

Gender, Ethics, and Education:
Philosophical Issues

**Ontario Institute for Studies in Education
of the University of Toronto**
TPS 1439
Winter, 2001
Wednesday, 5:30-8:00 p.m.
Room: TPS Seminar Room

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Philosophy, applied to the world, can help us see what's really there.
(Judith Andre, 1995)

Although most Canadians believe that schools should promote equal opportunity, when we focus on gender, schools often mirror the same gender injustices found in our society. What role can schools play in building a society that is gender just, a society in which men and women equally contribute to and have full access to knowledge, enjoy resources, possess self-esteem and are free from fear and harassment? How does educational theory promote or hinder the attainment of this goal? This course is framed by the assumption that philosophical thinking can help us to answer these questions.

This course will examine the role of education and educational theory in the construction and reproduction of gender inequality. Primarily using philosophical texts, we will develop the conceptual framework necessary to examine the macroscopic relations between self, schooling and society in regards to gender. In addition, we will turn this conceptual lens upon the literature of educational theory to explore the role that educational theory has played in perpetuating gender hierarchies. The course will move from theoretical considerations concerning the concepts of gender, oppression and power to an examination of how gender impacts our understanding of moral experience and moral theory. We will then ask, if gender effects our interpretation, articulation and theorizing about moral experience, what implications does this have for our understanding of educational ends and methods of teaching?

Finally, students will apply this critical lens to contemporary educational issues involving gender as well as to their own private experiences as educators.

The course will be conducted primarily in a discussion mode. Sometimes this will necessarily be personally revealing. A constraint on this discussion upon which I insist is that we each individually, and all collectively, speak and listen in such a way as to actively respect the differences we bring to the class, both in moral point of view and in terms of social/political vulnerability.

Requirements:

Your final grade will be based upon the usual expectations of reading specified material and class participation, in addition to:

- (1) Self-reflective journal writing – For each reading assignment you will be asked to keep a journal of your reflections (1-2 pages typed). In this reflection, you are asked to highlight a point, idea, sentence, or argument in at least one of the readings that made an impression on you positively or negatively and why. In addition, you are to think of at least one *critical question* that the readings provoke for you that can be posed for class discussion. You may be asked to share your journal entries with the class. Each journal entry will be collected at the end of class but will not be graded individually.

Instead you will receive a composite grade reflecting the quality of all your journal entries towards the end of the term.

In addition, the class will begin each week with a student presenting a brief summary (what was the authors main point, main argument - one or two paragraphs) of one of the assigned readings for that week. This task will rotate continually among the students for the entire term. Depending on the size of the class, each student will have to a summary a number of times throughout the term.

- (2) Class Presentation - In these presentations, you will explore a contemporary educational issue or question involving gender from the framework of the conceptual lens developed in the first part of the course. You will be responsible for raising critical questions for discussion and leading the class discussion. Your presentation must be based on at least 3 articles/papers that were approved by me and then distributed to the class at least one week in advance of your presentation. Some recommended topics will be suggested below and I can recommend some articles for each topic or you can research your own. I am also open to topics of particular interest to you that are not mentioned below.
- (3) Final Paper – A final paper of 10 – 15 pages (typewritten and double-spaced) may be on the topic of your presentation, or a standard academic paper on a philosophical topic pertaining to the themes of the course. Another option is to organize your final paper around your self-reflective journals utilizing and closely analyzing the literature read for the course. **Deadline for submission of final papers:**

May 1, 2001

Your final grade for the course will be based on the following:

Class participation	10%
Weekly Journals and Summaries	10%
Class Presentation	20%
Final Paper	60%

Schedule of Topics and Readings

Week 1 (Jan. 10): Introduction

Week 2 (Jan. 17): Some Traditional Views of Women and Education

Jean Jacques Rousseau - Selections from Emile (Chapter V - Sophy, or Woman) In J. English, ed., *Sex Equality*. Englewood Cliffs, NJ: Prentice-Hall pp. 42-47.

Jane Roland Martin (1981) "Sophie and Emile: A Case Study of Sex Bias in the History of Educational Thought." *Harvard Educational Review* 51/3, pp. 357-372.

