

Table of Contents



II

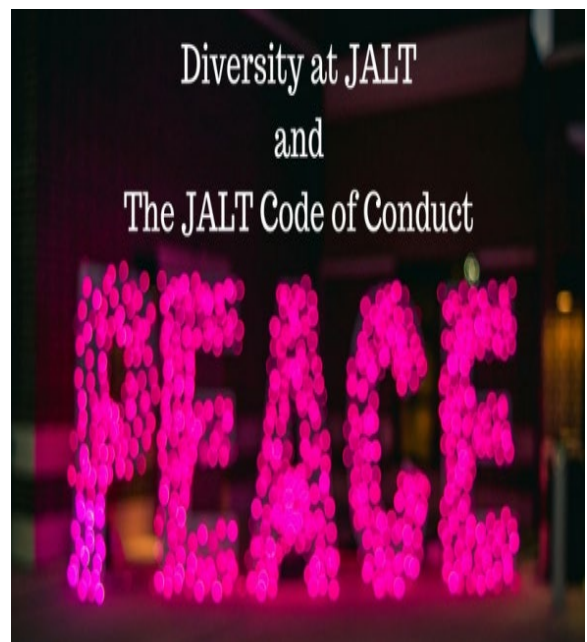
Integrating Gender Literacy into Your University Classes

Gerry Yokota shares how sbe engages learners in gender literacy through solidarity, best practices, and... anime! Gerry also has shared two of her powerpoints for readers to adapt to use in their own contexts.

28

When a JALT Event Heals Your Sore

Reflecting on her own positionality, Parisa Mehran shares her notes on a joint presentation by Tanja McCandie and Brent Simmonds on diversity and the JALT Code of Conduct.



36

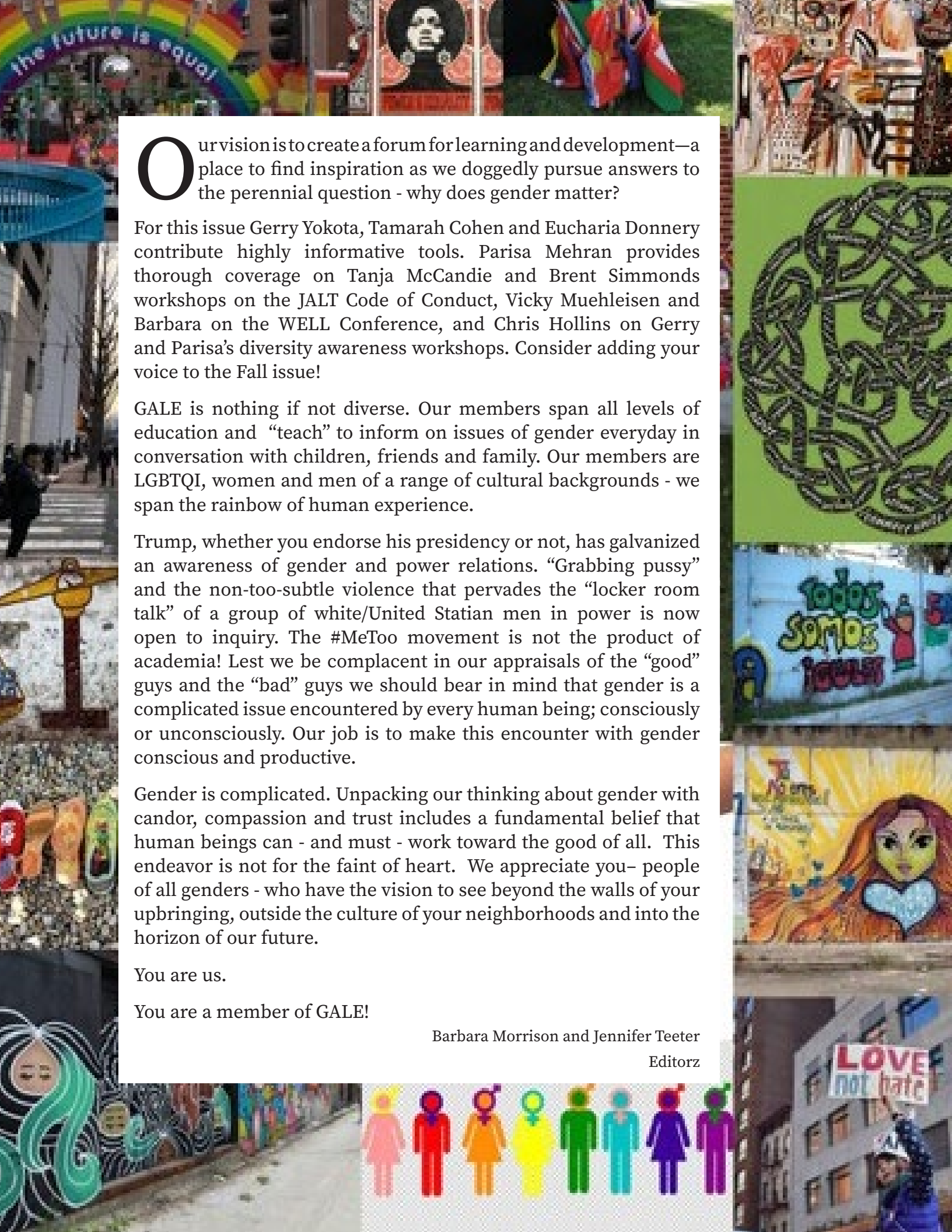
“Sexual harrassment is sex discrimination”

