

 シラバス参照

<<Last Updated:2025/04/07>>

Course Schedule Information

Course Code	Z26002
Semester	Spring and Summer Term
Day and Period	Thu4
Course Name (Japanese)	Gender and Education
Course Name	Gender and Education
Capacity	0
Room	School of Human Sciences/Main School HouseLecture Room31
Course Numbering Code	01HUSC3D800
Type of Class	Lecture Subject
Credits	2.0
Student Year	2,3,4
Instructor	HUGHES PHILLIP BRIAN
Course of Media Class	Not Applicable

※About Course of Media Class

"Course of Media Class" are classes in which more than half of the classes are held in places other than classrooms by making advanced use of various media.

Undergraduate students can include up to 60 credits in media class course as requirements for graduation.

Even if this is not the case, we may hold classes using the media.

Basic Syllabus Information

Eligibility	
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Detailed Syllabus Information

Course Subtitle	Gender and education Taught also as Critical Studies in Education for Transformation II	
Language of the Course	English	
Learning Methods	Reading: Reading books and academic papers (e.g., summarizing an academic paper, reading information on a website) Discussion: Learning through question-and-answer interactions and exchanges of opinions among students and between students and the instructor (e.g., pair/group discussion, online chat, one-on-one guidance for writing an academic paper) Collaborative work: Working as a pair or a group (e.g., producing a poster through group work) Research: Collecting information from books and academic papers; gathering and analyzing data by fieldwork (e.g., review of previous research, fieldwork) Presentation: Writing papers, making presentations, and creating works (e.g., report writing, oral/poster presentation, creation of works, portfolio development)	
Course Objectives	Historically, formal education in many societies prioritized wealthy, able-bodied men, with women, girls, disabled students, and other marginalized groups systematically excluded from most forms of schooling. Early feminist critiques challenged these barriers and asserted the need for women's educational opportunities. Although access gradually broadened over time, these expansions often remained piecemeal and uneven, leaving significant disparities in place. Against this historical backdrop, the course explores how gender is continually reproduced, negotiated, and contested within contemporary educational systems. Drawing on feminist, queer, postcolonial, and intersectional theoretical frameworks, students will consider how gender interacts with other axes of difference—including socio-economic status, race, ethnicity, sexuality, and dis/ability—to shape educational practices, policies, and outcomes. They will analyze how teaching methods, curriculum design, assessment strategies, and everyday classroom dynamics both reflect and reinforce broader social hierarchies and inequalities. Central topics include the hidden curriculum—unspoken social norms and expectations that guide students' experiences—and its role in producing gendered experiences, the ongoing lack of access and support for disabled children, as well as the bullying and harassment stemming from homophobia and transphobia. It also addresses the failure of many schools to provide culturally responsive guidance or effective pedagogies for Black and Indigenous students, resulting in social hierarchies of dominance, diminished opportunities and the erasure of their histories and contributions. Further, adopting a transnational perspective, students will consider how colonial legacies, migration patterns, and international education policies influence the complex relationships between gender and schooling. This includes exploring how contemporary neoliberal education models can exacerbate inequalities, grassroots and institutional efforts—such as transnational feminist movements, curriculum reforms, anti-racist pedagogies, and inclusive teaching strategies—that strive to create more equitable learning environments.	
Learning Goals	1	Identify and analyze the historical processes through which marginalized groups—especially women, girls, disabled students, Black, Indigenous, and other racialized communities—have been excluded from or underserved by formal education, recognizing how these legacies inform present-day inequalities.

