

TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV
FACULTY OF SOCIOLOGY

Department of Social Structures and Social Relations

Approved by
Vice-Dean of Faculty of Sociology



SYLLABUS

GENDERED EDUCATION

Science type 05 Social and Behavioral Sciences
Specialty 054 «Sociology»
Education level Master
Academic program Gender Studies
Course type Elective

Form of study full time
Academic year 20 -20
Semester 3
ECTS credits 3
Language of teaching English
Final control exam

Lecturer: Dr.Olena Strelnik

Prolonged to 20/2022 (Signature) « 2021
20 /20 () « » 20

KYIV – 2020

Syllabus for the course was developed by Doctor of Sociological Sciences (PhD in Sociology),
Docent (Associate Professor) Olena STRELNIK

APPROVED
Head of the Social Structures and Social Relations Department

(Signature) Prof. Olga KUTSENKO

Protocol № 16 «26» 08 2020.

APPROVED
by the Academic (Scientific and Methodic) Council of Faculty of Sociology Taras Shevchenko
National University of Kyiv

Protocol № 1 „ 28 ” August 2020

Head of the Academic Council (Signature) Tetyana CHERVYNSKA
Name

1. The purpose of the course - to acquaint students with the manifestations of gender in the education system, the latest results of international research, ways and global trends to overcome gender inequality in education; improve critical thinking skills, academic discussion and presentation in English.

2. Prerequisites for a course:

1. to know English at the level of B2 (intermediate level), the conceptual and categorical apparatus of sociology, basic sociological theories and approaches.
2. be able to design sociological research, collect sociological information, work with arrays of primary sociological information, read and write sociological texts in English.
3. have the skills to search for relevant information in English, analysis of sociological information; participation in the discussion.

3. Abstract of the course:

The course provides students with basic knowledge about the current state of gender relations and gender order in the field of education (preschool, school, higher) in Ukraine. In particular, students will consider such topics as: theoretical approaches to the analysis of the gender nature of education, gender content of education, gender educational environment and communication, gender inequality in access to education, gender stereotypes and segregation in education, gender mainstreaming in education, anti-discrimination expertise of educational content, feminist and gender-sensitive pedagogy, etc. They will learn about the role of feminism in creating equal access for women and men to education, the legal regulation of gender equality in education, and the basics of feminist pedagogy.

The course is based on a combination of lectures and practical classes. The main activities of the practical classes are discussions, presentations, group work, as well as independent conduct of anti-discrimination examination of school textbooks by students.

Teaching and learning in English to strengthen the professional language skills of students studying for a master's degree.

4. Tasks (learning objectives):

- To focus on the main scientific and social issues related to education and gender.
- To improve critical thinking skills
- To improve Improve skills in the search and analysis of sociological information
- To improve Improve the skills of academic discussion and presentation in English,
- To be able to analyze educational content for the reproduction of a gendered "hidden curriculum"

Which is aimed at the formation of the following competencies:

- ФК2. Ability to analyze and interpret new social phenomena and processes using relevant theories and results of empirical research
- ФК13. Ability to analyze social inequalities using a cross-sectional approach
- ФК16. Ability to critically analyze and apply feminist theories in the study and explanation of social phenomena and processes

5. Learning outcomes of the course:

learning outcomes (1. knowledge; 2. skills; 3. communication; 4. autonomy and responsibility)		Forms (and/or methods) of teaching and learning	Methods of evaluation	Per cent in final grade
Code	learning outcomes			
1.1	Know the results of current sociological research on key social issues	Lecture, workshops	Discussions, presentations, group work, individual task	20
2.1	Be able to work with social information, sociological research	workshops	Discussions, presentations, group work, individual task	20
2.2	Be able to identify, analyze and interpret current social problems of society	Lecture, workshops	Discussions, presentations, group work, individual task	10
2.3	Be able to analyze educational content to reproduce a gendered "hidden curriculum"	workshops	Discussions, presentations,	20
3	Demonstrate the skills of reasoned presentation of one's own opinion, competent and tolerant discussion with opponents.	workshops	Discussions, presentations,	20
4	Demonstrate skills of independent research work, acquisition of new knowledge	Lecture, workshops Individual work	group work, individual task	10

6. The correspondence of the results of studying with program learning outcomes

Learning outcomes (title)	Learning outcomes (code)					
	1.1	2.1	2.2	2.3	3	4
прН2. Demonstrate skills of written and oral communication in the state and English languages, professionally use sociological terminology.	+	+		+	+	
прН10. Demonstrate skills of independent research work, mastering new knowledge.			+			+
прН14. Identify, diagnose and interpret current problems of society at the national and international levels.		+			+	+