Mary Wollstonecraft - Selections from the *Vindication of the Rights of Woman*, 1792

Carolyn W. Korsmeyer (1976). "Reason and Morals in the Early Feminist Movement: Mary Wollstonecraft." In C. Gould and M. Wartofsky, *Women and Philosophy: Toward a Theory of Liberation*. New York: Capricorn Books, pp. 97-111.

Week 3 (Jan. 24): Feminism, Liberalism, Equality and Sex-blindness

Sandra Acker (1987). "Feminist Theory and the Study of Gender and Education." *International Review of Education* 33, pp. 419-435.

Marion Tapper (1986). "Can a Feminist Be a Liberal?" *Australasian Journal of Philosophy*, Supplement to Vol. 64., pp. 37-47.

Alison Jaggar (1990). "Sexual Difference and Sexual Equality." In Deborah Rhode, ed., *Theoretical Perspectives on Sexual Difference*. Yale University Press, pp. 239-254.

Kathryn Pauly Morgan (1996). "Describing the Emperor's New Clothes: Three Myths of Educational (In-)Equity." In Ann Diller, Barbara Houston, Maryann Ayim, and Kathryn Morgan, eds., *The Gender Question in Education: Theory, Pedagogy, and Politics*. Boulder, Colorado: Westview, pp. 105-122.

"How are you gendered?" - special journal assignment due today

Week 4 (Jan. 31): Gender as a Social Construction

Judith Lorber (2000). "Using Gender to Undo Gender: A Feminist Degendering Movement." *Feminist Theory*, 1/1, pp. 79-95.

Lois Gould (1972). "X: A Fabulous Child's Story" *Ms.*, 1/6, December, 1972

Joyce Trebilcot (1977). "Sex Roles: The Argument from Nature." In J. English, ed., *Sex Equality*. Englewood Cliffs, NJ: Prentice-Hall, pp. 121-129.

Linda Nicholson (1998). "Gender." In A. Jaggar and I. Marion Young, eds., *A Companion to Feminist Philosophy*. Malden MA: Blackwell, pp. 289-297.

Candace West and Don H. Zimmerman (1987). "Doing Gender." *Gender & Society*, 1/2, (June) pp. 125-151. Also in K. Myers, C. Anderson and B. Risman, eds., *Feminist Foundations: Towards Transforming Sociology*. Thousand Oaks, CA: SAGE, pp. 167-189.

Excerpts:

Simone de Beauvoir - *The Second Sex*

Evelyn Nakan Glenn (1999). "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework." In M. Marx Ferree, J. Lorber, and B. Hess, eds., *Revising Gender*. Thousand Oaks, CA: Sage.

Judith Lorber (1994). *Paradoxes of Gender*. New Haven: Yale University Press (Chapter 1: "'Night to His Day': The Social Construction of Gender.")

Week 5 (Feb. 7): Gender and Oppression

Marilyn Frye (1983). "Oppression." "Sexism" In Frye, *The Politics of Reality: Essays in Feminist Thought*. Crossing Press, pp. 1-16, 17-40

Martha Minow (1990). "Sources of Difference." In Minow, *Making All the Difference: Inclusion, Exclusion, and American Law*. Ithaca: Cornell University Press, pp. 49-78.

Sandra Lipsitz Bem (1998). "In a Male-Centered World, Female Differences are Transformed into Female Disadvantages." In Paula Rothenberg, ed., *Race, Class, and Gender in the United States: An Integrated Study*. Fourth Edition, New York: St. Martin's Press, pp. 48-52

Susan Bordo (1997). "Can a Woman Harass a Man? Toward a Cultural Understanding of Bodies and Power." *Philosophy Today*, Spring, pp. 51-66

Peggy Orenstein (1994). "Learning Silence: Scenes from the Class Struggle." In Orenstein, *School Girls: Young Women, Self-Esteem, and the Confidence Gap*. New York: Anchor Books, pp. 3-33.

Week 6 (Feb. 14): Gender/Power - Institutionally Supported Power

Thomas E. Wartenberg (1992). "Situated Social Power." In Wartenberg, ed., *Rethinking Power*. Albany, SUNY Press, pp. 79-101.

Barbara Applebaum and Dwight Boyd (2000). "The Meaning of Dominance, the Dominance of Meaning, and the Morality of the Matter." In Mal Leicester, Celia Modgil and Sohan Modgil, eds., *Education, Culture and Values*, Vol. IV, *Moral Education and Pluralism*. London: Falmer Press, pp. 32-46.

