Title of the course
GENDER AND SEXUALITY IN SCHOOLS

Code

Credits 5

Lecturer
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Level and type of training
Educational BA, MA
Teacher Training

Type of the course
Seminars

Prerequisites
Independent usage of English

Type of assessment is based on written and oral course work assignments

Number of weekly lessons 2

Language of the course
English

Any other important information

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:**


**Additional literature:**