A conversation with Kobe University Professor Ronni Alexander who was the plaintiff in a historical case that helped established sexual harrassment procedures in the U.S. in the 1970's.



07	Members' Corner
08	Development TLC
16	PanSIG Presentations
20	Announcements

22	Notebook
36	Gender in the News
42	Member Publications/Presentations
45	GALE Opporunities



Our vision is to create a forum for learning and development—a place to find inspiration as we doggedly pursue answers to the perennial question - why does gender matter?

For this issue Gerry Yokota, Tamarah Cohen and Eucharia Donnery contribute highly informative tools. Parisa Mehran provides thorough coverage on Tanja McCandie and Brent Simmonds workshops on the JALT Code of Conduct, Vicky Muehleisen and Barbara on the WELL Conference, and Chris Hollins on Gerry and Parisa's diversity awareness workshops. Consider adding your voice to the Fall issue!

GALE is nothing if not diverse. Our members span all levels of education and “teach” to inform on issues of gender everyday in conversation with children, friends and family. Our members are LGBTQI, women and men of a range of cultural backgrounds - we span the rainbow of human experience.

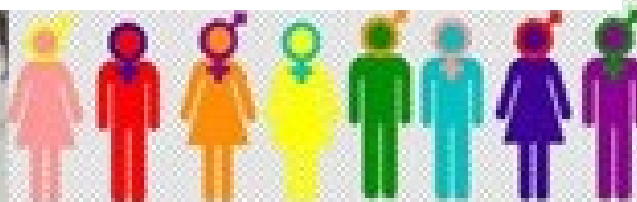
Trump, whether you endorse his presidency or not, has galvanized an awareness of gender and power relations. “Grabbing pussy” and the non-too-subtle violence that pervades the “locker room talk” of a group of white/United Statesian men in power is now open to inquiry. The #MeToo movement is not the product of academia! Lest we be complacent in our appraisals of the “good” guys and the “bad” guys we should bear in mind that gender is a complicated issue encountered by every human being; consciously or unconsciously. Our job is to make this encounter with gender conscious and productive.

Gender is complicated. Unpacking our thinking about gender with candor, compassion and trust includes a fundamental belief that human beings can - and must - work toward the good of all. This endeavor is not for the faint of heart. We appreciate you- people of all genders - who have the vision to see beyond the walls of your upbringing, outside the culture of your neighborhoods and into the horizon of our future.

You are us.

You are a member of GALE!

Barbara Morrison and Jennifer Teeter
Editorz





JALT2018

ความหลากหลายและการอยู่ร่วมกัน

تنوع اور شمولیت

多様性と受容力

تنوع و شمول

Diversidad e Inclusión



多样性和包容

#jalt2018

Diversité et inclusion

Çeşitlilik ve İçerme



VISIT [HTTPS://JALT.ORG/CONFERENCE/JALT2018](https://jalt.org/conference/jalt2018)

MEMBERS' CORNER

Who I am and Why I'm Here (in GALE)

Quenby Hoffman Aoki, GALE Co-Coordinator (Seikei University)

Hello, GALE colleagues and comrades, I'm Quenby Hoffman Aoki, in Tokyo currently teaching at Seikei University, and a member of GALE on-and-off since its birth in the late '90s. I agreed to be one of the coordinators this year mainly because I believe in the importance of this group and what we're all doing to encourage gender awareness in and out of our classrooms. Hopefully, this will be the first of a series of similar columns in the Newsletter, where we can introduce ourselves and share what brought us to this SIG, among the many SIGS JALT has to offer.

Hundreds, possibly thousands of students have sat in various classrooms of mine over the years. Most of them came and went, and I have no way of knowing where life has taken them since their time in my class ended. Now and then, however, we do reconnect, and the following was a particularly special encounter that relates directly to why I'm in GALE.

