TITLE OF COURSE AND COURSE NUMBER: Sex Equity in Education
WS 307 3 Credits

Description of Course:
Develops an awareness of sex biases in our culture with particular emphasis on the role of the school. Explores methods of eliminating such biases in classroom instruction. An examination of materials currently being used in public schools.

Course Prerequisites: None

Course Objectives:
The course will:
1. teach about the history of girls and women and their education experiences;
2. identify and examine sex bias in education;
3. identify and examine other forms of bias in education: race, class, and sexual orientation;
4. introduce literature and other resources to reduce stereotypes and discrimination in education;
5. analyze sexual harassment as it impacts girls;
6. show how to conduct an interview with an educator;
7. act as a resource for books containing information about equity in education issues;
8. encourage oral presentations;
9. guide critical thinking about education equity issues; and
10. probe resistance to equitable education.

Student Learning Outcomes:
Students will:
1. become knowledgeable about the history of girls and women in education;
2. recognize sex bias in education;
3. recognize other forms of bias in education: race, class and sexual orientation;
4. know about materials which facilitate the reduction of stereotypes and discrimination in education;
5. recognize sexual harassment as a major roadblock as girls move through educational systems;
6. know how to prepare for and conduct an interview with an educator;
7. read an outside source and write a paper about an aspect of educational equity issues;
8. be able to orally present research in a public forum;
9. use critical thinking skills in order to analyze education equity issues;
10. be able to uncover resistance to equitable education.

Topical Outline For Course Content:
Week One: Course overview, introductions, sexism quiz, personal experiences of gender bias in education
Week Two: History of girls and women's education
Week Three: Girls and the self-esteem slide
Week Four: The miseducation of boys
Week Five: Testing and other issues
Week Six: Racism and classism in education
Week Seven: Book report presentations
Week Eight: Interview/field project preparation
Week Nine: High school girls
Week Ten: Sexual harassment
Week Eleven: Discrimination against lesbian, gay, bisexual, and transgendered students
Week Twelve: Violence in schools: a gender issue
Week Thirteen: Multicultural awareness
Week Fourteen: Sex equity initiatives
Week Fifteen: Ending sex/gender and other biases in education
Week Sixteen: Project presentations

Suggested Teaching Methods and Student Learning Activities:
- Lectures
- Small group discussions
- Plenary discussions
- Films
- Guest speakers
- Reading logs
- Book reports
- Essays
- Field project
- Oral presentations

Guidelines/Suggestions for Methods of Student Assessment:
Grades will be determined by evaluations of the course requirements: weekly reader-response logs (one-third of grade); book report, written and oral (one-third of grade); field project and oral presentation (one-third of grade). Students who miss more than two 155 minute class sessions or four 75-minute class sessions will receive a grade penalty.

Suggested Readings, Texts, Films:
Gender Gaps: Where Schools Still Fail Our Children, American Association of University Women, Marlowe and Company, 1999
Beyond Dolls and Guns, Susan Hoy Crawford, Heinemann, 1996
Teaching to Transgress: Education as the Practice of Freedom, Bell hooks, Routledge, 1994
Failing at Fairness: How Our Schools Cheat Girls, Myra and David Sadker. Simon & Schuster, 1994

Films:
A Class Divided
Equality: A History of the Women's Movement
Gay Teens
Gay Youth
Let’s Get Real
Men and Masculinity
Out!: Making Schools Safe For Gay Students
You are The Game: Sexual Harassment on Campus
Why Schools Fail Girls

Bibliography of Supportive Texts and Others Materials:
Kimmel, Michael. Guyland: The perilous world where boys become me.
Oppliger, Patrice A. (2008). Girls gone skank: The sexualization of girls in American culture. "This work argues that instead of advancing women’s social and professional empowerment, popular culture trends in the U.S. appear to be backsliding into the blatant sexual exploitation of women at younger and younger ages. The author describes many ways in which young girls are increasingly taught to go to outrageous lengths in seeking male attention"—Provided by publisher.


Preparer's name and date: Dr. Arlene Holpp Scala, March 2000

Original departmental approval date: circa 1990.

Reviser's name and date: Dr. Arlene Holpp Scala, July, 2009.

Departmental revision approval date: September 2009.