



<b>Title of the course</b> <b>GENDER AND SEXUALITY IN SCHOOLS</b>	<b>Code</b>	<b>Credits</b> <b>5</b>
<b>Lecturer</b> Mészáros, György Room. KAZY n. 413) E-mail: meszaros.gyorgy@ppk.elte.hu Phone: 70/231-3029	<b>Level and type of training</b>  Educational BA, MA Teacher Training	<b>Type of the course</b>  Seminar
<b>Prerequisites</b> Independent usage of English	<b>Type of assessment</b> is based on written and oral course work assignments	<b>Number of weekly lessons</b> 2
<b>Language of the course</b> English	<b>Any other important information</b>	

**Institution:**  
 Institution of Education Sciences

**Learning Outcomes:**

**Aims**

**To enable students:**

- \*To understand and develop the concepts of gender, sexuality, patriarchy, queer, feminism, oppression, agency, school democracy, critical pedagogy.
- \*To critically reflect on the theories and practices mentioned during the course.
- \*To analyse school life from the point of view of gender and sexuality.

**On successful completion of the module students will be able to:**

**Knowledge and Understanding:**

- a) understand a range of sociological and educational studies on gender and sexuality
- b) become acquainted with a range of practical methods related to gender and sexuality
- c) understand the value of different sexualities etc.
- d) understand the systemic nature of oppression and the possible reactions to that.

**Attitudes:**

- d) understand diversity and difference with social awareness
- e) have a reflective attitude towards gendered behaviours, discourses, gender stereotypes
- f) have a critical understanding of inequality

**Skills:**

- g) critically reflect upon their own assumptions, views, and re-evaluate them
- h) analyse schooling from the perspective of gender and sexuality
- i) analyse school democracy and the different forms of oppression in schools
- k) formulate adequate educational answers in response to the challenges mentioned during the course
- l) plan action against discrimination and oppression

### **Indicative Content:**

Gender is often a taken for granted and not reflected dimension of schooling, while sexuality is usually taboo topic in schools and not considered an important factor of public education. On the basis of research evidence and theories, this course will present the two issues as very important and interconnected part of school life and education. The interactive activities of the course will help students understand how gender and sexuality influence a lot of other aspects of schooling, and how the issues related to them challenge our current educational attitudes, structures and methods.

### **Topics:**

- the concept of sex and gender: different interpretations
- our perception of gender
- feminisms: trends
- masculinities: interpretations
- “gender ideology” (gender as a symbolic glue: controversial interpretations)
- sexuality and sexualities: interpretations
- systemic and queer approaches
- schooling and educations: nature and critique
- critical pedagogy
- schooling and gender: research and experience
- schooling and sexuality:
  - sexuality in schools
  - sex education
  - different sexualities in schools
- school as a safe place
- projects, initiatives, methods against discrimination, oppression, gender sensitivity, etc.

### **Teaching and Learning Strategy:**

2 x 13 hours seminars during the semester

2 x 2 hour consultation if needed

60 hours of online learning activities

60 hours independent study and research

**TOTAL: cc. 150 hours – 5 credits**

*Methods used during the seminars:* presentation, group activities, individual activities.

*Methods to promote the students` own learning process:* continuous virtual connection (email, moodle), individual consultations, evaluations during the process.

### **Assessment Strategy and Assessment Criteria:**

At the beginning of the semester everybody writes a brief personal reflection on gender and sexuality in schools

The students will participate in some experiential learning activities and they write reflections about them.

Each student has to make a hand-out of a chosen article about one of the topics of the course

Each student has to prepare an essay (btw. 8000 – 12000 characters) about a chosen topic related to gender, sexuality and schools, it can be an analysis or a project. Students should present their topic in the classroom generating discussion (15-20 mins. presentation, other 25-30 mins discussion)

The students should engage in online discussions during the whole course.

The essay should have some literature references, and should present an actual situation or should delineate a possible project. It should follow the thematic elements of the classes (main concepts, theories, approaches).

Ideally the different tasks have some relation to each other and the students will receive help from the teacher and from their peers to develop their final work.

At the end of the course everyone writes a personal reflection on their personal development during the course, and on the eventual changes it generated (especially in comparison what they write in the first reflection).

### **Assessment Criteria:**

\*The quality of the presentation and the discussion.

\*The participation in the course activities and the reflections on them

\*The theoretical foundations and the practical perspectives of the essay.

\*The adequate using of the concepts learnt.

### **Selective Literature:**

Freire, P. (1976). *Pedagogy of the Oppressed* (any edition)

Britzman, D. (2000): Precocious Education. In S. Talburt & S. Steinberg (Eds.), *Thinking Queer: Sexuality, culture, and education* (pp. 33–60). New York: Peter Lang;

Butler, J. (1993): *Bodies That Matter: On the Discursive Limits of “Sex”*. Routledge, New York.

John D’Emilio (1983): *Capitalism and Gay Identity*

<https://rosswolfe.files.wordpress.com/2016/06/john-demilio-capitalism-and-gay-identity.pdf>

Connell, R. (1995): *Masculinities*, University of California Press, Los Angeles.

Floyd, K. (2009): *The Reification of Desire: Toward a Queer Marxism*. University Of Minnesota Press.

Landreau, J. C. – Rodriguez, N. M. (2011): *Queer Masculinities in Education: an Introduction*. In: Landreau, J. C. – Rodriguez (eds): *Queer Masculinities. A Critical Reader in Education*. Springer, London. 1–18.

Zavarzadeh, M. – Ebert, L. T. – Morton, D. (eds.) (2001): *Marxism, Queer Theory, Gender*. Red Factory.

### **Additional literature:**

- Flowers, N. (2009, ed.). *Compasito. Manual on Human Rights Education for Children*. Council of Europe, Directorate of Youth and Sport, European Youth Centre, Budapest. Retrieved from: <http://www.eycb.coe.int/compasito/>
- Giroux, H. A. (1988). *Schooling and the Struggle for Public Life. Critical Pedagogy in the Modern Age*. University of Minnesota Press, Minneapolis.
- Giroux, H. A. (1993). *Border Crossings. Cultural Workers in the Politics of Education*. Routledge, London.
- McLaren, P. és Farahmandpur, R. (2005). *Teaching against Global Capitalism and the New Imperialism. A Critical Pedagogy*. Rowman and Littlefield, New York.