About four years ago, I took my daughter to the Culture Festival of a university where I used to teach a class called "Gender and the Workplace." The class focused on issues such as gender as a social construct, the Global Gender Gap Index, childcare leave, and sexual harassment. Most students seemed to find the class interesting but maintained that they had never experienced gender discrimination themselves and that gender did not affect their lives

significantly.

As my daughter and I walked across campus, munching on chocolate-covered bananas and churros, a young woman approached us and said hello. "You probably don't remember me, Professor," she continued, "but I took your gender studies class a few years ago. Since I graduated I've been working for a company, and EVERYTHING you said about gender is true!"

While I don't know any further details of her situation, it's rare that we teachers receive that kind of affirmation. I find it sad that young women like my former student still enter the workforce and experience discrimination. Teachers can help, support, and encourage them to be aware that they are not alone. Finally, it is crucial that we continue doing what we do and "walk the talk" as best we can. Whether or not we see them again, the young people we teach are the future, and at least some of them are paying attention and making connections, even if those connections are not made until they finish school and work in "the real world."

Hearing those words from that one student inspired me and reminded me that our work in promoting gender awareness is worth the effort.

What we do matters—
that is why I'm in GALE.

DEVELOPMENT TLC

A new newsletter section to expand our teaching and learning horizons through sharing!

Welcome to our Development TLC (Teaching Learning Concepts) column! For this Spring 2018 issue of the Newsletter Tamarah Cohen, Gerry Yokota and Eucharia Donnery will address different issues and approaches. Tamarah discusses teaching gender in the context of English Language classes, Gerry as a content based course and Eucharia is giving us some pointers of how to apply to university tenure track positions such as the opportunity presented here and posted just recently. Perhaps they are still open for applicants.

Please consider submitting whatever you think could support us as teachers and learners of gender for the Fall Newsletter. Those of you who submit please understand that your ideas and techniques will be used by others to improve their own classroom management practices when teaching gender. Wherever possible, please cite where your knowledge originated from and let the world (your classroom) know there is a resource for gender studies in GALE and GALE members.

Tamarah Cohen: Food Politics

Over the years I have made a great effort to provide a balance for gender in the classroom, but resisted the add-on or supplementary approach since gender is infused into virtually every aspect of human existence. In my view, any meaningful critique of gender needs to highlight this problem. The courses I now teach – including, English Writing, delivered as a Food Politics content course with an emphasis on health patterns associated with food and diet; English Reading, delivered as an Animal Welfare content course with an emphasis on the international issues arising from animal use in all its forms; English Listening, delivered as a Global Perspectives course with an emphasis on the intersecting cultural narratives of class, gender, sexuality, ethnicity and national identity; English Speaking, delivered as a Body Toxic, content course with an emphasis on human and environmental health -- include no single section on gender, but instead address it from an array of angles in every lesson throughout the semester.

This week, for example, in my writing course, the thematic focus was Eating Out. According to the text (The Atlas of

Food: With a New Introduction by Erik Millstone) “the increase in eating out [...] is influenced by factors such as the number of single-parent households and the ratio of younger to older people in the population. It is also directly paralleled by the growth in the number of women in paid work.” (p. 93). I ask the students:

- What does the above actually mean? Do you think that single-parent households eat out more or less often than two-parent households?
- Do you think the growth in the number of women in paid work encourages or discourages eating out?
- Why do you think the authors wrote “the number of women in paid work” and not “the number of working women”? In other words, what’s the difference between “women in paid work” and “working women”?

Student responses led the way to: the gender pay gap; average annual work hours by sex; feminist definitions of ‘work’; the double

burden; the Global Gender Gap Report; obesity rates by sex; and a discussion of how pseudo-generic masculine word forms and their underlying thoughts promote male visibility at the expense of women's identity and stature. (Note: it has never been “the Japanese” who enjoyed life time employment, but rather, Japanese men.) The unit ended on the topic of oppressive social customs prompted by Freshness Burger’s ‘Liberation Wrapper’ <https://www.youtube.com/watch?v=A5kTiP4wDQU> (1:38 min.).

"For Japanese women," says the ad, "having an 'ochobo', small and modest mouth, is regarded as attractive. In public, a large open mouth is regarded as ugly and rude. It is, therefore, considered good manners to cover the mouth when opening it."

All of my courses are designed to prepare students for increasingly complex acts of critical feminist engagement by offering them an opportunity -- a sustained opportunity -- to negotiate the intersecting cultural narrative of gender.



