and graduate education; gender and science; gender and faculty; and the development of feminist scholarship and pedagogy. Attention is paid to how these issues are experienced by women in the United States, including women of color, and by academics throughout the world.

Course Format and Evaluation Procedures

This course combines large and small group discussions and large and small group activities. Course evaluation will be based on the following criteria:

Class participation	20%	
Leading activity	10%	
Reflection papers	20% (10% each)	Due 4/27 & 5/11
Final paper (including Outline and Presentation)	50%	Due 6/10

Course Materials

The Course Packet and required books (listed below) are available for purchase from the Stanford Bookstore. The books are also on reserve in Cubberley Library for four hour loan:

Luke, Carmen. 2001. *Globalization and Women in Academia: North/West-South/East*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Sax, Linda J. 2008. *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*. San Francisco: Jossey Bass.

Xie, Yu and Kimberlee A. Shauman. 2003. *Women in Science: Career Processes and Outcomes*. Cambridge: Harvard University 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.

Week 1. Introduction (April 6, 2009)

- Course overview
- Gender: Defined, explained, and discussed
- Data on gender in higher education over time, around the world
- Why does this matter?

King, Jacqueline. 2006. *Gender Equity in Higher Education 2006*. Washington, DC: American Council on Education. Available at http://www.acenet.edu/bookstore/pdf/Gender_Equity_6_23.pdf

Bradley, Karen. 2000. "The Incorporation of Women into Higher Education: Paradoxical Outcomes?" *Sociology of Education* 73: 1-18.

Week 2. Theories and Perspectives (April 13, 2009)

Jacobs, Jerry A. 1996. "Gender Inequality and Higher Education." *Annual Review of Sociology* 22: 153-85.

Luke, Carmen. 2001. *Globalization and Women in Academia: North/West-South/East*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. [Everything through Ch. 2 & 4]

Rich, Adrienne. 1973-74. "Toward a Woman-Centered University." In *On Lies, Secrets and Silence: Selected Prose 1966-78*. New York: W.W. Norton, 1995.

Mabokela, Reitumetse Obakeng and Kaluke Felicity Ntwanano Mawila. 2004. "The Impact of Race, Gender, and Culture in South African Higher Education." *Comparative Education Review* 48, 4: 396-416.

Recommended

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

Shackleton, Lesley. 2007. "Lost in Liberalism: A Case Study of the Disappearance of the Gender Agenda at a South African University." *Feminist Africa* 9: 23-40.

Week 3. Access & Policies (April 20, 2009)

Sax, Linda J. 2008. *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*. San Francisco: Jossey Bass. [Everything through Ch. 2]

Buchmann, Claudia and Thomas A. DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement." *American Sociological Review* 71, 4: 515-541.

Glazer-Raymo, Judith. 2008. "The Feminist Agenda: A Work in Progress." Pp. 1-34 in *Unfinished Agendas: New and Continuing Gender Challenges in Higher Education*, edited by J. Glazer-Raymo. Baltimore: Johns Hopkins University Press.

Rees, Teresa. 2007. "Pushing the Gender Equality Agenda Forward in the European Union." Pp. 7-21 in *Women, Universities, and Change: Gender Equality in the European Union and the United States*, edited by M. A. D. Sagaria. New York: Palgrave Macmillan.

Recommended

England, Paula, Allison, Paul, Li, Sun, Mark, Noah, Thompson, Jennifer, Budig, Michelle J., Sun, Han. 2007. "Why Are Some Academic Fields Tipping Toward Female?: The Sex Composition of U.S. Fields of Doctoral Degree Receipt, 1971-2002." *Sociology of Education* 80, 1: 23-42.

Week 4. Experience: Fields of Study (April 27, 2009) ** 1st Reflection Paper Due **

Sax, Linda J. 2008. *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*. San Francisco: Jossey Bass. [Ch. 3-7 & Appendix A]

Guinier, Lani, Michelle Fine, Jane Balin. 1994. "Becoming Gentlemen: Women's Experiences at One Ivy League Law School." *University of Pennsylvania Law Review* 143: 1-110.

Recommended

Charles, Maria and Karen Bradley. 2009. "Indulging our Gendered Selves? Sex Segregation by Field of Study in 44 Countries." *American Journal of Sociology* 114, 4: TBD.

hooks, bell. 1989. "Black and Female: Reflections on Graduate School." in *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press.

Week 5. Experience: Women's Studies, Women's Colleges (May 4, 2009)

Stake, Jayne E. 2006. "Pedagogy and Student Change in The Women's and Gender Studies Classroom." *Gender and Education* 18: 199-212.

Chow, Esther Ngan-ling, Naihua Zhang, and Jinling Wang. 2004. "Promising and Contested Fields: Women's Studies and Sociology of Women/Gender in Contemporary China." *Gender & Society* 18: 161-188.

Wotipka, Christine Min and Francisco O. Ramirez. 2008. "Women's Studies as a Global Innovation." Pp. 89-110 in *The Worldwide Transformation of Higher Education*, edited by D. P. Baker and A. W. Wiseman. Amsterdam: Elsevier JAI Press.

Langdon, Emily A. 2001. "Women's Colleges Then and Now: Access Then, Equity Now." *Peabody Journal of Education* 76, 1: 5-30.

