

EDU210 教育における社会正義の問題

2年 3,4クォーター

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授業形態 演習

アクティブ・ラーニング アクティブ・ラーニング科目

単位数 2

曜日・時限 火曜日・5時限

授業概要

このコースでは、教育に世界規模の影響を及ぼす社会正義の問題、特にジェンダー、人種、社会階級、宗教、セクシュアリティ、能力、言語に焦点を当てる。「社会正義」という用語を使うのは、教育機関の現場に今ある不公平を照らし出すためである。学生は、不平等に光を当てた様々な理論や研究の論文を読んで、世界各国の特定の教育カリキュラムや教育機関について学ぶ。また、リーディングの対象となる研究に関連する重要な用語や概念に習熟することが求められる。さらに、読んだものについて議論し、分析し、統合し、特定の学生集団が教育課程に入れたり、入れなかったりするメカニズムを学ぶ。また、学生、教師、保護者が教育機関の慣習を無意識のうちに維持、支持、または変革しようとするその仕方にはどのようなものがあるのかも学ぶ。更に、(地域およびグローバルでの)教育環境において、どのようなところで不公平があるのかを特定し、社会正義に向けてどのような行動が可能であるか考える。このコースはリーディングが主体であるので、課題リーディングを行い、それを議論できるように準備をしたうえで授業に臨むことが不可欠である。

到達目標

- 教育社会学分野の重要概念と社会正義の問題に関する実際に使える知識を培う。
- ジェンダー、社会階級、宗教、セクシュアリティ、人種、宗教、言語の問題が、個人または集団が教育を受けられること(あるいは受けられないこと)にどのように影響するかについて理解を深める。
- 日本や世界の他の地で、社会正義とは教育の場ではどういうことなのか、また、それはどのように達成できるのかを考える。
- 読んだ物や自身の教育経験を批判的な目で見て、それについて熟考する。

先修科目

なし。講読中心の講義に対する準備が求められる。

教科書・参考資料等

Sensoy, O. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (2nd ed). New York, NY: Teachers College Press.

*Other readings to be provided by instructor

**Please note that although the text has been decided, other readings listed on the schedule may be deleted and/or other readings may be added

***In addition to course readings, movies, documentaries & short videos will be used in class

成績評価

Bi-weekly Journal/ Writing	30%
Active Participation in Class Discussions & Presentation on a Social Justice Issues Topic	30%
Take-Home Exam or Mini-Project	40%

授業スケジュール

Week 1: Introduction and Orientation: What is social justice education?

In class writing assignment: Consider your own experiences in early education.

How did you learn to read? What positive/negative experiences did you have in school? Did you fear or enjoy school? Was schooling very different or similar to your home life?... Watch "When I was eight"

Homework for Week 2:

Read Jean Anyon's 1981 "Social class and school knowledge" &

Write--Answer questions in **writing** before the next class

Week 2: Discuss Anyon's article. What is critical thinking and critical theory?

Homework for Week 3:

Read Mary Crow Dog & Richard Erdoes "Civilize them with a stick"

Read "School Culture and American Indian Educational Outcomes" by D. Martinez or "Racialized Poverty and the Promise of schooling: The search for equitable educational outcomes for aboriginal people in Saskatchewan, Canada" by M. Cottrell & P. Orłowski

Write--**Journal 1 due**

Week 3: Discuss the readings & share your writing

Homework for Week 4:

Read "Indigenous Women facing educational disadvantages: The case of Ainu women in Japan" by T. Takayanagi & T. Shimomura

Read "Aboriginal Education as Internal Colonialism: The Schooling of an Indigenous Minority in Australia" by A.R. Welch

Week 4: Discuss educational contexts for indigenous peoples in Japanese & Australian/show short video clips

Homework for Week 5:

Read Chapter 2 *Critical Thinking and Critical Theory* of Sensoy & DiAngelo pp. 23 - 34

Week 5: Discuss Sensoy & DiAngelo Chapter 2; go over terminology

Homework for Week 6:

Read Chapter 3 *Culture & Socialization* of Sensoy & DiAngelo pp. 35 - 49

Read "Gender and social class differences in Japanese mothers' beliefs about children's education and socialization" by Y. Yamamoto

Week 6(11/14): Discuss Sensoy & DiAngelo chapter 3 & Yamamoto

How does socialization affect schooling? How does schooling affect socialization?

Reading for Week 7:

Read Chapter 4 *Prejudice & Discrimination* of Sensoy & DiAngelo pp. 50 - 59

Read "The True Story of Pocahontas: Historical Myths Versus Sad Reality" by V. Schilling

Watch Disney's "Pocahontas"

Week 7: Watch "Rabbit-Proof Fence" (2002) Phillip Noyce (dir.) or

Homework for Week 8:

Read Chapter 5 *Oppression & Power* of Sensoy & DiAngelo pp. 60 - 79

Write --**Journal 3 due**

Week 8 (11/28): Discuss Sensoy & DiAngelo chapter 5, Share your journals, Discuss last week's movies and your critiques

Homework for Week 9:

Read Chapter 6 *Understanding Privilege Through Ableism* of Sensoy & DiAngelo pp. 80 - 101

Read "Children with disabilities in the Japanese school system: A path toward social integration?" by A-L Mithout

Write--**Journal 4 due**

Week 9(12/5): Share your journals; Discuss Sensoy & DiAngelo chapter 6 & Mithout

Homework for Week 10:

Read Chapter 7 *Understanding the Invisibility of Oppression Through Sexism of*

Sensoy & DiAngelo pp. 102 -118

Read “*Breaking the web of abuse and silence: Voices of battered women in Japan*” by M. Yoshiyama

Week 10(12/12): Discuss Sensoy & DiAngelo chapter 7

Homework for Week 11:

Read Chapter 8 *Understanding the Structural Nature of Oppression Through Racism of Sensoy & DiAngelo* pp. 119 - 140

Read “*The unexamined whiteness of teaching: How White teachers maintain and enact dominant racial ideologies*” by B. Picower

Write--Journal 5 due

Week 11(12/19): Discuss Sensoy & DiAngelo chapter 8

Homework for Week 12:

Read Chapter 9 *Understanding the Global Organization of Racism Through White Supremacy of Sensoy & DiAngelo* pp. 141 - 153

Week 12(12/26): Discuss Sensoy & DiAngelo chapter 9

Homework for Week 13:

Prepare for In-class Presentations

Write--Journal 6 due (for students presenting on 1/16)

Week 13: Student Presentations

Homework for Week 14:

Prepare for In-class Presentations

Write--Journal 6 due (for students presenting on 1/9)

Week 14: Student Presentations

Homework for Week 15 :

Read Chapter 10 *Understanding Intersectionality Through Classism of Sensoy & DiAngelo* pp. 154 - 184

Read “*Globalizing critical studies of ‘official’ knowledge: Lessons from Japanese history textbook controversy over ‘comfort women’*” by K. Takayama

Week 15: Discuss Sensoy & DiAngelo chapter 10 & Takayama

Week 16: FINAL Take-home EXAM/Final Project Due

事前・事後学習

- ・予習：参考図書の該当する章を予習してくること（1時間程度）。
- ・復習：授業内容を復習し、疑問点を整理すること（1時間程度）。