Man taking a big bite out of a juicy hamburger. Yum!



Google search of ochobokuchi- the type of mouth that is considered attractive for women by Freshness Burger

Japan Should Change IMMEDIATELY!

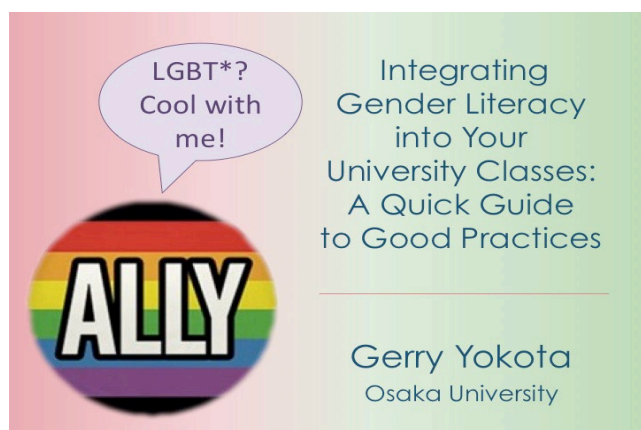
Ai Kazusa

I was shocked by the fact that Japan's rank in the Global Gender Gap Report 2017 was 114. Although Japan ranked one in "Health and Survival," its rank in both "Economic Participation and Opportunity" and "Political Empowerment" was under 100. This is serious. In order to solve this problem, both Japanese people and the Japanese government should change immediately. Japanese people have to KNOW that Japan is greatly behind other developed countries and even many developing countries, and KNOW how terribly women in Japan are discriminated against by men especially in terms of salary and political empowerment. Knowing the facts is a very simple thing, but I think it would make a great change.

Japanese women, especially salaried workers, should continue to think and feel that the situation in which there is a huge difference between men's salary and women's is not natural. They should have courage to act in order to close the gap. However, since Japanese women tend to put up with discrimination to keep good relationships with their (male) bosses and their (male) colleagues, I think men's support for women is important and much needed. Something small like telling a woman that they are on her side and they are ready to support her might be meaningful (if it's true that they are on her side and ready to support her...).

On the other hand, I think the Gender Equality Bureau Cabinet Office of the Japanese government, which claims to be promoting the active role of women, should make stricter laws to address the gender gap. For example, I heard that Iceland, which ranked one in the report, made and carried out a law which requires all companies to submit a report that proves there is no gender pay gap, and if they don't, they are required to pay a huge penalty fee. This law seems to be too strict for Japan, but I think it is very good system.

In conclusion, Japanese women and men and the Japanese government should act more aggressively and continue trying, however hard it is, to raise the national rank and eliminate the gender gap in Japan.



LGBT*?
Cool with me!

Integrating
Gender Literacy
into Your
University Classes:
A Quick Guide
to Good Practices

Gerry Yokota
Osaka University



LGBT*?
Cool with me!

I put this button and message on the title slide of all the PowerPoint presentations I use on my first day of classes. I also have it on my office door.

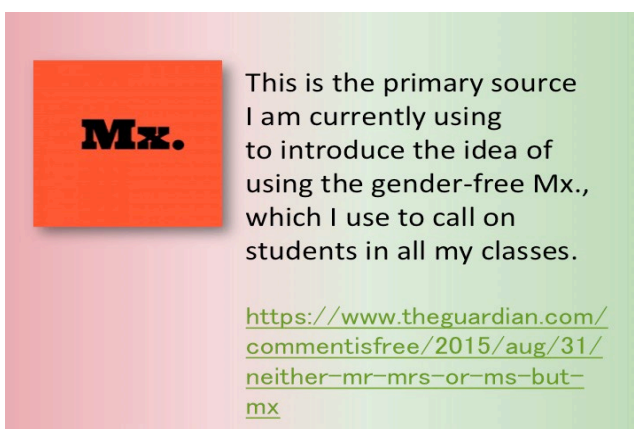


ALLY
BADGE

MX.

Preferred
Pronouns

SINGULAR
THEY



Mx.

This is the primary source I am currently using to introduce the idea of using the gender-free Mx., which I use to call on students in all my classes.

<https://www.theguardian.com/commentisfree/2015/aug/31/neither-mr-mrs-or-ms-but-mx>

Slides to accompany Gerry's lesson plan. Continues on next page. Click here to download the pdf:
<https://goo.gl/fMpLdv>

Gerry Yokota: Integrating Gender Literacy into Your University Classes: Good Practices

Gender Literacy is a highly valued competency in today's world. This short PDF, excerpted from a presentation I gave at Matsuyama JALT 2016, introduces a set of four standard practices I use in all of my classes at Osaka University, practices which I believe could easily be incorporated into any university level class.

