

 シラバス参照

<<Last Updated:2025/06/25>>

Course Schedule Information

Course Code	Z26067
Semester	Fall and Winter Term
Day and Period	Mon3
Course Name (Japanese)	Social Science Japanese Texts Reading
Course Name	Social Science Japanese Texts Reading
Capacity	0
Room	School of Human Sciences/Main School HouseLecture Room12
Course Numbering Code	01HUSC3A600
Type of Class	Seminar 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	Japanese Texts Reading 日本語で社会学を読む（入門編）		
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) Presentation: Writing papers, making presentations, and creating works (e.g., report writing, oral/poster presentation, creation of works, portfolio development)		
Course Objectives	This course explores the intersectional dimensions of sociology through critical engagement with Japanese texts. It focuses on how categories such as gender, sexuality, race, class, indigeneity, ability, and geographic location shape social structures and lived experiences. Through reading and discussion, students will critically analyze sociological texts in Japanese to deepen their understanding of these interconnected systems of power and privilege.		
Learning Goals	1	Develop the skills to read, interpret, and critically analyze sociological texts in Japanese.	
	2	Apply intersectional frameworks to examine the interplay of power, privilege, and identity in Japanese and global contexts.	
	3	Enhance critical thinking and discussion abilities through active engagement with course materials and collaborative activities.	
Requirements, Prerequisites	Note for international students: While the class is conducted in English, JLPT N2 proficiency is expected in order to read and understand the assigned materials.		
Class Plan	1st	Period: Day: Title:Course Introduction: Why Read Sociology in Japanese?	
		We will begin with an overview of the course structure, expectations, and assessment methods. The instructor will explain the rationale for engaging with Japanese-language sociology texts in an English-medium course, focusing on language politics, translation, and the importance of accessing knowledge produced in Japanese. We will also reflect on the goals of reading practices such as what it means to "read sociologically" and how language affects what is knowable or taken as authoritative knowledge. Students will briefly introduce their own research interests and discuss which themes in the syllabus they are most drawn to.	
		Independent Study Outside of Class : Students should review the list of available readings and identify 2–3 chapters they are interested in reading. They should think about their past experience reading academic Japanese (if any), their concerns or motivations for taking the course, and what themes they hope to explore.	
	2nd	Period: Day: Title:Group-Led Discussion: Reading Gender through a Sociological Lens	

		Students will engage in a guided group discussion exploring how gender has been theorized within Japanese sociology.
		Independent Study Outside of Class : ジェンダーで学ぶ社会学〔第4版〕
		0 社会学とジェンダー論の視点 (伊藤公雄)
		All students must read the assigned chapter in advance and come prepared with brief notes: (1) a short summary of the main argument; (2) one quote or passage they found particularly provocative or unclear; and (3) one question they would like to raise during discussion.
	3rd	Period: Day: Title:Student-Led Discussion 1
		From this week, the course shifts to a seminar format. Students will take turns leading class discussions. Each presenter will provide a brief summary of the assigned chapter, offer a critical analysis (highlighting theoretical contributions, social implications, or points of contention), and propose 2–3 discussion questions.
		Independent Study Outside of Class : All students must read the assigned chapter in advance and come prepared with brief notes: (1) a short summary of the main argument; (2) one quote or passage they found particularly provocative or unclear; and (3) one question they would like to raise during discussion.
	4th	Period: Day: Title:Student-Led Discussion 2
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	5th	Period: Day: Title:Student-Led Discussion 3
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	6th	Period: Day: Title:Student-Led Discussion 4
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	7th	Period: Day: Title:Student-Led Discussion 5
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	8th	Period: Day: Title:Student-Led Discussion 6
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	9th	Period: Day: Title:Student-Led Discussion 7
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	10th	Period: Day: Title:Student-Led Discussion 8
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	11th	Period: Day: Title:Student-Led Discussion 9
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	12th	Period: Day: Title:Student-Led Discussion 10
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	13th	Period: Day: Title:Student-Led Discussion 11
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	14th	Period: Day: Title:Student-Led Discussion 12
		Student selects reading
		Independent Study Outside of Class : Assigned reading
	15th	Period: Day: Title:Wrap-up
		Independent Study Outside of Class :
Textbooks	Copies will either be given out in class or uploaded to CLE.	
Reference	Students will chose from the following texts: ジェンダーで学ぶ社会学〔第4版〕 0 社会学とジェンダー論の視点 (伊藤公雄) 1 育 つ——子どもの社会化とジェンダー (藤田由美子) 2 学 ぶ——教育におけるジェンダー平等を考える (木村凉子) 3 語 る——ことばが変える社会 (中村桃子) 4 愛する——恋愛からの脱出 (牟田和恵) 5 シューカツする——「将来の自分」とジェンダー規範 (妹尾麻美)	

- 6 働く——労働におけるジェンダー格差（大槻奈巳）
- 7 家族する——変わる現実と制度のはざま（藤田嘉代子）
- 8 シェアする——共同生活とジェンダー役割（久保田裕之）
- 9 楽しむ——「押し」とジェンダー（辻 泉）
- 10 困る——生活困難に陥るリスク（丸山里美）
- 11 装う——ファッションと社会（谷本奈穂）
- 12 つながる——友人関係とジェンダー（辻 大介）
- 13 闘う——戦争・軍隊とフェミニズム（佐藤文香）
- 14 移動する——交差する関係の中で（高谷 幸）
- 15 ケアする——ケアはジェンダーから自由になれるのか？（斎藤真緒）

