



Syllabus

Education Gender and Inequality: Practice and workshop - 34259

Last update 15-05-2024

HU Credits: 4

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. Please note: The course includes a workshop during which a project will be planned, and students are required to register for the Multiversita program.

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 vice 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:

the describe and taught concepts basic the of understanding Demonstrate [] [] trends and main arguments of the studies
and naming by thinking gendered critical of variety a apply intelligently To [] [] comparing them
and thinking gendered through challenges educational-social diagnose To [] [] identify links between the manner of diagnosing the problem and the proposed solutions
from phenomena relevant thinking gendered critical of help the with identify To [] [] the social-educational daily life of the students and cultural performances with which they are familiar and analyze how they operate

that express and political the and personal the between connections identify To □□λ through naming phenomena from daily life in their larger social context and vice versa

for taken the challenge that questions open (writing in or verbally) draft To □□λ 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.

in language and methods sensitive-diversity and sensitive-gender apply To □□λ students' practices of learning and teaching (to the extent these are expressed in the course)

,perspectives different of number a through critically claims examine To □□λ including being aware of the limitations of each point of view, its basic assumptions and the lacunae in the existing knowledge.

to able be to and article academic an in arguments main the identify To □□λ summarize them in the student's own words.

while clearly claim your craft and readings the regarding stand a take To □□λ bringing supportive arguments and addressing missing, contradictory information or information that weakens the argument.

and defined-well is which intervention educational an develop and design To □□λ doable which aims to contend with a problem the student identified in the area of gender, education and inequality

course the between connections the on (writing in or verbally) reflect To □□λ materials and students' own life experience and worldviews
learning own your for responsibility Take □□λ

Attendance requirements(%):

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, recorded lectures, 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

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- *Education as care work, relational learning*
 - *Social-Educational Activism and Entrepreneurship for Gender Equality (Analysis and Developing Action)*

Required Reading:

שיעור 1

סנוף-פילפול, א. וזאבי, מ., 2017. לקסיקון מגדר. אוניברסיטת תל-אביב.
Routledge Rich, A. (1977). *Claiming an Education*. In *Speech delivered at the convocation of Douglass College*

שיעור 2

□ הרצוג, ח. 2009. "במבחן הזמן: מבט ביקורתי על גלגולו של השיח על מגדר". עיונים בשפה וחברה 2 (1), עמ' 10-30.

□ 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.

שיעור 3

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.

שיעור 4

□ גלזנר, 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: 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,

שיעור 5

□ וולף, נעמי. מיתוס היופי: על השימוש בייצוגים של יופי נגד נשים. תרגמו מאנגלית: פימנטל, ד' ונוה,

ח'. הקיבוץ המאוחד, סדרת מגדרים. עמ' 9-26.

□ Wolf, Naomi. 2002. *The Beauty Myth: 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.

□ 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. וקומס, מ. (עורכות). נערות וגופן: מדברות, נוכחות, נסתרות. מאגנס. עמ' 113-133.

שיעור 6

□ אורנר, א. וקנולר נ. (2021). "המורה אפשר? אפשר להגיד?" כיצד תלמידים ותלמידות משתתפים/ות בדיון ואיך אפשר לקדם השתתפות הוגנת?. מהלך השקפה, אוניברסיטת בן גוריון, אוניברסיטת ת"א, האוניברסיטה העברית ומשרד החינוך.

□ Pinson, H., Feniger, Y. & Barak, Y. (2020). *Explaining a reverse gender gap in advanced physics and computer science course-taking: An exploratory case study comparing Hebrew-speaking and Arabic-speaking high schools in Israel*. *Journal of Research in Science Teaching*, 57 (8).

שיעור 7

□ Massry-Herzallah, A. and Arar, K. (2019), "Gender, school leadership and teachers' motivations: The key role of culture, gender and motivation in the Arab education system", *International Journal of Educational Management*, Vol. 33 No. 6, pp. 1395-1410.

□ בוקובזה, ג. (2017). הדרמה של הגבריות החדשה. מודן. עמ' 51-9. (ויש גם מאמר ביקורת על הספר)

□ קמיר, א. (2011). "ציונות, גבריות ופמיניזם: הילכו שלושה יחדיו בלתי אם נועדו". בתוך: מ. שילה וג. כ"ץ (עורכים). עיונים בתקומת ישראל: מגדר בישראל. עמ' 443-470. מכון בן-גוריון, אוניברסיטת בן-גוריון בנגב.

שיעור 8

□ 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.

שיעור 9

□ נודינגס, נ. 2008. "דאגה אכפתית בחינוך: הלכה ומעשה". הד החינוך 6:82, עמ' 58-66. (שימו לב שכל הגיליון עוסק בחינוך פמיניסטי □ מוזמנותים לעיין...) מופיע גם בקישור הזה

קריאת רשות/הרחבה:

□ McKenzie, M., and Blenkinsop, S. 2006. □ *An ethic of care and educational practice*. □ *Journal of Adventure Education & Outdoor Learning*, 6:2, 91-105

שיעור 10

גור זיו, ח. 2013. "הפדגוגיה הפמיניסטית ושילובה בפדגוגיה הביקורתית". פדגוגיה ביקורתית פמיניסטית וחינוך לתרבות של שלום. מופת, עמ' 51-96.

McCusker, G. 2017. "A feminist teacher's account of her attempts to achieve the goals of feminist pedagogy", *Gender and Education*, 29:4, 445-460.

Additional Reading Material:

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 50 %

Active Participation / Team Assignment 10 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 40 %

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). The course includes a day trip off-campus.

Attendance and participation in classes are mandatory. When technologically possible classes will be recorded. However, recordings will only be made available to students who had to miss a lesson for justifiable reasons. Permission to watch recordings will be given on a personal basis, contingent on a request to the lecturer, as well as towards the end of the semester for review of the materials prior to submitting assignments.