1. Ally Statement

The first slide of all my PowerPoint orientation presentations for the first day of classes includes this rainbow ally button, which I also have posted on my office door.

2. Mx.

On the first day of class, I inform the students that I will call roll using Mx. They are always

pleased when I note that it took the English-speaking world a while to catch up with Japan's egalitarian gender-free -san.

3. Preferred Pronouns

I use two newspaper articles to introduce the concept of preferred pronouns, one describing the various choices available, the other offering some caveats about risky behavior to avoid in the classroom.

4. Singular They

I use this authoritative entry in the Oxford Dictionary online blog to explain that the singular they is not grammatically incorrect as many tend to assume; historically it was actually originally in common usage. (Both the MLA and Chicago style manuals explicitly follow this principle. APA is a little more vague.) The second article indicates the degree of popular acceptance of the term.

These are the two sources I am currently using to introduce the idea of preferred pronouns.



<https://uw.edu/lgbtrc/support/gender-pronouns/>

<https://www.nytimes.com/2016/09/26/opinion/pronoun-privilege.html>

This is the first source I am currently using to introduce the idea of the singular they.

<http://www.oxforddictionaries.com/words/he-or-she-versus-they>

- You can use the plural pronouns 'they', 'them', 'their' etc., despite the fact that, technically, they are referring back to a singular noun:

If your child is thinking about a gap year, they can get good advice from this website.

A researcher has to be completely objective in their findings.

Some people object to the use of plural pronouns in this type of situation on the grounds that it's **ungrammatical**. In fact, the use of plural pronouns to refer back to a singular subject isn't new: it represents a revival of a practice dating from the 16th century. It's increasingly common in current English and is now widely accepted both in speech and in writing.

This is the second source I am currently using to indicate the current degree of acceptance of the singular they.

<https://www.washingtonpost.com/news/wonk/wp/2016/01/08/donald-trump-may-win-this-years-word-of-the-year/>

Sorry, grammar nerds. The singular 'they' has been declared Word of the Year.

Singular "they," the gender-neutral pronoun, has been named the Word of the Year by a crowd of over 200 linguists at the American Dialect Society's annual meeting in Washington, D.C. on Friday evening.

In a landslide vote, the language experts chose singular they over "thanks, Obama," ammosexual, "on fleek," and other contenders for this annual award given to the most significant term or word in the past year.

Singular they, which The Post officially adopted in its Style guide in 2015, is already a common habit in American speech. An example: "Everyone wants their cat to succeed."

**Your ideas welcome!
Let's keep working together
to keep these kinds of
resources up to date!**

—Gerry Yokota
Osaka University

Slides to accompany Gerry's lesson plan continued from previous page. Click here to download the pdf: <https://goo.gl/fMpLdv>

Lalah: Why do you fight like this? Why? You have no one. Nothing to fight for.
Amuro: What do you mean?
Lalah: I can see it. You have no home, no family, you love no one.
Amuro: What difference does that make? Is it wrong to fight when you've nothing to fight for?
Lalah: It isn't natural.
Amuro: Then why do you fight?
Lalah: I fight for the one who saved me.
Amuro: Is that all?

Audrey: Go home, Banagher. I appreciate all you've done for me thus far. I can take it from here.
Banagher: But Audrey, I can still help...
Audrey: Banagher...
Banagher: Just say that you need me and I'll... Just tell me...
Audrey: I don't need you. Now go, the best thing you can do is forget about me.

Kyoko: I brought all this suffering down on my family because I made a wish for my dad without knowing what he really wanted. So right then and there, I promised myself I'd never use magic to help anyone else ever again. This power is mine, and I'll use it for me and me alone.

Selected slides from Gerry's presentation at Matsuyama JALT: anime challenging and reinforcing gender stereotypes. "For a fuller explanation of the context to the anime scenes, see Vol. 8, 2015 of the GALE Journal. Click here to download the full pdf: <https://goo.gl/vyBkVt>

Eucharía Donnery: The Road to Tenure in Japan: Some Advice For the Road

Osaka Jogakuin invites applications for full-time positions at both Osaka Jogakuin University and Osaka Jogakuin College beginning April 1, 2019, in the field of English education.

