

Gender, Sexuality, and Education

Educational Studies (EDUC 319), Trinity College
Fall 2024 | Tues/Thurs 1:30-2:45pm | McCook 311

Professor: Khrysta A. Evans

Email: Khrysta.Evans@trincoll.edu

Office: McCook 318

Office Hours: Tuesday 3:30-5:30pm in my office. You welcome to show up but there might be a student so I encourage you to [use this link](#) to sign up. If these times do not work for you please email me to request additional times.

Course Description:

The course explores how gender and sexuality are conceptualized, practiced, protected, and policed in K-12 schools in the United States, with some attention to international and out-of-school contexts. While typically, we think about gender, sexuality, race, and class as standalone identities, in this class we will examine how they intersect and shape the experiences of youth. The course will start with a theoretical section focused on how gender and sexuality have been constructed in the United States. Students will develop an intersectional approach to understanding different educational experiences. The remaining sections will focus on contemporary literature that centers educational research, policies, and practices. Through this course students will explore how different educational environments and experiences differently socialize students.

Learning Objectives

By taking this course students will

- i. Examine theories that help to explain how gender and sexuality, both as individual and intersected identities, have become situated as normal, natural, and static concepts.
- ii. Describe and critique how students are racialized and gendered within schools and analyze how this shapes their different educational outcomes and experiences.
- iii. Articulate and evaluate how the material realities related to gender and sexuality (social and physical) are simultaneously shaped by race and gender and explain the implications for students learning experiences.
- iv. Produce and analyze qualitative research on gender and sexuality in K-12 schools.

Course Assignments and Evaluation:

Assignment	Due Date	Points
Critical Response Papers Memos <ul style="list-style-type: none"> • Critical Response Paper 1 (10) • Critical Response Paper 2 (10) 	Each critical response is due on 12pm the day before the assigned readings.	20
What Have We Read <ul style="list-style-type: none"> • Class Presentation Plan (10) • Class Presentation (10) 	Class Presentation plan is due the week before you present Class Presentation happens on “What Have We Read” days	20
Research Project <ul style="list-style-type: none"> • Ethics Training (5) • Reading Notes (5) • Annotated Bibliography (5) • Interview Transcript (5) • Interview Memo (5) • Data Analysis Memo (5) • Final Paper (20) 	Ethics Training – September 12 Reading Notes + Annotated Bib – October 1 Interview Transcript – October 29 Interview Memo- October 31 (before class) Data Analysis Memo – November 19 Final Paper – December 16 11:59 pm	50
Participation		10
Total Points		100

Your final course grade will be calculated by dividing the total points earned by the total points possible. The grading scale is as follows:

A+ 97-100%	B+ 87-89%
A 93-96%	B 83-86%
A- 90-92%	B- 80-82%
C+ 77-79%	D+ 67-69%
C 73-76%	D 63-66%
C- 70-72%	D- 60-62%
	F < 59%

Description of Assignments

Participation: Class is a place where you get to exchange, develop, and strengthen your ideas. By participating in this class, my aim is that you find equal opportunity to learn from your peers, the texts, and myself. To reach this goal this means that you are required to participate in the course. While this can look different for different students, it is a requirement that all students participate in class.

What does participation look like?

- Completing reading and media assignments.
- Engaging with your classmates about the materials. Come to the class interactions utilizing your questions and reading notes!
- Respecting classmates as human beings—even if you disagree with a classmate’s perspectives.
- Practice deep listening.
- Contributing to the dialogue without excessive dominance or persistent silence.
- Engaging critically with the material. This includes making connections between class texts; and connecting coursework from other classes or current events.
- Attending events outside of class and bringing those experiences and ideas learned into the course. While this is not a requirement it is a way that you can participate. If this is something you choose to do, please discuss this with Professor Evans beforehand. Getting participation points for attending these events will require that you take a selfie at the event and answer some guiding questions.

Please check in with the instructor if you are experiencing challenges. I will do my best to support you.

Critical Response Papers: Critical response papers will give you the opportunity to develop your critical thinking and writing skills in this class. You will write two critical response papers related to a selection of course readings in a unit. This will be an opportunity for you to synthesize themes and concepts from our course readings and discussions, assess the merits and/or shortcomings of one or more of the texts, and pose questions related to the readings for that day. These papers should be uploaded onto Moodle by 12 pm the day before the class session in which we will be discussing the readings you write about in your response. One critical reading response should be associated with the unit you chose for your What Have We Read day, the other will be due during a separate unit of your choosing. You are still expected to be prepared to discuss the material for the weeks that you choose not to submit a critical response paper. A handout detailing the critical response guidelines (as well as a sign up) will be provided in class. You can only do one critical response paper per unit.

