

香港教育大學

教育與性別 科目大綱

第一部分

課程名稱	:	教育博士
課程 QF 程度	:	7
科目名稱	:	教育與性別 (Gender and Education)
科目編號	:	SSC7251
負責學系	:	社會科學系
學分	:	3
教學課時	:	39
先修科目	:	無
授課語言	:	中文
程度	:	7

第二部分

香港教育大學(教大)的畢業生素質(Graduate Attributes)及七個通用學習成果(Seven Generic Intended Learning Outcomes, 7GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs)，三個層面的學習成果相輔相成，共同培育學生發展所需的重要畢業生素質。

本科生、修課式研究生以及研究式研究生的畢業生素質包含以下三個範疇 「英文簡稱“PEER & I”」：

- 專業卓越 (Professional Excellence)
- 道德責任 (Ethical Responsibility)
- 創新精神 (Innovation)

就上述三個範疇，大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標，以反映其素質水平。

七個通用學習成果(7GILOs)分別是：

1. 解決問題能力 (Problem Solving Skills)
2. 批判思考能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
- 4a. 口頭溝通能力 (Oral Communication Skills)
- 4b. 書面溝通能力 (Written Communication Skills)
5. 社交能力 (Social Interaction Skills)

6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

本課程旨在對與性別和教育領域相關的主題和辯論提供一個概覽。課程將闡明性別在構建學校文化、實踐、組織和互動方面的重要性和複雜性，又會討論在教育過程中性別如何與階級、種族和性之間產生複雜的相互作用。課程將聚焦學校與課堂如何塑造、限制及監督性別身份、差異、機會和不平等的範疇。例如，課程將提出以下問題：一個人如何「成為」男或女生，又如何在學校發展個人的性/別身份認同？學校的文化、組織、層階、知識、課程、實踐與互動如何塑造和限制男女生的受教育機會，以及影響他/她對性、性別差異和不平等的理解？當青年男女、教師和校長渴望成為「理想」的公民、「稱職」的教師和「優秀」的領導者時，他們如何獲得並表現其性/別認同？本課程鼓勵學生重新審視自身學校的教育經歷，並思考如何能促使教育和學校更加公平、民主、尊重和友好地看待性別和性多樣化的可能性。

2. 預期學習成果

成功完成本課程後，學生應能夠：

- 成果一：認識與性別和教育相關的概念和觀點；
- 成果二：瞭解性別在塑造與構建教育成果及過程中的重要性；
- 成果三：辨識學校如何複製和挑戰性別、性別差異及不平等的方式；
- 成果四：以性別視角審視某人的教育經歷；
- 成果五：以性別視角探討教育議題。

3. 內容、預期學習成果及教與學活動

教授內容	預期學習成果 (CILOs)	教與學活動
繪製性別和教育領域的圖譜; 性別概念的導論	成果一	講課、閱讀材料、課堂活動
對學校教育中的性別問題進行批判性檢視，例如： ● 學校知識、課程和實踐的性別化； ● 男性化的學校文化與性暴力；	成果一 成果二 成果三 成果四	講課、閱讀材料、展示、課堂討論

<ul style="list-style-type: none"> ● (異性戀的)性與性教育; ● 異性戀正常化,酷兒身體與課堂; ● 在全球資本主義中「理想」的公民和工人的性別化; ● 教學與學校領導的性別化 	成果五	
去性別化教育?性別平等與女權主義的教學法及實踐	成果四 成果五	講課、閱讀材料、客座講座

4. 評核

評核課業	所佔比重	預期學習成果 (CILOs)
(一)批判性閱讀:學生應為每次課堂做好準備,並積極參與課堂討論。學生須閱讀課程中規定的閱讀材料,並撰寫批評性評論。	50%	成果一 成果二 成果三 成果四 成果五
(二)研究計劃書:學生需撰寫一份關於教育中的性別問題的研究計劃書,以展現他們能應用與綜合課程中習得的觀點與概念的能力。	50%	成果一 成果二 成果三 成果五

5. 指定教科書

無

6. 推薦書目 (*為必須閱讀的書目)

綜述:

*Arnot, M. & Mac an Ghail, M. (Eds.) (2006). *The RoutledgeFalmer reader in gender and education*. New York: Routledge.

*Skelton, C., Francis, B. Smulyan, L. (Eds) (2006) *The Sage handbook of gender and education*. London: Sage.

性別與教育的概念:社會建構與交錯

Connell, R. (2000). New directions in theory and research. In R. Connell, *The men and the boys* (pp. 15-36). Berkeley: University of California Press.