Mark Maier (1997). "Invisible Privilege: What White Men Don't See." *The Diversity Factor* 5/4 pp. 28-33.

Kathryn Pauly Morgan (1996). "The Perils and Paradoxes of the Bearded Mothers." In A. Diller, B. Houston, K. P. Morgan and M. A. Ayim, eds., *The Gender Question in Education: Theory, Pedagogy, and Politics*. Boulder: Westview Press, pp. 124-134.

Barbara Applebaum (2000). "On Good Authority or is Feminist Authority an Oxymoron?" In R. Curren, ed., *Philosophy of Education*, Urbana-Champaign: Philosophy of Education Society, pp. 307-317.

Week 7 (Feb. 21): Gender, Knowledge and the Curriculum

Jane Gaskell and Arlene McLaren (1991). *Women and Education*. (Part 3: The Nature of Curriculum: Whose Knowledge?) pp. 222-232.

Mary Kay Thompson Tetreault (1993). "Classrooms for Diversity: Rethinking Curriculum and Pedagogy." In J. Banks and C. A. McGee Banks, eds., Boston: Allyn & Bacon, pp. 129-148.

Sharon Bailin (1995). "Is Critical Thinking Biased?: Clarifications and Implications." *Educational Theory*, 45/2, pp. 191-197.

Barbara Thayer-Bacon (1998). "Transforming and Redescribing Critical Thinking: Constructive Thinking." *Studies in Philosophy and Education*, pp. 1-26.

Week 8 (Feb. 28): Gendered People: How Do We Get This Way?

Sandra Lee Bartky (1990). "On Psychological Oppression." In Bartky, *Femininity and Domination: Studies in the Phenomenology of Oppression*. New York: Routledge, pp. 22-32.

Janet Shilbey Hyde (1999). "How Women are Treated in Language." In Virginia Cyrus, ed., *Experiencing Race, Class, and Gender in the United States*. Mayfield, pp. 67-70.

Matina Horner (1969). "Fail: Bright Women." *Psychology Today* 3/6, pp. 36-38.

R.W. Connell (1996). "Teaching the Boys: New Research on Masculinity and Gender Strategies for Schools." *Teachers College Record*, vol. 98, pp. 206-35.

Kathryn Pauly Morgan (1994). "Women and the Knife: Cosmetic Surgery and the Colonization of Women's Bodies." In A. M. Jaggar, ed., *Living with Contradictions: Controversies in Feminist Social Ethics*, Boulder: Westview Press, pp. 239-256.

Myra and David Sadker (1998). Excerpts from *Failing at Fairness: How America's Schools Cheat Girls*.

Jane Roland Martin (1999). "Gender in the Classroom: Now You See It, Now You Don't." *Democracy and Education*, Winter, pp. 9-13.

Week 9 (March 7): Gendered Aims of Education

Jane Roland Martin (1982). "The Ideal of the Educated Person." *Philosophy of Education 1981: Proceedings of the 37th Annual Meeting of the Philosophy of Education Society* 3-20.

J.C. Walker and M.A. O'Loughlin (1984). "The Ideal of the Educated Woman: Jane Roland Martin on Education and Gender." *Educational Theory*, 34/4, pp. 327-340.

Harvey Siegel (1983). "Genderized Cognitive Perspectives and the Redefinition of Philosophy of Education." *Teacher's College Record* 85/1, pp. 100-119.

Jane Roland Martin (1984). "Taking Sophie Seriously." *Philosophy of Education 1983: Proceedings of the 39th Annual Meeting of the Philosophy of Education Society*, pp. 53-56.

Donald Arnstine (1984). "Siegel's Arguments, Martin's Sympathies, and the Rest of Us Poor Folk." *Philosophy of Education 1983: Proceedings of the 39th Annual Meeting of the Philosophy of Education Society*, pp. 57-60.

Week 10 (March 14): Spring Break

Week 11 (March 21): Critique of Traditional Ethical Theory - Feminine Alternatives

Kathryn Pauly Morgan (1987). "Women and Moral Madness." In Marsha Hanen and Kai Nielsen, eds., *Science, Morality and Feminist Theory*. Calgary, Alberta: The University of Calgary Press, pp. 201-226.