What Have We Read: These class sessions signal the end of a unit and are intended to be discussion days. The point of these sessions is to have time to review what we read in this unit, answer any lingering questions about the information provided in the text, and apply these lessons to larger society. While there are no readings assigned by me, to guide our learning

groups of students will sign up to lead class that day. As part of leading class you all will decide on a “text” that you will assign for their What Have We Read session. Students should choose a text (this can be a newspaper article, media, song, etc.) that connects to the lessons from one of the sessions from that unit. Texts, while relatively short, should help build their classmates learning. The week before the session, the group will meet with me to go over their written plan for the course.

Research Project: As part of this course, you all will conduct a research project where you interview students at Trinity about their K-12 educational experiences as it relates to the themes of this course. As a class we will review the different elements of the research paper and there will be student conferences, time in class for you all to work in groups to develop your paper. While you will interview students in pairs and work together to code your data, your final product will be an individually written research paper. Your paper should be 4-5 pages, single space, and include the following elements: problem/issue statement, thesis statement, reflection on researcher positionality, literature review, methods, findings, discussion, and implications for policy, practice, and future research. You may use all or part of your analytic memos within the paper, although you will likely find that you will need to edit or add to your earlier analyses

Additional Course Grading Policies

Attendance: As a professor I aim to build community with my students where we are learning from each other and the assigned texts. A large part of doing this depends on your attendance. To that end, attendance is built into your participation grade. I will also have you sign into each class and keep track of attendance. If you do have to miss class please just let me know. I do not need to in depth details and any reason is valid. Please note: Students are permitted by university policy to be absent from class to observe a religious holiday.

Use of AI (Adapted from Alex Helberg, Trinity College and Mili Bhatnagar, UW-Madison): Without a doubt AI tools (such as ChatGPT, Grammarly, and Copilot) are here to stay and while they are helpful in some cases, they often take away your voice and ability to engage in critical analysis. With that in mind, for this course, the policy is that AI is **permitted** in the case of checking grammar and style (spell check feature on Microsoft Word and Grammerly). AI is **not permitted** to use generative AI in this course for the following activities:

- Impersonating you in course instruction, such as by using the tool to respond to discussion board prompts.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.
- Using AI to develop paper outlines.

When in doubt about permitted usage, please ask the instructor for clarification. However, a word of caution: any attempt to pass off A.I. writing as your own in this class constitutes a violation of Trinity College's intellectual honesty policy. As the Student Handbook explains, “Intellectual honesty assumes that students do their own work and that they credit properly those

upon whose work and thought they draw” (28-37; 28). Failure to abide by the policy may result in censure, suspension, or even expulsion.

It is simply much easier to write your own work in this class. A.I. writing tools are notoriously context-blind, and in a class where written work draws on localized concepts and points of discussion from our class (including written reflections on your own personal writing process), you’re likely going to get frustrated if you try to ask an A.I. to perform these tasks for you. Also on your written assignments I work hard to provide you with in-depth feedback that you can use to improve future assignments. I am also available during office hours to help you think through any writing. –

Late Assignments: In this class the assignments are developed with two goals in mind: 1. To help you learn how to read and analyze texts and 2. To help you with your research project. Not completing your assignments on time hurts both efforts and in some cases has a negative impact on the progress of your classmates. To that end only these assignments will be accepted late (Ethics Training, Reading Notes & Annotated Bibliography) if students have a conversation with Professor Evans without penalty.

Helpful Things to Know (Adapted with thanks to Dr. Eve Ewing)

Trinity College Writing Center: We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the Trinity College Writing Center located at 115 Vernon (the English Department Building) in Room 109. Feel free to use this resource at any stage in the writing process and/or for assistance with your final presentation slides.

Trinity College Library. Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make an appointment with any librarian, our social science librarian, has particular expertise in the library sources relevant to our class. Student Technology Assistants.

The Student Technology Assistants (STA) work with Trinity’s Research, Instruction, and Technology (RIT) staff to provide in-person and remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at stahelp@trincoll.edu or visit them in person (they are normally located in the Center for Educational Technology-LITC 105).

SensusAccess File Converter. If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity’s RIT website includes additional details on the SuccessAccess File Converter.