Qualifications and requirements:

- 1) A commitment to the University's Christian mission
- 2) Doctorate/Master's degree or academic achievements equivalent to these degrees (English Education, Applied Linguistics, or related field),
- 3) Experience teaching at universities and colleges,
- 4) Active interest in improving education, research, and student advising,
- 5) Native/Near-native speaker competence in English and Japanese from any nation; sufficient Japanese and English ability to teach, provide academic/daily advising to students, work with other teachers from any nation,
- 6) For native/near-native Japanese, sufficient English ability for content-based teaching in English classes, and
- 7) Living in or around Osaka city, if selected

*The successful candidate will highlight their experiences in one or more of the following areas:

- Test making / statistics

Materials development / curriculum design

- E-learning / CALL / interest in or experience teaching with tablet computers
- Overseas programs (orientation, escorting)

Responsibilities

- 1) Teach general English courses such as academic writing, content-based discussion and listening, among others.
* Subjects may change because of a curriculum revision
- 2) May also teach graduate course/Osaka Jogakuin College classes
- 3) May be asked to coordinate course sections among teaching staff
- 4) Conduct administrative work including work for the graduate school/ and Osaka Jogakuin College classes

*Applications can be made using the same documents to both Osaka Jogakuin University and Osaka Jogakuin College.

To be considered for the position, please complete the application form and send the required documents by mail.

For more information, please refer to:

- 1) "JREC-IN" HP
<https://jrecin.jst.go.jp/seek/SeekTop>
Data No. OJU: D118040146 OJC: D118040209
- 2) OJU/OJC HP <http://www.wilmina.ac.jp/oj/>

A Note to Aspiring Applicants:

Job-hunting anywhere is tough. Job-hunting in Japan is really tough. As a non-US applicant, there seemed to be general consensus that having degrees that were non-TESOL from Ireland was marginally better than a criminal record. In many cases, the odds were not in my favor, however perseverance paid off in the end. Along my job-hunting career working in five very different institutions and sitting on interview search committees, some things that my mother said from an early age have lingered.

“Keep your CV up-to-date”

You never know what is coming around the corner, circumstances change and you may find yourself with an unreasonable boss-from-hell. Do presentations. Write for Tokyo JALT Journal -- they take new writers by the hand and give great advice. And this journal has an ISSN-number, which is important when a search committee is adding up the points of each applicant to be submitted to the general affairs division (they are the hard data nutters!). You need to show that you are active and dynamic in the academic community. Collaborate. Especially with a Japanese colleague as it is evidence that you play nicely with others. Apparently, that nugget of information jumped off the page when I was applying for my current position.

“Stalk the Institution”

That sounds so simple, yet many applicants do not read up on the mission statement and miss a vital part of the ethos that drives the university. Find someone in your network who has worked there and consider whether you are a

good “fit” for the position. Think of job-hunting not as a daunting task in which the interview search committee have the power, but as speed-dating. You need to be personable (who wants to work with a sociopathic genius!), the search committee is looking for someone who can teach, but more importantly they want someone who is a good colleague and works well with the administration. Each institution has a different culture, make sure you understand what these are before the interview. Find out what they are looking for and hone your CV and cover letter to match their needs. You are also interviewing them, but please stay away from the topic of money in the interview. Unless they bring it up! Usually by the time of the interview, the applicants have been whittled down and your application should be in the top three. People like to help, so ask a sympathetic friend to read through your application and give advice on how to improve. Another set of eyes is always a good idea.

“Failure is your friend”

Watch the JK Rowling’s speech on failure and remind yourself that the search committee is not commenting on you as a person but rather that you didn’t fit with some part of their criteria. Onwards and upwards!

“Always have a presentation ready to go”

My mother couldn’t protect with her wisdom here, this I learned the hard way. In the science and engineering world of academia, it is taken for granted that applicants start with a PowerPoint presentation. You can only imagine my reaction when all the professors in my

department asked me for one at the start of the interview— a truly heart stopping moment as the interview was in Japanese and I was in way over my head to begin with!

“Polish the back of your shoes”

In my university career and job-hunting handbook for students, this is emphasized as your shoes leave the final impression. Get out that polish and brush!

The very best of luck with your journey and stay positive!



Eucharia at the finish line of the Shonan International Marathon



Join us at Toyo Gakuen Hongo
Campus - May 19th and 20th, 2018

PAN-SIG MEMBER PRESENTATIONS

GALE FORUM: Gender Across Borders/Sat 4:30-6 Rm 4503 (Equality Across Borders)

S. Healy¹, E. Donnery², P. Mehran³, E. Fernandes⁴

¹Kyoto Institute of Technology, Japan; ²Shonan Institute of Technology;
³Osaka University; ⁴Kobe City University of Foreign Studies

This forum will examine issues related to gender and identity both within Japan and globally. Eucharika Donnery will contrast the experiences of female teachers and students in a male-dominated department at a Japanese university with other departments. She will also suggest ways in which universities can support minority identities. Parisa Mehran and Elisabeth Fernandes will explore the theme of debunking stereotypes of Middle Eastern Women. They will discuss their personal experiences in Iran and Pakistan and their collaboration in their English classrooms on projects to reflect on existing stereotypes and their impact on the identity of these women.

