Course Outline

Part I
Programme Title: Doctor of Education
Programme QF Level: 7
Course Title: Gender and Education
Course Code: SSC7251
Department: Department of Social Sciences
Credit Points: 3
Contact Hours: 39
Pre-requisite(s): NIL
Medium of Instruction: English
Course Level: 7

Part II
The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):
- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. **Course Synopsis**
This course aims to offer a broad overview of themes and debates that are pertinent to the field of gender and education. It unravels the centrality and complexity of gender in structuring school culture, practices, organization and interaction. It discusses the complex interplay between gender, class, ethnicity and sexuality in the educational processes. It critically unpacks the ways that schools and classrooms shape, limit and police the construction of identity, differences, access and inequalities. In particular, it asks the following questions: How does one “become” a man or a woman and develop one’s gender and sexual identity in schools? How do school culture, organization, hierarchy, knowledge, curriculum, practices, and interactions shape and limit one’s relationship to schooling as well as his/her understanding of gender and sexual differences and inequalities? How do young men and women, teachers, and principals acquire and perform their gender and sexual identities when they aspire to be ideal citizens, competent teachers and good leaders in late contemporary society? The course encourages participants to re-examine their own schooling experience and envisage the possibilities of making education and schools more equitable, democratic, inclusive and friendlier to gender and sexual diversities.

2. **Course Intended Learning Outcomes (CILOs)**

Upon completion of this course, students will be able to:

- **CILO\(_1\)** acquire the concepts and perspectives related to gender and education;
- **CILO\(_2\)** understand the centrality of gender in shaping and structuring educational outcomes and processes;
- **CILO\(_3\)** identify the ways in which schools reproduce and challenge gender and sexual differences and inequalities;
- **CILO\(_4\)** apply a gendered lens to examine one’s educational experiences;
- **CILO\(_5\)** utilise the gendered perspective to explore educational issues.

3. **Content, CILOs and Teaching & Learning Activities**

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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Mapping the field of gender and education; the conceptualisation of gender</td>
<td>(CILO_1)</td>
<td>Lecture, reading, and class activity</td>
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<tr>
<td>Critical examination of gender issues in schooling, such as:</td>
<td>(CILO_{1-4})</td>
<td>Lecture, reading, presentation and class discussions</td>
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<td>- Gendering school knowledge, curriculum and practices;</td>
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<td>- Masculinizing school culture and sexual violence;</td>
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<td>- (Hetero)sexuality and sex</td>
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education;
- Heteronormativity, queer bodies and classroom;
- Gendering ideal citizens and workers in global capitalism;
- Gendering teaching & school leadership

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<tr>
<th>Degendering education? Gender equity and feminist pedagogy and practices</th>
<th>CILO4.5</th>
<th>Lecture, reading, and guest speakers</th>
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4. Assessment

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<td>(a) Critical Reading: Students are expected to be prepared for each class meeting and participate actively in class discussion. They have to read and write critical commentaries on the readings prescribed in the course.</td>
<td>50%</td>
<td>CILO1-4</td>
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<tr>
<td>(b) Research Proposal / Essay: Students are required to develop a research proposal or write a critical literature review on a gender issue in education, which can demonstrate their ability to apply and synthesize perspectives and concepts acquired in the course.</td>
<td>50%</td>
<td>CILO1-3</td>
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5. Required Text(s)
NIL

6. Recommended Readings
   **General:**

**Conceptualising Gender and Education: Social Constructions and Intersectionality**


**Gendering School Knowledge, Curriculum and Practices**


Publishing.


**Masculinizing School Culture and Sexual Violence**


**(Hetero)Sexuality and Sex Education**


**Heteronormativity, Queer Bodies, and the Classroom**


**Gendering Ideal Citizens workers in Global Capitalism**


**Gendering Teaching and School Leadership**


**Degendering Education? Gender Equity and Feminist Pedagogy and Practices**


7. **Related Web Resources**


8. **Related Journals**

   - *Gender and Education*
   - *Compare*
   - *Men and Masculinities*
   - *Sex Education*

9. **Academic Honesty**

   The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* ([https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89](https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)). Students should familiarize themselves with the Policy.

10. **Others**

    NIL

*Updated : 26 June 2019*