7. Scheme of assessment:

7.1 Forms of student assessment:

- semester assessment:

Type of work	Min	Max
Discussions and presentations (PH1.1, PH2.1, PH2.2, PH3)	25	40
Group work (topic 6) (PH1.2, PH2.1, PH2.2, PH 4)	5	10
Individual task (topic 2) (PH1.1, PH1.2, PH2.1, PH2.2, PH 4)	6	10
Total for semester	36	60
Exam	24	40
TOTAL	60	100

-- the final assessment is an exam:

Exam in the form of written work, consisting of test and practical tasks (PH1.1, PH1.2, PH2.1)

- conditions of admission to the exam:

For students who scored a total of less than the critical-calculated minimum - 36 points, it is necessary to submit written work - practice of missed practical classes (tasks for independent work) on each unfinished topic of the discipline

7.2 Organization of evaluation:

1. Discussions and presentations during classes on topics 1-6
2. Group work - topic 2
3. Individual task - topic 6

7.3 Table of the course grades correspondence

Відмінно / Excellent	90-100
Добре / Good	75-89
Задовільно / Satisfactory	60-74
Незадовільно / Fail	0-59

8 Structure of the course. Thematic plan of lectures and workshops

№	Topic	Hours		
		lectures	workshops	Individual work
1.	Gendered education: theoretical approaches to analysis. Hidden curriculum	2	2	10
2.	Gendered educational content	4	4	10
3.	Gendered educational environment and gendered communication	4	4	10
4.	Gender mainstreaming in education	2	2	10
5	Gender equality and education: international and national legislation	-	-	10
6	Feminist pedagogy and gender-sensitive education	2	2	10
	Total	14	14	60

Total 90 hours, including:

Lectures – 14 hours.

Workshops - 14 hours.

Consultations – 2 hours

Individual work - 68 hours.

9. Recommended Reader:

Core:

1. Gender Mainstreaming in Education. A Reference Manual for Governments and Other Stakeholders / Commonwealth Secretariat, June 1999
2. Hankivsky, Olena and Salnykova, Anastasiya (2010), Gender Mainstreaming in Post-Soviet Ukraine: Application and Applicability, Journal of Communist Studies and Transition Politics, 26: 3, p. 315- 340
3. Liu, F. (2006). School culture and gender. In C. Skelton, B. Francis, & L. Smulyan (Eds.), The SAGE Handbook of Gender and Education (pp. 425–438). Thousand Oaks, CA: Sage.
4. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.), The SAGE Handbook of Gender and Education (pp. 439–452). Thousand Oaks, CA: Sage.

Recommended:

1. Brzezinski, Melanie S. (2016) Gender differences in bullying and perceptions of bullying. Thesis.
2. Haydenko, Victoria (2011). Chronicles of Children's Holidays: Construction of Gender Stereotypes in Ukrainian Preschool and Elementary Education in Mapping Difference: the Many Faces of Women in Contemporary Ukraine, ed. by Marian J. Rubchak, Berghahn Books, p. 109-123
3. Integrating a Gender Perspective into Statistics /United Nations, 2016
4. Plakhotnik, Olga (2012), Gender Policy and Education in Contemporary Ukraine: Discourses and Contraversies in Gender, Politics, and Society in Ukraine, ed. by Olena Hankivsky and Anastasiya Salnykova, University of Toronto Press, p. 225-252
5. Semikolenova, Elena (2012), Gender Analysis of School Textbooks in Ukraine in Gender, Politics, and Society in Ukraine, ed. by Olena Hankivsky and Anastasiya Salnykova, University of Toronto Press, p. 253-281

6. Sibyl Frei and Sevilla Leowinata. 2014. Gender Mainstreaming Toolkit for Teachers and Teacher Educators, Commonwealth of Learning, 2014
7. Smyth, Emer. Single-sex Education: What Does Research Tell Us?, In *Revue française de pédagogie*, avril-mai-juin, 2010
8. Smyth, Emer. Single-sex Education: What Does Research Tell Us?, In *Revue française de pédagogie*, avril-mai-juin, 2010

10. Sources:

- <https://genderindetail.org.ua/>
- EdEra-Studena: Inc Недискримінаційний підхід у навчанні <https://courses.ed-era.com/courses/course-v1:EdEra-Studena+Inc+1/about> (он-лайн курс)
- The Global Gender Gap Report 2017 <https://www.weforum.org/reports/the-global-gender-gap-report-2017>
- The European Social Survey (the ESS) <http://europeansocialsurvey.org/>
- EuroBarometer http://ec.europa.eu/public_opinion/index_en.htm
- European Values Study (EVS) <http://www.europeanvaluesstudy.eu>