- *Davies, B. (2003). Becoming Male or Female. In B. Davies, *Frogs and snails and Feminist Tales: Preschool Children and Gender* (pp. 1-22). Cresskill: Hampton Press.
- Thorne, B. (2002). Do boys and girls have different cultures? In Jossey-Bass, *The Jossey-Bass Reader on Gender in Education* (pp. 125-152). San Francisco: Jossey-Bass.
- Skelton, C. (2001) Typical boys? Theorizing masculinity in educational settings. In B. Francis & C. Skelton (eds.) *Investigating gender: Contemporary perspectives in education* (pp. 164-188). Buckingham: Open University Press.
- *Weiler, J. (2000). Social class, race/ethnicity, gender, and schooling: A theoretical overview. In J. Weiler, *Codes and contradictions: Race, gender identity, and schooling* (pp. 15-28). Albany: State University of New York Press.
- West, C., & Zimmerman, D. (1998). Doing gender. In B. Clinchy, & J. Norem (eds.), *The gender and psychology reader* (pp. 104-124). New York: New York University Press.

學校知識、課程與實踐的性別化

- Ivinson, G. and Murphy, G. (2006) Boys don't write romance: The construction of knowledge and social gender identities in English classrooms. In M. Arnot and M. Mac an Ghail (eds.) *The RoutledgeFalmer reader in gender and education* (pp. 163-179). New York: Routledge.
- Lee, J. F. K. (2014). Gender representation in Hong Kong primary school ELT

textbooks – A comparative study. *Gender and Education*, 26, 356-376.

*Maher, F., & Tetreault, M. (2000). The making and unmaking of whiteness, gender, and class in college classrooms. In N. Rodriguez, & L. Villaverde, *Dismantling white privilege: Pedagogy, politics, and whiteness. Counterpoints: Studies in the postmodern theory of education, Vol. 73.* (pp. 158-177). New York: Peter Lang Publishing.

Paechter, C. (2006) Power, bodies and identity: How different forms of physical education construct varying masculinities and femininities in secondary schools. In M. Arnot and M. Mac an Ghail (eds.) *The RoutledgeFalmer reader in gender and education* (pp. 194-205). New York: Routledge.

*Renold, E. (2006) Gendered classroom experiences. In C. Skelton, B. Francis, and L. Smulyan (eds.) *The Sage handbook of gender and education* (pp. 439-452). London: Sage Publications.

Tyack, D., & Hansot, E. (2002). Feminists discover the hidden injuries of coeducation. In Jossey-Bass, *The Jossey-Bass reader on gender in education* (pp. 12-50). San Francisco: Jossey-Bass.

男性化的學校文化與性暴力

Gard, M. (2001). 'I like smashing people, and I like getting smashed myself': Addressing issues of masculinity in physical education and sports. In W. Martino, & B. Meyenn (eds.), *What About The Boys?: Issues of Masculinity in Schools* (pp. 222-235). Buckingham England: Open University Press.

*Kenway, J. and Fitzclarence, L. (2006) Masculinity, violence and schooling: Challenging 'poisonous pedagogies'. In M. Arnot and M. Mac an Ghail (eds.) *The RoutledgeFalmer reader in gender and education* (pp. 206-220). New York:

Routledge.

Messner, M. (1990). Boyhood, organized sports, and the construction of masculinities. *Journal of Contemporary Ethnography*, 18(4), 416-444.

Stein, N. (1995). Sexual Harassment in School. *Harvard Educational Review*, 65(2), 145-162.

(異性戀的) 性與性教育

*Allen, L. (2011). 'They think you shouldn't be having sex anyway': young people's critique of sexuality education content. In L. Allen, *Young people and sexuality education rethinking key debates* (pp. 42-64). Basingstoke, New York: Palgrave Macmillan.

Bragg, S., & Buckingham, D. (2009). Too much too young? Young people, sexual media and learning. In F. Attwood (ed.) *Mainstreaming sex* (pp. 129-146). New York: I.B. Tauris & Co. Ltd.

*Epstein, D. and Johnson, R. (1994) On the straight and the narrow: The heterosexual presumption, homophobias and schools. In D. Epstein (ed.) *Challenging lesbian and gay inequalities in education* (197-230). Buckingham: Open University Press.

Fine, M. (2002). Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire. In Jossey-Bass, *Jossey-Bass Reader on Gender in Education* (pp. 375-408). San Francisco: Jossey-Bass.

Kwok, D. K., Winter, S., & Yuen, M. (2012). Heterosexism in school: The counselling experience of Chinese tongzhi students in Hong Kong, *British Journal of Guidance and Counselling*, 40(5), 561-575.