Title IX Resources and Mandated Reporting. As a faculty member, I am considered a “Responsible Employee.” This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity’s Title IX Coordinator or Deputy Coordinator. See

Trinity's Title IX website for additional information. If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

- Spiritual and Religious Life, Trinity College Chapel, (860) 297-2013
- Counseling and Wellness Center: (860)-297-2415

In addition, the following "Confidential Employees" are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

- The Health Center: Trinity Hall, (860) 297-2018
- Women & Gender Resource Action Center (WGRAC), Mather Hall, 2nd Floor, (860) 297-2408
- Queer Resource Center (QRC), 114 Crescent Street, (860) 987-6273

Mental Health. Many of us face issues with our mental health over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the Counseling and Wellness Center, or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic. We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help. I ask that you be patient with me if the challenges to the semester force me to make lastminute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

Course Schedule

All course materials will be available on Moodle. There are no books you need to purchase.

3-Sep Introduction Class

Unit 1: Theoretical Foundations for Understanding Gender and Sexuality

5-Sep What is gender?

- Lugones, M. (2020). Gender and Universality in Colonial Methodology. *Critical Philosophy of Race*, 8(1–2), 25–47. <https://doi.org/10.5325/critphilrace.8.1>
- Fennell, S., & Arnot, M. (2008). Decentering hegemonic gender theory: The implications for educational research. *Compare*, 38(5), 525-538.

Suggested Reading:

- Greway, I. & C. Kaplan (2006) Social and Historical Construction of Gender. *Introduction to Gender and Women's Studies*, p. 1-5.

10-Sep Exploring Sexuality

- Robinson, K. H., & Davies, C. (2018). A history of constructions of child and youth sexualities: Innocence, vulnerability, and the construction of the normative citizen subject. *Youth Sexualities: Public Feelings and Contemporary Cultural Politics [2 volumes]*, 1.
- Fields, J., Gilbert, J., & Miller, M. (2015). Sexuality and education: Toward the promise of ambiguity. In J. DeLamater & R. F. Plante (Eds.), *Handbook of the sociology of sexualities* (pp. 371–387). Springer International Publishing.

To-Do In Class: Students sign up for What Have We Read Weeks

12-Sep: Intersectionality

- Combahee River Collective. (1977). The Combahee River Collective Statement. 1, 1–11. [https://americanstudies.yale.edu/sites/default/files/files/Keyword Coalition_Readings.pdf](https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf)
- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis. *The University of Chicago Press*, 38(4), 785–810. <https://doi.org/10.1017/CBO9781107415324.004>

17-Sep What Have We Read

Unit 2: Using Race, Gender, and Ethnicity to Understand Educational Persistence

19-Sep

- Laymon, K. (2018). *Heavy: An American Memoir*. Simon and Schuster. 1-62
- Romanski, A.; Gardner, D.; Kleiner, J. (Producers), & Jenkins, B. (Director). (2016). *Moonlight* [Motion picture]. Country of origin: A24. *Content warning: There is sex, adult language, and physical violence*

24-Sep

- Allen, Q. (2017). “They write me off and don't give me a chance to learn anything”: Positioning, discipline, and Black masculinities in school. *Anthropology & Education Quarterly*, 48(3), 269-283.
- Bryan, N. (2018). ‘Playing with or like the girls’: advancing the performance of ‘multiple masculinities in Black boys’ childhood play’ in U.S. early childhood classrooms. *Gender and Education*, 31(3), 309–326. <https://doi.org/10.1080/09540253.2018.1447091>

26-Sep

- Wallace, D. (2023). *The Culture Trap: Ethnic Expectations and Unequal Schooling for Black Youth*. Oxford University Press. - Read Chaps 5
- McQueen, S. (Director). (2020). *Education* [Film].

1-Oct **What Have We Read**

Unit 3: Understanding Queer and Trans Students Experiences in School

3-Oct

- Meyer, E. J., Leonardi, B., & Keenan, H. B. (2022). *Transgender Students and Policy in K-12 Public Schools: Acknowledging Historical Harms and Taking Steps toward a Promising Future*. National Education Policy Center.
- Gorse, M. M., Bacolores, J. P., Cheung, J., & De Pedro, K. T. (2021). Teen, Queer, and Asian: Lesbian, Gay, Bisexual, Transgender, Queer, Plus Asian American Students’ Experiences in Schools. *Journal of School Health*, 91(11), 906–914. <https://doi.org/10.1111/josh.13077>

8-Oct

- Katz-Wise, S.L., Galman, S.C., Friedman, L.E., and Kidd, K.M. (2022). Parent/caregiver narratives of challenges related to raising transgender and/or nonbinary youth. *Journal of Family Issues* 43, 12, 3321-3345.
- Quinn, T. M. (2007). “You make me erect!”: Queer girls of color negotiating heteronormative leadership at an urban all-girls’ public school. *Journal of Gay and Lesbian Issues in Education*, 4(3), 31–47. https://doi.org/10.1300/J367v04n03_04

