Gender and Sexualities in Education
A Reader


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Book synopsis

This volume is about the education of gender and sexualities, which is to say it explores how gender and sexuality identities and differences get constructed through the process of education and «schooling». Wittingly or not, educational institutions and educators play an important role in «normalizing» gender and sexuality differences by disciplining, regulating, and producing differences in ways that are «intelligible» within the dominant or hegemonic culture. To make gender and sexuality identities and differences intelligible through education is to understand them through the logic of separable binary oppositions (man-woman, straight-gay), and to valorize and privilege one normalized identity within each binary (man, straight) and simultaneously stigmatize and marginalize the «other» identity (woman, gay). Educational institutions have been set up to normalize the construction of gender and sexual identities in these ways, and this is both the overt and the «hidden» curriculum of schooling. At the same time, the «postmodern» times in which we live are characterized by a proliferating of differences so that the binary oppositional borders that have been maintained and policed through schooling, and that are central to maintaining highly inequitable power relations and rigid gender roles, are being challenged, resisted, and in other ways profoundly destabilized by young people today.

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Dennis Carlson is a professor of curriculum and the cultural studies of education at Miami University in Oxford, Ohio. He received his PhD in educational policy studies at the University of Wisconsin-Madison, and taught at Hobart and William Smith Colleges and Rutgers University-Newark before joining the faculty in the Department of Educational Leadership at Miami University. He is the author of *Leaving Safe Harbors: Toward a New Progressivism in American Education and Public Life* (2003), *The Education of Eros: A History of Education and the Problem of Adolescent Sexuality* (2012), and *Volunteers of America: The Journey of a Peace Corps Teacher* (2012). He has co-edited a number of volumes in the cultural studies of education and has published in major scholarly journals, including the *Harvard Educational Review* and *Educational Theory.*
Recent papers in Gender and Sexuality Studies In Education. Papers. People.

It is indicated in the study that 59% of teachers have not got any education about sexuality and 46.3% of them have learned the information about sexuality from media; 88.5% of them think that sexual education have to take place at the schools, while 52.5% of them think it should be employed by the health-caring employee; 45.5% think that sexual education should take place in secondary school; 79.5% of them think that teachers also have to take sexual education classes; 69.3% of teachers, if possible, want to attend a class on sexual education; 45% of them suggest that pre-marriage Comprehensive sexuality education (CSE) plays a central role in the preparation of young people for a safe, productive, fulfilling life in a world where HIV and AIDS, sexually transmitted infections (STIs), unintended pregnancies, gender-based violence (GBV) and gender inequality still pose serious risks to their well-being. However, despite clear and compelling evidence for the benefits of high-quality, curriculum-based CSE, few children and young people receive preparation for their lives that empowers them to take control and make informed decisions about their sexuality and relationships.