Rosemary Tong (1993). "Carol Gilligan's Ethics of Care." In Tong, *Feminine and Feminist Ethics*. Belmont, CA: Wadsworth, pp. 80-107.

Rosemary Tong (1993). "Nel Nodding's Relational Ethics." In Tong, *Feminine and Feminist Ethics*. Belmont, CA: Wadsworth, pp. 108-134..

Week 12 (March 28): Feminist Ethics - Critiquing Caring

Barbara Houston (1987) "Rescuing Womanly Virtues: Some Dangers of Moral Reclamation." In Marsha Hanen and Kai Nielsen, eds., *Science, Morality and Feminist Theory*. Calgary, Alberta: The University of Calgary Press, pp. 237-262.

Barbara Houston (1990). "Caring and Exploitation." *Hypatia* 5/1, pp. 115-120.

Sarah Lucia Hoagland (1990). "Some Concerns About Nel Noddings' Caring." *Hypatia* 5/1, pp. 109-114.

Claudia Card (1990). "Caring and Evil." *Hypatia* 5/1, pp. 101-108.

Nel Noddings (1990). "A Response." *Hypatia* 5/1, pp. 121-126.

Week 13 (April 4): The Dangers of Essentialism

Elizabeth V. Spelman (1988). *Inessential Woman: Problems of Exclusion in Feminist Thought*. Boston: Beacon Press. (Introduction, Chapters 5)

Maria C. Lugones and Elizabeth V. Spelman (1983). "Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for 'The Women's Voice.'" *Women's Studies International Forum*, vol. 6, no. 6, pp. 573-581.

Audrey Thompson (1998). "Not the Color Purple: Black Feminist Lessons for Educational Caring." *Harvard Educational Review*, 68/4, pp. 522-554.

Week 14 (April 11): Presentations

Recommended Topics for Presentations

Promoting Dialogue across Difference
Gender and Educational Administration
Gender and Science Education
Schools and Sexual Harassment
Should education be gender free?
Autonomy as an Educational Ideal
**The Place of Reason/Rationality/
Critical Thinking in Education**
Shortchanging Boys?

Single-Sexed Schools
Teacher Authority and Gender
Feminist Pedagogy
Language, Gender and Education
Men, Feminism and Education
**Sex Education, Sexuality and
Gender**
Gender and Ed. Leadership

Week 9 (Feb. 28): Essentialism and The Dangers of Considering Gender Independently of Race

Patricia Hill Collins (1990). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge. (Chapter 5)

Week 13 (March 28): Some Educational Implications

Mary Kay Thompson Tetreault (1993). "Classrooms for Diversity: Rethinking Curriculum and Pedagogy." In J. A. Banks and C. A. McGee Banks, eds., *Multicultural Education: Issues and Perspectives*. 2nd edition, Boston: Allyn and Bacon, pp. 129-148.

Barbara Houston (1994). "Should Public Education Be Gender Free?" In L. Stone, ed., *The Education Feminism Reader*, 1994, New York: Routledge, pp. 122-134.

Ruth Zambrana (1994) "Towards Understanding the Educational Trajectory and Socialization of Latina Women." L. Stone, ed., *The Education Feminism Reader*, 1994, New York: Routledge, pp. 135-145.

Elizabeth Chamberlain and Barbara Houston (1999). "School Sexual Harassment Policies: The Need for Both Justice and Care." In M. S. Katz, N. Noddings and K. A. Strike, eds., *Justice and Caring:: The Search for Common Ground in Education*. New York: Teachers College Press, pp. 146-166.

Jane Roland Martin (1999). "Gender in the Classroom: Now You See It, Now You Don't." *Democracy and Education*, Winter, pp. 9-13.

Dorothy E. Smith (1991). "An Analysis of Ideological Structures and How Women are Excluded: Considerations for Academic Women." In J. Gaskell and A. McLaren, *Women and Education*. Calgary, Alberta: Detselig, pp. 233-256.

Magda Lewis and Roger I. Simon (1991). "A Discourse Not Intended for Her: Learning and Teaching Within Patriarchy." In J. Gaskell and A. McLaren, *Women and Education*. Calgary, Alberta: Detselig, pp. 257-274.