	2	Use intersectional and transnational perspectives to understand how gender, in interaction with race, ethnicity, class, sexuality, and disability, shapes educational policies, classroom practices, and student experiences across diverse sociopolitical and cultural contexts.
	3	Evaluate a range of institutional, grassroots, and policy-based efforts—including feminist, queer, anti-racist, decolonial, and inclusive pedagogies—to imagine and advocate for more equitable and socially just educational environments.
Requirements, Prerequisites	Some previous study of gender from a social science perspective is preferred.	
Class Plan	1st	Period: Day: Title: Introduction
		An overview of key concepts in gender and education theory. We'll introduce course structure, outline presentation schedules, and set expectations for active engagement.
		Allan G. Johnson, "The Gender Knot: Unraveling Our Patriarchal Legacy"
		Independent Study Outside of Class :
	2nd	Period: Day: Title: Contextualising gender studies in education
		Madeleine Arnot and Mairtin Mac an Ghaill, "(Re)contextualising gender studies in education: school in late modernity"
		Independent Study Outside of Class :
	3rd	Period: Day: Title: Heterosexual hierarchies in education
		Mary Jane Kehily and Anoop Nayak, "'Lads and Laughter': humour and the production of heterosexual hierarchies".
		Independent Study Outside of Class :
	4th	Period: Day: Title: Racism in schooling
		Cecile Wright, "Gender-blind racism in the experience of school and identity formation".
		Independent Study Outside of Class :
	5th	Period: Day: Title: Disciplining gender
		A. Finn Enke, "The Education of Little Cis: Cisgender and the Discipline of Opposing Bodies".
		Independent Study Outside of Class :
	6th	Period: Day: Title: Gendering exceptionalism
		Michela Musto, "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence"
		Independent Study Outside of Class :
	7th	Period: Day: Title: Reproduction of gender and schools – the hidden curriculum I
		Heidi M. Gansen, "Push-Ups Versus Clean-Up: Preschool Teachers' Gender"
		Independent Study Outside of Class :
	8th	Period: Day: Title: Educating "the other"
		Maria Tamboukou "Nomadic subjects: young black women in Britain".
		Independent Study Outside of Class :
	9th	Period: Day: Title: Intersection of racism and heteronormativity in education
		Maria Do Mar Castro Varela and Yener Bayramoglu, "Racism, Heteronormativity, and Educational Assemblage in Germany".
		Independent Study Outside of Class :
	10th	Period: Day: Title: Transnational perspectives I
		Sondra Hale, "TRANSNATIONAL GENDER STUDIES AND THE MIGRATING CONCEPT OF GENDER IN THE MIDDLE EAST AND NORTH AFRICA"
		Independent Study Outside of Class :
	11th	Period: Day: Title: Transnational perspectives II
		Amna, Bedri, "Reflections on the Struggle for Girls' Education in Sudan"
		Independent Study Outside of Class :
	12th	Period: Day: Title: Gendered education for indigenous
		Spy Denomme-Welch and Robert C. Mizzi, "Shifting the Gaze: A Decolonial Queer Analysis of Photographs of the Canadian Indian Residential Schools".
		Independent Study Outside of Class :
	13th	Period: Day: Title: Sports education
		Richard Pringle and Dillon Landi, "Queering School Sport and Physical Education".
		Independent Study Outside of Class :
	14th	Period: Day: Title: Poster presentations – gender issues in my schooling
		Independent Study Outside of Class :
	15th	Period: Day: Title: Poster presentations – gender issues in my schooling

	Independent Study Outside of Class :				
Textbooks	Readings will be taken from a variety of books and journals.				
Reference	The RoutledgeFalmer Reader in Gender and Education (Arnot and Mac an Ghail), Queer Studies and Education (Rodriguez etal)				
Grading Policy *Hover the mouse over the number of a learning goal to view the full text of it.	Evaluation Methods	Learning engagement	Presentation		
	Learning Goals1	○	○		
	Learning Goals2	○	○		
	Learning Goals3	○	○		
	Allocation of Marks	40%	60%		
Additional Information on Grading	Paper presentation in class (30%) Each student will select and present a paper during class. Presentations will be assessed based on the depth of analysis, identification of critical points, and a reflexive approach to broader issues such as intersectionality, coloniality, and other relevant themes.				
	Poster presentation - Gender issues in my schooling (30%) At the end of the course, students will create and present a poster exploring gender issues they have experienced or observed during their schooling. This session will evaluate their ability to critically analyze gender-related themes, connect these to wider societal issues, and incorporate course concepts such as intersectionality, transnational, queer, feminist and colonial critiques into their reflections.				
Reasonable Accommodation	• If you need reasonable accommodation to participate in this class due to disability (including intractable disease and chronic condition), please contact the office for students with disabilities (e.g., Educational Affairs Section, Academic Affairs Section, Student Affairs Section) at your school/faculty or graduate school, or the Disability Advisory and Support Service Office of the Health and Counseling Center. • For more information, please visit the following website or contact the Disability Advisory and Support Service Office of the Health and Counseling Center. Website : https://acs.hacc.osaka-u.ac.jp Tel : 06-6850-6107 E-mail : campuslifekenkou-ac@office.osaka-u.ac.jp				
Special Note	Method : Learner-centred and enquiry based methods of study will be employed in this course. In addition to interactive mini-lectures, students will be given problem solving tasks, a mini-research project and other inquiry led assignments that they will need to report back on in class.				
Office Hours	By appointment				

Instructor(s)

Instructor Name	Name (hiragana)	Affiliation, Title, Course	Office	Extension	E-mail
Phillip Hughes	ヒューズフィリップ				phillip.hus@osaka-u.ac.jp

Cautions for Students