Tang, D. (2014) Perspectives on same-sex sexualities and self-harm amongst

service providers and teachers in Hong Kong, *Sex Education*, 14(4), 444-456.

異性戀正常化，酷兒身體與課堂

*Wayne, M. (2014) Gender non-conformity, and the significance of queer and transgender perspectives in education. In D. Carlson & E. Meyer (eds.), *Gender and sexualities in education: A reader* (pp. 9-24). New York: Peter Lang Publishing.

Kimmel, M. (2005). Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity. In M. Kimmel, *The Gender of Desire: Essays on Male Sexuality* (pp. 25-42). Albany: State University of New York Press.

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*Mandel, L., & Shakeshaft, C. (2000). Heterosexism in Middle Schools. In N. Lesko, *Masculinities at School* (pp. 75-103). Thousand Oaks: Sage Publications.

Sumara, D., & Davis, B. (1999). Interrupting Heteronormativity: Toward a Queer Curriculum Theory. *Curriculum Inquiry*, 29(2), 191-208.

在全球資本主義中「理想」的公民和工人的性別化

*Arnot, M. (2006) 'Freedom's children'? Gender, individualization and the neo-liberal learner citizen. In M. Arnot (ed.) *Educating the gendered citizen: Sociological engagements with national and global agendas* (pp. 197-222). London: Routledge.

Lee, D.W.H. & Chan, A. K.W. (2018). To lead and to mother: Contradictory

constructions of new femininity in an elite girls' school in Hong Kong. In K. Kennedy and J. Lee (Eds.), *Routledge handbook on schools and schooling in Asia*. London: Routledge, pp. 794-802.

Choi, P. K. (2012) "Boys, do you have a future?" Examining the discourse of failing boys under the global context. In K. W. Chan & P. K. Choi (Eds.), *The making of gender identities – youth, growth and education* (pp. 230–258). Hong Kong: City University of Hong Kong Press. (In Chinese)

Ringrose, J. (2007). Successful girls? Complicating post-feminist, neo-liberal discourses of educational achievement and gender equality. *Gender and Education*, 19(4), 471–489.

Mukherjee, S. (2015) More educated and more equal? A comparative analysis of female education and employment in Japan, China and India, *Gender and Education*, 27(7), 846-870.

Weis, L. (2006). Masculinity, Whiteness, and the new economy: An exploration of privilege and loss. *Men and Masculinities*, 8(3), 262-272.

教學與學校領導的性別化

Chan, Anita K.W. (2004) When women 'baby-sit' and men 'transmit knowledge and discipline': The construction of gender in Hong Kong's primary schools, *Equal Opportunities International*, 23 (3/4/5): 7-28.

Chan, Anita K.W. (2004) Gender, school management and educational reforms: A Case Study of a Primary School in Hong Kong. *Gender and Education*, 16(4): 491-500.

*Chan, Anita K.W. (2011) Feminizing and masculinizing primary teaching: A critical examination of the interpretive frameworks of male principals in

HK, *Gender & Education*, 23(6): 745-759.

Cushman, P. (2009) So what exactly do you want? What principals mean when they say 'male role model', *Gender and Education* 20 (2): 123-136.

Shakeshaft, C. (2006) Gender and educational management. In C. Skelton, B. Francis, and L. Smulyan (eds.) *The Sage handbook of gender and education* (pp. 497-511). London: Sage Publications.

Young, M. and McLeod, S. (2001) 'Flukes, opportunities, and planned interventions: factors affecting women's decisions to become school administrators', *Educational Administration Quarterly*, 37(4), 462-502.

去性別化教育？性別平等與女權主義的教學法及實踐

Hooks, B. (1994) *Teaching to transgress: Education as the practice of freedom* (pp. 93-128). New York: Routledge.

Klein, S., Ortman, P., & Friedman, B. (2002). What is the field of gender equity in education?: Questions & Answers. In J. Koch, & B. Irby, (es.) *Defining and redefining gender equity in education* (pp. 3-28). Greenwich: Information Age Publishing.

*Weiner, G. (2006) Out of the ruin: Feminist pedagogy in recovery. In C. Skelton, B. Francis, and L. Smulyan (eds.) *The Sage handbook of gender and education* (pp. 79-92). London: Sage Publications.

7. 相關網絡資源

<http://www.ied.edu.hk/gmg/wp/> (Resources on Gender and Education)

8. 相關期刊

Gender and Education Compare

Men and Masculinities Sex Education

9. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊 (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>)。同學應熟讀有關政策。

10. 其他資料

無