



The Hebrew University of Jerusalem

Syllabus

Education Gender and Inequality: Practice and workshop - 34259

Last update 01-09-2021

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Tanya Zion-Waldoks

Coordinator Email: tanya.zion-waldoks@mail.huji.ac.il

Coordinator Office Hours: coordinate via email

Teaching Staff:

Dr. tanya zion-waldoks,
Ms. Yael Boim Fein

Course/Module description:

Throughout the course we will focus on the connections between education, society and inequality, through an intersectional focus on gender, ethnicity, class and nationality and the links between knowledge and power relations. We will examine a number of challenges critical gendered thinking poses to education in Israel today, including the very issue of shaping "bodies of knowledge", the hierarchy of different ways of knowing, and the place and role of emotions in education. We will make use of a variety of case studies in order to become familiar with basic concepts, principles and methodologies derived from the sociology of education and feminist theory -- we will learn how to apply the theory and to identify its limitations. We will analyze fundamental dilemmas with the help of examples from popular culture and current events in Israeli society, with a special emphasis on the experiences of the students themselves. We will discuss each of the issues from a variety of points of view and evaluate proposed solutions in light of the variety of values and the ethnic, religious, class and national variance in Israeli society. In addition, throughout the course we will learn about and experiment with feminist pedagogy, the ethics of care, and relational teaching in order to expand the students' toolbox when dealing with educational work.

Course/Module aims:

The course is designed to raise questions and confer tools to enable critical gendered thinking as a means of understanding and analyzing society and culture in educational contexts as the basis for creating more just and equitable solutions. The course will also offer students the opportunity to reflexively observe the gendered basic assumptions that underlie their lives as students and teachers - in the past, present and future. The course will serve as a type of laboratory which will allow the students to translate theory into practice and vica versa, to acquire new skills and to shape a creative, local and practical educational intervention intended to deal with some of the challenges they identified.

Learning outcomes - On successful completion of this module, students should be able to:

- Demonstrate understanding of the basic concepts taught and describe the trends and main arguments of the studies
- To intelligently apply a variety of critical gendered thinking by naming and comparing them
- To diagnose social-educational challenges through gendered thinking and identify links between the manner of diagnosing the problem and the proposed solutions

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- To identify with the help of critical gendered thinking relevant phenomena from the social-educational daily life of the students and cultural performances with which they are familiar and analyze how they operate
 - To identify connections between the personal and the political and express that through naming phenomena from daily life in their larger social context and vice versa
 - To draft (verbally or in writing) open questions that challenge the taken for granted, promote further inquiry, stemming from the student's personal interest in and curiosity about the course materials and reflects internalization and educated use of them.
 - To apply gender-sensitive and diversity-sensitive methods and language in students' practices of learning and teaching (to the extent these are expressed in the course)
 - To examine claims critically through a number of different perspectives, including being aware of the limitations of each point of view, its basic assumptions and the lacunae in the existing knowledge.
 - To identify the main arguments in an academic article and to be able to summarize them in the student's own words.
 - To take a stand regarding the readings and craft your claim clearly while bringing supportive arguments and addressing missing, contradictory information or information that weakens the argument.
 - To design and develop an educational intervention which is well-defined and doable which aims to contend with a problem the student identified in the area of gender, education and inequality
 - To reflect (verbally or in writing) on the connections between the course materials and students' own life experience and worldviews
 - Take responsibility for your own learning

Attendance requirements(%):

85%

Teaching arrangement and method of instruction: Frontal lectures, student participation - class discussions, teamwork and individual project on educational intervention, presentation of materials from media, reflexive writing, educational trips, personal meetings, and work "in the field"

Course/Module Content:

- Fundamental concepts in Gender and Education
- Gender Mainstreaming
- Education and Gender in the Israeli context
- Text, Narrative, Language and Canon
- Body, Sexuality and Space
- Intersectionality and Diversity

- *Structural and Organizational Aspects – Change and Continuity*
- *Employment and Labor Aspects of Gender and Education*
- *Feminist pedagogies*
- *Education as care work, relational learning*
- *Social-Educational Activism and Entrepreneurship for Gender Equality (Analysis and Developing Action)*

Required Reading:

TO be announced

Additional Reading Material:

- אורטנר, ש. 2007. "האם היחס בין הנשי לגברי הוא כמו היחס שבין הטבע לתרבות?" בתוך: ינאי, נ. ואחרות (עורכות). דרכים לחשיבה פמיניסטית. האוניברסיטה הפתוחה. עמ' 25-45.
או בגרסה אנגלית מקורית לאותו מאמר:
Ortner, Sherry B. 1974. "Is Female to Male as Nature Is to Culture?" In M. Z. Rosaldo and L. Lamphere (eds.), *Woman, Culture, and Society*. Stanford University Press. pp. 68-87
- West, Candace, and Don Zimmerman. 1987. "Doing Gender." *Gender & Society* 1 (2): 125-51.
- Walby. 2005. "Gender Mainstreaming: Productive Tensions in Theory and Practice". *Social Politics: International Studies in Gender, State & Society* 12: 321-343
- Ellemers, Naomi. 2018. "Gender Stereotypes." *Annual Review of Psychology* 69 (1): 275-98.
- חרובי, ד' וקוש זוהר, ט'. 2017. "ריצת משוכות: מכשולים בדרך לחינוך לשוויון זכויות מגדרי בישראל". בתוך: חרובי ד' וקוש זוהר ט' (עורכות). פורצות גדרות: חינוך ומגדר בשדות שיח מגוונים. גמא והקיבוץ המאוחד. עמ' 17-46.
- גלזר, ל. 2017. "היה הייתה ילדה קטנה! מעשיות, מעשיות-מחודשות ומודל הגיבורה האקטיבית". בתוך ד. חרובי וט. קוש-זוהר (עורכות), פורצות גדרות: חינוך ומגדר בשדות שיח מגוונים (עמ' 125-149). תל-אביב: הוצאת גמא והוצאת הקיבוץ המאוחד.
- Kricheli Katz, Tali, and Regev, Tamar, "Do Gendered Languages Fail Women in Math?"
- רבינוביץ', מ. ואבגר, ע. 2019. "סקירה: מדיניות בנושא ייצוג מגדרי בחומרי למידה במערכת החינוך בישראל". מרכז המחקר והמידע של הכנסת.
- Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles", *Signs*, Vol. 16, No. 3, pp. 485-501
- Malcom, Nancy L. & Sheahan, Nicole. 2019. "From William's Doll to Jacob's New Dress: The Depiction of Gender Non-Conforming Boys in Children's Picture Books From 1972 to 2014", *Journal of Homosexuality*, 66:7, 914-936,
- וולף, נעמי. מיתוס היופי: על השימוש בייצוגים של יופי נגד נשים. תרגמו מאנגלית: פימנטל, ד' ונוה, ח'. הקיבוץ המאוחד, סדרת מגדרים. עמ' 9-26.
- או חלופה (המקור) באנגלית: Naomi, Wolf. 2002. *Myth Beauty The: How Images of Beauty Are Used Against Women*. Harper Collins. Pp. 9-19.

- קוש-זוהר, ט. 2017. " (עדיין) זורקת כמו ילדה". בתוך ד. חרובי ו-ט. קוש-זוהר (עורכות), פורצות גדרות: חינוך ומגדר בשדות שיח מגוונים (עמ' 71-89). תל-אביב: הוצאת גמא והוצאת הקיבוץ המאוחד.
- או חלופה באנגלית:
- Marion Young, Iris. 1980. "Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spatiality". *Human Studies*, 3 (2), pp. 137-156.
- Fahs, Breanne. 2011. "Breaking Body Hair Boundaries: Classroom Exercises for Challenging Social Constructions of the Body and Sexuality." *Feminism & Psychology*, 22(4), pp. 482-506
- רמתי דביר, אורנית. 2017. "שיחים הגמוניים והשיח החסר בקרב מורות לחינוך גופני לנערות". בתוך: לחובר, ע., פלד, ע. וקומם, מ. (עורכות). נערות וגופן: מדברות, נוכחות, נסתרות. מאגנס. עמ' 113-133.
- הרצוג, א. (2010) "הפוליטיקה של מגדור החינוך: למי מועילה הפמיניזציה של ההוראה?" בתוך: א. הרצוג וצ. ולדן (עורכות). על גב המורות: כוח ומגדר בחינוך. כרמל. עמ' 37-72.
- Asali Nuseibeh, R. (2019). "Palestinian Women Teachers in East Jerusalem: Layers of Discrimination in the Labor Market". *Middle East Journal* 73(2), pp. 207-223. זיו גור, ח. 2013.
- "הפדגוגיה הפמיניסטית ושילובה בפדגוגיה הביקורתית". פדגוגיה ביקורתית פמיניסטית וחינוך לתרבות של שלום. מופת, עמ' 51-96.
- נודינגס, נ. 2008. "דאגה אכפתית בחינוך: הלכה ומעשה". הד החינוך 82:6, עמ' 58-66.

Course/Module evaluation:

End of year written/oral examination 0 %
 Presentation 0 %
 Participation in Tutorials 10 %
 Project work 50 %
 Assignments 40 %
 Reports 0 %
 Research project 0 %
 Quizzes 0 %
 Other 0 %

Additional information:

This course will be primarily conducted frontally in class (with some possible online learning, asynchronous prerecorded lectures, zoom discussions or media materials to be watched independently). The course will be very interactive and requires active participation and engagement with the materials by students.

The course includes a lecture/discussion group (2 credits) and a workshop to develop personal/group projects (2 credits).

This course is part of the Multiversity Project, for further details contact:
multiversitas@mail.huji.ac.il

Important note: On the Moodle this course appears as course 34163