

EDUCATION 372-3  
(T1.00)

**SPECIAL TOPIC: TEACHER EDUCATION: GENDER EQUITY ISSUES**

Summer Session, 1991  
(August 15 - 24)  
Monday - Saturday  
8:30 a.m. – 12:20 p.m.  
Location: MPX 7600

Instructors: Celia Haig-Brown  
Linda Eyre

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**PREREQUISITE:** Educ 401/402, or equivalent and certified practising teacher.

**COURSE DESCRIPTION**

This course is designed to provide opportunity for practising teachers, both women and men, to consider issues of gender equity in education. Course work and discussions begin with the students' experiences as teachers, and as students themselves, and build on these understandings. An overview of existing literature on gender issues in education presents theoretical, historical, and practical issues. Conceptualizations of gender, with emphasis on the problem of essentialism, and of equity serve as the foundation for analyses of past practices and future planning for teaching.

**COURSE OBJECTIVES**

- to discuss and analyze conceptualizations of gender, equity and other related notions such as sexism, feminism, inequity, and equality of opportunity.
- to become familiar with current research on the gendered nature of pedagogy and curriculum.
- to analyze classroom practices and review curriculum materials in light of gender, as well as dimensions such as race and class.
- to develop approaches to teaching which incorporate theoretical and practical understandings of gender equity including the importance of situated analysis.
- to introduce historical analysis of educational gender issues with an emphasis on Canada.
- to provide opportunity to share and critically analyze teaching practice.

**COURSE REQUIREMENTS**

1. Class presentation of existing gender research in particular area of interest (Focus on lesson aids, curriculum materials, an area of the curriculum, students at particular age or grade levels, implications of the Year 2000, The Primary, Intermediate and Graduate Programs, integration, etc.) 30%
2. Critical reflection journals on gender equity. (To be submitted twice during the course.) 30%
3. Brief final paper or curriculum project developed from class presentation and discussions, related to gender equity. 30%
4. Regular attendance is essential because of the limited duration of the course and the importance of classroom interaction for the development of understandings in gender equity. 10%

**REQUIRED TEXTS**

Gaskell, J.S. et al. (1989). *Claiming an Education: Feminism and Canadian Schools*. Toronto: Garamond Press.

Gaskell, J.S., & McLaren, A.T. (eds.). (1987). *Women and Education*. Calgary: Detselig.

Arnot, M., & Weiner, G. (eds.). (1987). *Gender and The Politics of Schooling*. London: Open University Press.