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

Instructor:  Prof. Christine Min Wotipka  
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(650) 736-1392  
OH: Wednesdays 1-3 PM & Thursdays 1:20-2:20PM  
Office: Education 315

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
<td></td>
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<tr>
<td>Leading activity</td>
<td>10%</td>
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<tr>
<td>Reflection papers</td>
<td>20% (10% each)</td>
<td>4/27 &amp; 5/11</td>
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<tr>
<td>Final paper</td>
<td>50%</td>
<td>6/10</td>
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(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:


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?


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


Recommended


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


Recommended

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


Recommended

**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.


**Recommended**


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


**Recommended**


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


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 Unpublished manuscript, Stanford University, Stanford, CA.

Recommended


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)


Recommended

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