Recommended

Boxer, Marilyn Jacoby. 2001. *When Women Ask the Questions: Creating Women's Studies in America*. Baltimore: Johns Hopkins University Press.

Stoecker, Judith L. and Ernest T. Pascarella. 1991. "Women's Colleges and Women's Career Attainments Revisited." 1991. *The Journal of Higher Education* 62, 4: 394-406.

Week 6. Outcomes and Opportunities, Especially in Science (May 11, 2009) ** 2nd **Reflection Paper Due ****

Gerber, Theodore P. and Sin Yi Cheung. 2008. "Horizontal Stratification in Postsecondary Education: Forms, Explanations, and Implications." *Annual Review of Sociology* 34: 299-318.

Fox, Mary Frank, Gerhard Sonnert, and Irina Nikiforova. 2009. "Successful Programs for Undergraduate Women in Science and Engineering: Adapting versus Adopting the Institutional Environment." *Research in Higher Education* 50.

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 G. S. Drori, J. W. Meyer, F. O. Ramirez, and E. Schofer. Stanford, CA: Stanford University Press.

Xie, Yu and Kimberlee A. Shauman. 2003. *Women in Science: Career Processes and Outcomes*. Cambridge: Harvard University Press.

Recommended

Conley, Frances K. 1998. *Walking Out on the Boys*. New York: Farrar, Straus and Giroux.

Zappert, Laraine T., Mary H. Rauner, and Patricia P. Jones. 2007. *Priming the Pipeline: Understanding the Obstacles and Incentives for Considering an Academic Career*. Faculty Development and Diversity Office, Stanford University, Stanford, CA. Available at http://facultydevelopment.stanford.edu/reports_studies/PLR.pdf

Week 7. Opportunities: Female Faculty (May 18, 2009)

Luke, Carmen. 2001. *Globalization and Women in Academia: North/West-South/East*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. [Ch. 5, 7, 8]

Turner, Caroline Sotelo. 2002. "Women of Color in Academe: Living with Multiple Marginality." *Journal of Higher Education* 73, 1: 74-93.

Twombly, Susan B. 1998. "Women Academic Leaders an a Latin American University: Reconciling the Paradoxes of Professional Lives." *Higher Education* 35: 367-97.

Wotipka, Christine Min and Elise Paradis. 2009. "Cross-National Trends and Analyses of Female Faculty." Unpublished manuscript, Stanford University, Stanford, CA.

Recommended

Schiebinger, Londa, Andrea Davies Henderson, Shannon K. Gilmartin. 2008. [Dual-Career Academic Couples: What Universities Need to Know \(PDF\)](http://www.stanford.edu/group/gender/ResearchPrograms/DualCareer/DualCareerFinal.pdf). Stanford: Clayman Institute. Available at <http://www.stanford.edu/group/gender/ResearchPrograms/DualCareer/DualCareerFinal.pdf>

Li, Guofang and Gulbahar H. Beckett (eds.). 2006. *"Strangers" of the Academy: Asian Women Scholars in Higher Education*. Sterling, VA: Stylus Publishing.

Friday, May 22, 12 noon: ** Paper Outlines Due **

Week 8. Memorial Day – no class (May 25, 2009)

Week 9. Presentations and Debriefing (June 1, 2009)

Sax, Linda J. 2008. *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*. San Francisco: Jossey Bass. [Ch. 8]

Luke, Carmen. 2001. *Globalization and Women in Academia: North/West-South/East*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. [Postscript]

Recommended

Monroe, Kristen, Saba Ozyurt, Ted Wrigley, and Amy Alexander. 2008. "Gender Equality in Academia: Bad News from the Trenches, and Some Possible Solutions." *Perspectives on Politics* 6: 215-33.

Wolf-Wendel, Lisa E. 2000. "Women-Friendly Campuses: What Five Institutions Are Doing Right." *The Review of Higher Education* 23, 3: 319–345.

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. We encourage you 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 are required to turn in weekly discussion questions (one per author/reading) regarding topics and issues raised in the readings, which will provide the basis for class discussions. 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. *Attendance:* Students are expected to arrive on time and stay for the duration of each class. The instructor asks that she be notified of absences ahead of time.

Developing and Leading Activity (10% of course grade)

Students will work in pairs to create an activity for the last hour of class. Activities should be sent to the instructor for her feedback no later than **10PM on the Thursday before your group's scheduled date**.

Reflection Papers (20% of course grade)

Reflection papers are five paragraph essays that advance a claim or argument or raise a question for exploration. Topics should relate closely with course materials (readings and discussions). Students may find it useful to build off of their weekly discussion questions for this assignment. Topic ideas may be shared with the instructor for review ahead of time. Two reflection papers are required. Each paper must be four double-spaced typewritten pages in length.

Due dates: April 27 & May 11 [both by the start of class]

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

Students will choose a topic that reflects course content and demonstrates an understanding of key concepts and the main issues addressed in the course, especially higher education, to develop a research paper proposal. Paper outlines are required and consist of a 2-page outline of the proposed research paper. The research paper proposal must consist of 15 double-spaced pages. Part of the final paper grade will entail a 10-minute presentation of the final paper using PowerPoint (no more than 10 slides).

Due date for paper outline: May 22 by 12 noon

Due date for final paper: Wednesday, June 10 by 12:15PM