

## **Sapiro, Chapter 5 Education and Women**

Today - I will spend time pointing out how to find main points of chapter. This week we will also review the midterm exam structure; we will practice doing a sample short-answer response. This week we may also do some small-group work on the topic "what are the major points of this chapter?" We will divide the chapter into several pieces; put each group into work on one piece.

### **1. What do we look for when we read?**

- a. overall structure of argument - an argument presents a problem
  - i. opening defines problem
  - ii. middle provides evidence
  - iii. ending provides conclusion about problem
  
- b. internal signposts; overall structure in miniature
  - i. topic sentences
  - ii. italics or boldface - terms
  - iii. chapter divisions, headings, subheads
  - iv. ends of paragraphs
  
- c. how to remember all this?
  - i. write down a summary of major terms and points
  - ii. respond in the margins
  - iii. use highlighter
  - iv. try using the terms in conversation; playing with arguments

### **2. Education and Women**

- a. defining "education" - formal/informal; substance and process; the way school shapes character and expectations.

### **3. History - Early Education**

- a. debate was conditioned by the argument that women did not need education
- b. Anne Hutchinson's heresy conviction and expulsion from Massachusetts Bay Colony an early example of woman punished for being educated and outspoken
- c. Enlightenment doctrines promoted development of individual; therefore women needed logically to be educated too (but so far only for motherhood)
- d. Women held by double standard: "Our high and mighty Lords. . . have denied us the means of knowledge, and then reproached us for the want of it" (p. 147).
- e. in 19th century: women informally educated in families; published under pseudonyms; later, when coed public schools opened (1830-1840), women organized seminars, coed colleges. Yet little progress made in higher education.
- f. women's administrative roles limited to teaching; "moral education"; "home economics" and "scientific" study of women's sphere
- g. education seen as tool for consciousness-raising for poor, immigrants.

#### **4. Women's Education Today (good section to have class summarize)**

- a. key questions: are men and women getting the same amount of education; do women get the education they need?
- b. school gives children a contradictory message: it is supposed to be democratic, while in reality it reinforces inequalities
- c. race, more than gender, seems to affect high-school graduation rates
- d. secondary education for women tends to mean adult school; education outside school
- e. teachers reinforce race and gender inequities by treating male and female students differently
  - i. boys tend to overestimate performance; girls underestimate
  - ii. boys are rewarded for aggressive behavior
  - iii. boys do not generally feel discriminated against
  - iv. subjects are gendered and students avoid subjects that don't fit their gender
- f. gender affects evaluation and expectations (boys overrate/overrated)
- g. coeducation/desegregation can be helpful and harmful; single-sex schools seem to help women (as historically black colleges help AAs)

#### **5. Women as Educators**

- a. Historically, education has been a woman's field, but this has been largely in the fields of early childhood and primary education; stereotype that teaching is like mothering.
- b. women in higher ed are subject to masculinist evaluation standards
- c. education (publishing) is structured for male lifestyle
- d. all teachers teach the hidden curriculum - "things that are taught consciously or unconsciously but are not part of the curriculum" (p. 158)

#### **6. "Women" as Curricular Subject**

- a. scholars have begun to study "women" and women's contributions, but female students have had a hard time learning about themselves
- b. ideally, women's contributions could be mainstreamed into all courses, so that "you don't have to take a course in 'women in history' to find out about women in history"
  - i. areas: in history, social history; in linguistics, language and gender; feminist theory being considered in philosophy, sociology, and other courses; books and ideas created by women acknowledged as such
- c. organizations such as NOW and AAUW study women and learning
- d. Title IX forced federally supported institutions to devote equal resources to men's and women's sports