10-Oct

- Reid, S. (2022). Exploring the Agency of Black LGBTQ+ Youth in Schools and in NYC’s Ballroom Culture. *Teachers College Record*, 124(6), 92-117. <https://doi.org/10.1177/01614681221111072>
- Chmielewski, J, Belmonte, K., Stoudt, B., & Fine, M. (2016). Intersectional inquiries with LGBTQ and gender nonconforming youth of color: Participatory research on discipline disparities at the race/sexuality/gender nexus. In Skiba, R, Mediratta, K, Rausch, M.K. (Eds.) *Inequality in School Discipline*, (pp. 171-188). Palgrave Macmillan.

15-Oct NO CLASS

17-Oct What Have We Read

Unit 4: Brief Overview of Qualitative Data Collection and Analysis

22-Oct

- Lareau, A. (2021). *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up*. University of Chicago Press. Chaps 4+ 5

24-Oct

- Tuck, E., & Yang, K. W. (2014). R-words: Refusing research. *Humanizing research: Decolonizing qualitative inquiry with youth and communities*, 223, 248.
- Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International journal of qualitative studies in education*, 16(2), 175-196.

29-Oct

- EVERYONE READ: Saldana, J. (2018). *Writing qualitatively: The selected works of Johnny Saldaña*. Routledge.
- JIGSAW
 - Bazeley, P. (2009). Analysing qualitative data: More than ‘identifying themes’. *Malaysian journal of qualitative research*, 2(2), 6-22.
 - Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International Management Review*, 15(1), 45-55

31-Oct Student Conferences

Unit 5: What's Place Got to Do With it? Understanding the role of place in Education

5-Nov

- Diamond, J. B., Posey-Maddox, L., & Velázquez, M. D. (2021). Reframing Suburbs: Race, Place, and Opportunity in Suburban Educational Spaces. *Educational Researcher*, 50(4), 249–255. <https://doi.org/10.3102/0013189X20972676>
- Twine, F. W. (1996). Brown Skinned White Girls: Class, culture and the construction of white identity in suburban communities. *Gender, Place & Culture*, 3(2), 205–224. <https://doi.org/10.1080/09663699650021891>

7-Nov

- Khan, S., (2011). *Gender and the Performance of Privilege*. In *Privilege: The Making of an Adolescent Elite at St. Paul’s School*. (p. 114-150). Princeton University Press. Introduction and Chapter 4

12-Nov

- Wang, A. (2000). Asian and white boys' competing discourses about masculinity: implications for secondary education. *Canadian Journal of Education/Revue canadienne de l'éducation*, 113-125.
- Morris, E. W. (2008). "Rednecks," "rutters," and 'rithmetic: Social class, masculinity, and schooling in a rural context. *Gender and Society*, 22(6), 728–751.
<https://doi.org/10.1177/0891243208325163>

14-Nov

- Mahoney, C. (2020) "Weird' to be Asian: Racism and Interculturality in an Elite Girls' School". *Journal of Intercultural Studies*, 41(6), 708-722.
<https://doi.org/10.1080/07256868.2020.1831453>.
- Tokunaga, T. (2016). 'We dominate the basement!': how Asian American girls construct a borderland community. *International Journal of Qualitative Studies in Education*, 29(9), 1086–1099. <https://doi.org/10.1080/09518398.2016.1201162>

Suggested Reading:

- Lei, J. L. (2003). (Un) Necessary toughness?: Those" loud Black girls" and those" quiet Asian boys". *Anthropology & Education Quarterly*, 34(2), 158-181.

19-Nov

- Shange, S. (2019). Black Girl Ordinary: Flesh Carcerality, and the Refusal of Ethnography. *Transforming Anthropology*, 27(1), 3–21.
<https://doi.org/10.1111/traa.12143.3>
- Eggleston, T. A., & Miranda, A. H. (2009). Black Girls' Voices: Exploring their lived experiences in a predominately white high school. *Race/Ethnicity: Multidisciplinary Global ...*, 2(2), 259–285.
<http://muse.jhu.edu/journals/rac/summary/v002/2.2.eggleston.html>

21-Nov What Have We Read

26-Nov Student Conferences – Data Analysis

28-Nov NO CLASS

3-Dec Student Conferences – Literature Reviews

5-Dec Student Conferences/Course Reflection

***Note: Student conferences require in class attendance.**