Professor Erin Murphy-Graham  
Email: emg12@nyu.edu  
Office: 246 Greene St, Rm 309  
Phone: 212 992 9458  
Office hours: Monday 2-4pm, by appointment  

COURSE DESCRIPTION  

This course is designed to provide an overview of the major discussions and debates in the area of gender and education in both “developed” and “developing” countries. In the first section of the course we examine theoretical understandings of gender, and the intersection of gender, schooling and global social justice. In the second part of the course, we focus on several key issues in gender and education internationally, including the educational status of girls’ and women, empowerment and education, and the role of boys and men in promoting gender equality. In the final part of the course, we examine innovative strategies to “undo” gender, including the role of international donor agencies, the State, and NGOs. We conclude the course by studying the role of teachers and innovative educational programs.  

COURSE OBJECTIVES  

This course will help students:  

• Develop a deeper understanding of issues surrounding gender and education internationally  
• Become familiar with major theoretical frameworks for understanding gender;  
• Identify strategies to address gender inequity in educational settings  
• Analyze an institution’s approach to gender and education and critique it from both theoretical and practical perspectives  
• Develop research skills through the investigation of a specific sub-topic of interest to the student  
• Become familiar with major debates in gender and international development  
• Deepen their understanding of how boys and men can promote gender equality  
• Improve their critical thinking, reading, writing, and oral presentation skills  
• Deepen their commitment to working towards gender equity in their personal and professional lives.  

COURSE REQUIREMENTS  

1) Active participation in class: Successful participation means regular attendance, reading, preparation, reflection, and willingness to share openly and listen respectfully.
2) **Assignments:** The course has three required assignments. More details of each will be provided during the course of the semester. These assignments will include:
   
a. **Gendered vignette:** Write a brief (5-7 pages double spaced) personal testimonial of educational experiences (both positive and negative) that have influenced your gender identity and beliefs. Consider how your family, school experiences, and educational experiences outside of school have shaped your understanding of the intersection of gender, race, social class, sexuality and culture.
   
b. **Book review** (5 double spaced pages). Write a book review, with a general audience in mind, for “Half the Sky…” – see Nussbaum’s as a model. Note that we will not discuss this book until the 13th week of the semester, but I suggest you get an early start on this assignment.
   
c. **Final project:** You will choose one of two options for your project: an organizational case study or a research paper (15-20 double-spaced pages, more details on this will be passed out in a handout).

3) **Class facilitation:** During the second week of class we will form working groups. Each working group will be responsible for facilitating class discussion at least once (possibly twice) during the semester. By the Friday (at 5:00pm) before you are scheduled to facilitate, you must email me at least three discussion questions based on the readings. In class, your group will briefly present (without summarizing) why it thinks these are the salient questions that emerge from the week’s readings. The groups will then discuss these questions with one presenting group member facilitating each group.

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### Requirements summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date*</th>
<th>Point Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>All classes</td>
<td>30%</td>
</tr>
<tr>
<td>Class facilitation</td>
<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>Gender vignette</td>
<td>2/8</td>
<td>15%</td>
</tr>
<tr>
<td>Book review</td>
<td>3/22</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project:</td>
<td>5/10</td>
<td>25%</td>
</tr>
</tbody>
</table>

*No extensions will be given without documented evidence of illness or other extreme personal circumstances. For each day your assignment is late we will deduct 1/3 of a letter grade.

**ACADEMIC INTEGRITY**

All assignments must adhere to the standards of academic ethics. According to the Steinhardt School of Education Statement on Academic Integrity, you violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two different courses without prior permission of the instructor, and when you plagiarize material. Please consult the Steinhardt School of Education Statement on Academic Integrity for more information: [http://education.nyu.edu/education/students/pdfs/soai.pdf](http://education.nyu.edu/education/students/pdfs/soai.pdf).

**CITING SOURCES**
All written assignments must follow a standard citation format (APA, MLA, or Chicago). Citing sources properly is an essential component of academic integrity. For more information about writing with sources and writing with internet sources, see the following:


Writing with internet sources: A guide for Harvard Students. Available online at: http://isites.harvard.edu/fs/docs/icb.topic229960.files/Writing_with_Internet_Sources.pdf

**COURSE SCHEDULE AND READINGS**

The majority of required course readings are available online via the NYU Blackboard page. The required readings that are not located on Blackboard are available through ejournals (NYU library website).

The required texts are available for purchase at the NYU bookstore. These include:


### PART I: THEORETICAL APPROACHES TO GENDER AND EDUCATION

#### 1/25 Week 1: Introduction to course


Please watch the videos available at: http://www.nikefoundation.org/media_room.html

#### 2/1 Week 2: Conceptualizing gender


2/8 Week 3: Gender and global social justice


GENDER VIGNETTE DUE

PART II: CONTEMPORARY INTERNATIONAL PERSPECTIVES ON GENDER AND EDUCATION

2/15 President’s Day, no class

2/22 Week 4: Girls’ education and international development


3/1, no class due to CIES conference

3/8 Week 5: Education and empowerment


3/15 no class due to NYU Spring Break

3/22 Week 6: The “boy crisis?” Masculinity and schooling
Newsweek (January 30, 2006). “The Boy Crisis: At Every Level of Education, they are Falling Behind. What to do?”


3/29 **Week 7: Boys and men in education and international development**


Barker, G. et al. (2000). How Do We Know if Men Have Changed? Promoting and Measuring Attitude Change in Young Men: Lessons from Program H in Latin America.

Visit the following websites and familiarize yourself with these organizations/initiatives:

Instituto Promundo: [www.promundo.org](http://www.promundo.org)


**PART III: STRATEGIES TO “UNDO GENDER”**

4/5 **Week 8: Examining the role of international donor agencies**


USAID:

[http://www.usaid.gov/our_work/cross-cutting_programs/wid/about.html](http://www.usaid.gov/our_work/cross-cutting_programs/wid/about.html)


4/12 **Week 9: Examining the role of the state and non-governmental organizations (NOTE EXTENDED CLASS THIS WEEK)**


Association of American University Women (read ABOUT AAUW - history, ADVOCACY, EDUCATION sections of the website).
http://www.aauw.org/


4/19 Week 10: Innovative curricula and educational programs


4/26 Week 11: Half the sky? Responding to contemporary work on women and international development
http://www.nytimes.com/2009/09/08/books/08nussbaum.html?_r=2&pagewanted=1&sq=half%20the

5/3 Week 12: Class conclusion
Wrap-up and course evaluation