Female Representation in Japanese EFL Textbooks/Sun 11-11:25 Rm 4401

N. Suezawa

Graduate School of International Cooperation Studies, Kobe University

English textbooks play an important role in Japanese EFL contexts. This study is a quantitative comparative analysis of female representations in high school textbooks in Japan, with the aim of exploring gender representations therein. 22 textbooks published in the 1990s and in 2017 were analyzed in terms of the number of male and female characters and their social status. The significance of this study is that there have been few comparative historical studies in textbook analysis. The results demonstrate that there still remains a great disparity between male and female characters in EFL textbooks used in Japan.

PAN-SIG GENDER-RELATED AND MEMBER PRESENTATIONS/ACTIVITIES

Data Analysis in Qualitative Research on EFL Teachers/Sun 11:30-11:55 Rm 4401

J. Kimura

Temple University, Japan

PhD students will have to make several decisions over the course of the dissertation project. I will use my own case study on female foreign language teachers to highlight suitable ways in which to analyze the qualitative data I will collect in my dissertation project. In this presentation, I will be describing some of the theory and practice associated with qualitative data analysis in order to think through the many possibilities available to researchers who work under the qualitative and mixed-methods paradigms.

Investigating Diversity: An Exploration Of Conference Attendance/Sun 1-1:25 Rm 4401

T. M. McCandie¹, C. Fujishima²

¹Meijo University; ²Shirayuri University

Diversity and inclusion are on the JALT radar with the 2018 National Conference centred on the topics. This presentation will discuss the results of a survey that explores the reasons why people attend, or do not attend, JALT chapter meetings and conferences. This survey was undertaken in response to a finding that some membership demographics are highly underrepresented at JALT chapter meetings. (McCandie, 2017). Analysis will provide insight into the reasons and suggest ways JALT can adapt and develop to become a more diverse and inclusive association. The results have application to improving the diversity of conferences in general.

PAN-SIG GENDER-RELATED AND MEMBER PRESENTATIONS/ACTIVITIES

Sexual Harassment Issues and Language Education in Japan/Sun
1:30-1:55 Rm 4401

R. O'Mochain

Ritsumeikan University

The recent “Me Too” campaign has raised awareness of sexual harassment as an insidious and prevalent social problem. A recent General Union survey shows that many language educators in Japan have been affected, and many dimensions of the issue are not fully understood. Research indicates that a culture of silence around sexual misconduct impoverishes learning experiences for students in toxic environments, and blights careers for language instructors. This presentation explores these issues, outlines various prevention policies, and reports on a pilot study with university students to raise awareness of the seriousness and the prevalence of sexual harassment.

Living in Liminality: LGBTQIA+ Identity in Japan/Sun 3:30-3:55 Rm
4401

Y. J. Grote¹, B. S Morrison²

¹Kyoto Sangyo University; ²Utsunomiya University

This presentation discusses how certain cultural dimensions, combined with the importance of marriage and having children in order to have a place in society, have created a unique environment for the LGBTQIA+ community in Japan. Low visibility of LGBTQIA+ communities at university results in students having a liminal sense of belonging, existing simultaneously within and outside of society.

This presentation is informed by a series of in-depth interviews with LGBTQIA+ students in a university where the LGBTQIA+ community is largely invisible, as well as more informal contact with LGBTQIA+ students in a university working hard to make a more visible community.

PAN-SIG GENDER-RELATED AND MEMBER PRESENTATIONS/ACTIVITIES



The poster features the Tokyo PanSIG logo on the left, which includes a colorful tree and the text 'Tokyo PanSIG Join us at Toyo Gakuen Hongo Campus - May 19th and 20th, 2018'. In the center, two people are shown wearing VR headsets, with large, colorful letters spelling 'MAVR' and the tagline 'REALITIES IN LEARNING' below them. The main title of the poster is 'MAVR SIG Forum Speaker Line-up'. Below the title, there are six circular portraits of speakers, each with their name and a brief description of their presentation topic. The speakers are: Eric Hawkinson ('The State of MAVR'), Bobby Figueroa ('Story Spheres: ICU Case'), Elisabeth Fernandes & Parisa Mehran ('Connecting to Puerto Rico through AR and VR'), Chris Hastings ('VR for in the Second Language Classroom'), Jennifer Teeter ('Academic Writing from VR Experiences - Refugee Stories to Policy in Japan'), and Euan Bonner & Erin Frazer ('Promoting Autonomy for Student Orientations in Self-Access Learning Centres'). A URL 'x.co/mavrsig' is located at the bottom right of the poster.

