

Gendered Education: Sociological Reflections On Women, Teaching, And Feminism

by Sandra Acker

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Gendered education: Sociological reflections on women, teaching, and feminism. Philadelphia Open University, P1 655
NURSE: THJSMATERMLW BEPIOTEcIEDBYBDPfRIGHILhW j (tantrum:an " ' 3 Feminist Theory and the Study of Gender and
Education ~ "What is feminism?"™ (Mitchell and Oakley 1986) is a question of deceptive simplicity. Feminist theory, like feminism
itself, is multifaceted and complex.

Book Review of "Gendered Education: Sociological Reflections on Women, Teaching and Feminism," by Sandra Acker. Symbaluk, Diane G. Alberta Journal of Educational Research , v41 n2 p231-35 Jun 1995. Reviews a book that examines women's progress in education during the last 30 years. The book emphasizes the continuity of women's inferior status as students and academics despite advances since the second wave of feminism during the 1960s, describes teacher career structures in England and Wales, and examines women's conflicting role responsibilities. (LP). References: 1. Acker, S(1994) "Feminist Theory and the Study of Gender and Education." In Acker, S. Gendered Education :Sociological Reflections on Women, Teaching and Feminism, Buckingham: Open University Press 2. Parsons T(1961) "The School class as a social system: Some of its function in American Society. 3. Velaskar P(1990) "Unequal Schooling as a Factor in the Reproduction of Social Inequality in India," Sociological Bulletin.39(1 & 2) 4. Weisskopf , T(2004) "Impact of Reservation on Admissions to Higher Education in India, Economic and Political Weekly, Vol 39, 4339-4349 5. Census Rep Gendered Education Sociological Reflections on Women, Teaching and Feminism. Sandra Acker & Miriam E. David. (1994). Academic women experience working in higher education differently to their male counterparts. This article argues that the unequal position of women academics is unethical, irrespective of whether one takes a consequentialist or deontological ethical position. By drawing on a range of international studies, the article explores the reasons for this inequity, suggesting that the "cult of individual responsibility", the positioning of women academics as "other" and the impact of having a family are significant factors.

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