

Gender, Practice and the Professions

Forskarkurs 5 poäng

Allmänna data om kursen

Nivå: forskarkurs

Kursen ges i samarbete mellan Genusforskarskolan, Umeå universitet och institutionen för matematik, teknik och naturvetenskap, Umeå universitet.

Decision

The curriculum is established by the board of National Graduate School of Gender Studies 2003-05-21.

Purpose of the course

This reading/workshop course aims to illuminate gender issues in practice, and is intended particularly for participants who have an interest in exploring how gender impacts on professional practice and decision-making. It will also address the fact that difficult times confront the professions, as conventional investment in expertise and commitment is undermined by policies of marketisation, deregulation, privatization, individualization and consumerism.

The concepts of profession (as occupations which have some degree of control over their work) and professionalism ('the institutional circumstances in which the members of occupations rather than consumers or managers control work') drawn from Freidson and others, will be explored and critiqued, in particular, from a gender perspective.

Readings will address occupational areas such as health, education, teacher education, and social work, which illuminate specific set of gendered practices and conditions, brought about as a consequence of professional histories, cultures, traditions and practices. The course will investigate, for example, in what ways gender is experienced in such settings and what theoretical and conceptual conclusions can be drawn?

The course will be conducted in English and will be offered as part of the university's international programme.

Disposition of the course and examination

The course will focus on the presentation and discussion of selected readings (4 weeks) but will conclude with a participative theory-generating workshop.

Literature

Readings will be selected from the following:

- ◆ Abbott P., & Wallace C., (eds.) (1990) *The Sociology of the Caring Professions*, London, Falmer
- ◆ Acker S., (ed.) (1989) *Teachers, Gender and Careers*, Barcombe, Falmer Press
- ◆ Carr W. & Kemmis S., (1986), *Becoming Critical: Education, Knowledge and Action Research*, Lewes: Falmer Press
- ◆ Davis K., (2001) *Disturbing Gender: on the doctor-nurse relationship*, Lund studies in sociology, vol 4: Lund University
- ◆ Freidson E., (2001) *Professionalism: the third logic*, Oxford, Polity Press
- ◆ Lewis H., (1982), *The Intellectual Base of Social Work Practice: tools for thought*

in a helping profession, New York, Haworth Press

◆ Maher F. A. & Ward J. V., (2002) *Gender and Teaching*, Mahwah, New Jersey: Lawrence Erlbaum

◆ Murphy P. & Gipps C. V., (eds.) (1996) *Equity in the Classroom: towards effective pedagogy for girls and boys*, London, Flamer Press/UNESCO Publishing

◆ Perkin H., ((1996), *The Third Revolution: professional elites in the modern world*, London, Sage

◆ Slavin S (ed.) (1986) *The Politics of Professionalism, Opportunity, Employment and Gender*, New York, The Haworth Press

◆ Schön Donald, (1987), *Educating the Reflective Practitioner: towards a new design for teaching and learning in the professions*, San Francisco: Jossey Bass

◆ Shaw Jenny & Perrons Diane (1995) *Making Gender Work: managing equal opportunities*, Buckingham: Open University Press

◆ Weiler Kathleen & Middleton Sue (eds.) (1999), *Telling Women's Lives: narrative inquiries in the history of women's education*, Buckingham, Open University Press

◆ Witz A., (1992), *Professions and Patriarchy*, London, Routledge

Åmark K., (1990), 'Open cartels and social closures: professional strategies in Sweden, 1860-1950', in: Burrage M. & Torstendahl R., (eds.) *Professions in Theory and History*, London, Sage, 94-114