

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Gender and Education
Course Code	: SSC7251
Department	: Social Sciences and Policy Studies
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:

- CILO₁ acquire the concepts and perspectives related to gender and education ;
- CILO₂ understand the centrality of gender in shaping and structuring educational outcomes and processes;
- CILO₃ identify the ways in which schools reproduce and challenge gender and sexual differences and inequalities;
- CILO₄ apply a gendered lens to examine one’s educational experiences
- CILO₅ utilise the gendered perspective to explore educational issues

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Mapping the field of gender and education; the conceptualisation of gender	<i>CILO₁</i>	Lecture, reading, and class activity
Critical examination of gender issues in schooling, such as: <ul style="list-style-type: none">● Gendering school knowledge, curriculum and practices;● Masculinizing school culture and sexual violence;● (Hetero)sexuality and sex	<i>CILO₁₋₄</i>	Lecture, reading, presentation and class discussions

education; <ul style="list-style-type: none"> ● Heteronormativity, queer bodies and classroom; ● Gendering ideal citizens and workers in global capitalism; ● Gendering teaching & school leadership 		
Degendering education? Gender equity and feminist pedagogy and practices	<i>CILO₄₋₅</i>	Lecture, reading, and guest speakers

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(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.	40%	<i>CILO₁₋₄</i>
(b) Literature Review: Students are required to write a critical literature review on an issue in education, which can demonstrate their ability to apply and synthesize gender perspectives and concepts acquired in the course.	60%	<i>CILO₁₋₃</i>

5. Required Text(s)

NIL

6. Recommended Readings

General:

*Arnot, M. & Mac an Ghaill, 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.

Conceptualising Gender and Education: Social Constructions and Intersectionality

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.

Gendering School Knowledge, Curriculum and Practices

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.

Masculinizing School Culture and Sexual Violence

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.

(Hetero)Sexuality and Sex Education

*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.

Heteronormativity, Queer Bodies, and the Classroom

*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.

sj Miller and Gilligan, J. (2014) Heteronormative harassment: Queer bullying and gender-non conforming students. In D. Carlson & E. Meyer (eds.), *Gender and sexualities in education: A reader* (pp. 217-229). New York: Peter Lang Publishing.

*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.

Gendering Ideal Citizens workers in Global Capitalism

*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.

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.

Gendering Teaching and School Leadership

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.

Degendering Education? Gender Equity and Feminist Pedagogy and Practices

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. Related Web Resources

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

8. Related Journals

Gender and Education

Compare

Men and Masculinities

Sex Education

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

10. Others

NIL

Appendix

Programme Title : Doctor of Education
Course Title : Gender and Education
Course Code : SSC7251
Offering Unit : Department of Social Sciences & Policy Studies
Credit Points : 3

Delivery mode:

Online learning as the primary delivery mode

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of Contact Hours

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of Contact Hours
5	34	39

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