移民政策とは何か：日本の現実から考える

序章—移民社会の現実を踏まえて 高谷 幸

- 第1章 労働—人材への投資なき政策の愚 樋口直人
- 第2章 ジェンダー—格差是正のための政策にむけて 稲葉奈々子・高谷幸・樋口直人
- 第3章 出入国在留管理—非正規移民への対応を問う 高谷 幸
- 第4章 社会保障—「外国人性悪説」を超えて 奥貫妃文
- 第5章 教育—子どもの自己実現のために言語と文化の保障を 榎井 縁
- 第6章 多文化共生—政策理念たりうるのか 樋口直人
- 第7章 移民排斥—世論はいかに正当化しているか 五十嵐彰・永吉希久子
- 第8章 反差別—独立した人権機関の設置が急務だ 森千香子
- 第9章 国籍・シティズンシップ—出生地主義の導入は可能か 佐藤成基
- 第10章 技能—日本の理解を刷新するとき 小井土彰宏

終章—生活世界の論理による政策を実現するために 稲葉奈々子

クィア・スタディーズをひらく 1: アイデンティティ, コミュニティ, スペース

序章 クィア・スタディーズとは何か

- 第1章 一九七〇年代以降の首都圏におけるレズビアン・コミュニティの形成と変容 [杉浦郁子]
集合的アイデンティティの意味づけ実践に着目して
- 第2章 クローゼットと寛容 [風間 孝]
府中青年の家裁判はなぜゲイ男性によって批判されたか
- 第3章 女性同性愛と男性同性愛、非対称の百年間 [前川直哉]
- 第4章 コミュニティを再考する [菅野優香]
クィア・LGBT映画祭と情動の社会空間
- 第5章 教育実践学としてのクィア・ペダゴジーの意義 [渡辺大輔]
- 第6章 クィアとキリスト教 [朝香知己]
パトリック・S・チェンによるクィア神学の試み
- 第7章 怒りの炎を噴く [エイミー・スエヨシ（佐々木 裕子訳）]
クィア史におけるアジア太平洋系アメリカ人のアクティビズムを記念して

クィア・スタディーズをひらく 2: 結婚、家族、労働

- 第1章 国勢調査と同性カップル世帯 [釜野さおり]
排除と可視化のはざままで
- 第2章 ようこそ、ゲイ・フレンドリーな街へ [清水晶子]
- 第3章 女性同士の《結婚》 [赤枝香奈子]
- 第4章 忘れられた欲望と生存 [志田哲之]
- 第5章 結婚制度の政治性と同性婚 [菊地夏野]
- 第6章 天皇制とジェンダー／セクシュアリティ [堀江有里]
- 第7章 家族の物語からのクィアな逸脱 [長山智香子]

クィア・スタディーズをひらく 3: 健康／病、障害、身体

- 第1章 「双性の巫人」という過去の身体を読む [光本 順]
- 第2章 語りを掘り起こす [藤高和輝]
トランスの物質性とその抹消に抗する語り
- 第3章 障害女性の介助を経験するなかで考えてきたこと [瀬山紀子]
- 第4章 「見えない」障害のカミングアウトはなぜ難しいのか？ [飯野由里子]

	第5章 「残酷児」 台湾における障害のある性的少数者の実践 [欧陽珊珊] 第6章 差異とつながりと攪乱の暴力 [黒岩裕市] 第7章 エイズをめぐる表象のポリティクス [河口和也] 映画『ゼロ・ペイシェンス』を読む 第8章 フレキシブルな身体 [井芹真紀子] クィア・ネガティヴィティと強制的な健常性 However, students are fully encouraged to suggest their own readings. You can use search on the Japanese Sociological Review. 社会学評論 https://www.jstage.jst.go.jp/browse/jsr/-char/ja					
Grading Policy *Hover the mouse over the number of a learning goal to view the full text of it.	Evaluation Methods	Presentation	Learning engagement			
	Learning Goals1	○	○			
	Learning Goals2	○	○			
	Learning Goals3	○	○			
	Allocation of Marks	50%	50%			
Additional Information on Grading	Each week a student or pair leads the discussion. Students will prepare a one-to-two-page handout in English, following the template I will circulate, and send a PDF to the class at least 24 hours before the session; I will bring a few printed copies for those who prefer paper. Clarity, depth, and the quality of dialogue your handout provokes will factor into your final grade.					
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	Students without JLPT N2 or higher should consult with the instructor in advance to ensure full participation is possible. Classes will combine seminar-style discussion, hands-on activities, audio-visual materials, peer review, and group work. Please note: The syllabus is flexible and may be adjusted depending on students' language skills and interests. If students demonstrate a positive attitude and wish to engage with more advanced readings than those initially provided, we can consider alternative texts. This will be discussed during the first class. Students are also encouraged to suggest readings related to their individual research topics, as long as they fall within the field of social sciences.					
Office Hours	By appointment					

Instructor(s)

Instructor Name	Name (hiragana)	Affiliation, Title, Course	Office	Extension	E-mail
Phillip Hughes		School of Human Sciences			phillip.hus@osaka-u.ac.jp

Cautions for Students

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