MAVR SIG Forum Speaker Line-up

Eric Hawkinson
"The State of MAVR"

Bobby Figueroa
"Story Spheres: ICU Case"

Elisabeth Fernandes & Parisa Mehran
"Connecting to Puerto Rico through AR and VR"

Chris Hastings
"VR for in the Second Language Classroom"

Jennifer Teeter
"Academic Writing from VR Experiences - Refugee Stories to Policy in Japan"

Euan Bonner & Erin Frazer
"Promoting Autonomy for Student Orientations in Self-Access Learning Centres"

x.co/mavrsig

Saturday, May 19th 2:30 to 4:00PM in Room 4603

Teacher Education and Development (TD) Forum: Exploring The Role That SIGs Play in Teacher Development: Three Interviews/Sun, 11-1330pm Rm 4502

M. Turner¹, A. Yoshida², M. Ellis³

¹Toyo University; ²Kanda University of International Studies; ³International Christian University High School

20-minute interviews with representatives from invited SIGs (Gerry Yokota representing GALE) will be asked carefully prepared questions to explore connections and commonalities between SIGs, specific teacher development stories, and the individual differences that mark SIGs as unique and special. It is hoped that through conducting such interviews SIGs can co-construct a clearer understanding with each other, whilst strengthening an awareness and interest in each other's activities. The forum will conclude with an open discussion with audience questions and comments highly encouraged.

NPO JALT 2018

National Elections Call for Nominations



<https://jalt.org/main/2018-call-nominations>

ANNOUNCEMENTS

Voting in JALT Elections

All GALE members should vote in JALT elections because if 50 per cent of all members do not vote JALT loses status as a Japanese NPO (crucial for the organization's continued existence). SIGs do not endorse candidates so it is up to each and every one of you to make your own decision. The voting period of 45 days shall open on Saturday April 14th and close on Sunday May 27th. Should you want more information on as candidate you can always write in with your queries. More information below:

<https://jalt.org/main/nominees-2018-executive-board-elections>

GALE Website Revamped

Thank you Paul Arenson for reenvisioning the the GALE website!

<http://gale-sig.org/>

If you have not already visited it, you are in for a treat. You will find it a pleasure to explore; lovely graphics and a joy to behold—very much representative of the diversity that constitutes GALE.



JALT2018 is coming!

Please check this link for more details:

<https://jalt.org/conference/jalt2018/plenary-speakers>

Scholarship for #JALT2018

Deadline approaching!
Full details at: <https://jalt.org/conference/jalt2018/scholarship-jalt2018>



New and improved GALE website.

Paul has truly represented our diverse voices! Check it out! <http://gale-sig.org/>

GENDER AWARENESS IN LANGUAGE EDUCATION HOME NEWS MEMBERSHIP PUBLICATIONS JALT CODE OF CONDUCT E/J CONTACT US PREVIOUS SITE

What's New in GALE News

See the latest posts. Scroll below to see what else is on the site, or use the above menus.



Sex workers



Abortion



Patriarchy 1



United we can never be defeated



Hypocrisy



Gender Fluid



Gay Pride parade



Okinawan women and US bases



Gender roles

NOTEBOOK



Scenes from the WELL Conference 2018 courtesy of Satoko Takahashi

WELL Conference Report 2018 Barbara Morrison & Vicky Muehleisen

The WELL conference this year was a wonderful event on many levels: professionally, emotionally as well as spiritually. The keynote speaker from Ishikawa Company was at the center of the constellation of events as she carefully moved through the stages whereby a recycling facility moved from a 25 member (all male) facility that operated a pollution producing facility reviled by local habitants (the smoke emission were polluting crops) to a modern - nearly pollution free

- recycling facility that maintains local communities through community building and conservation - a process that began and continues to unfold under the leadership of a female president (daughter of the founder) who manages hundreds of employees (half are now women) with the help of five executives - of whom three are also women.

Our speaker was quite careful to point out that this remarkable turn around has been - and continues to be - powered

by women thinking as women; where communication among employees and between other companies as well as local citizens has become a cornerstone for innovation and productivity.

Unsolicited comments from the conference:

“I feel like a different human.”

“I am so happy I could take part in this weekend.”

“A weekend brilliantly organized!”

“It was the most fabulous day I have ever had.”

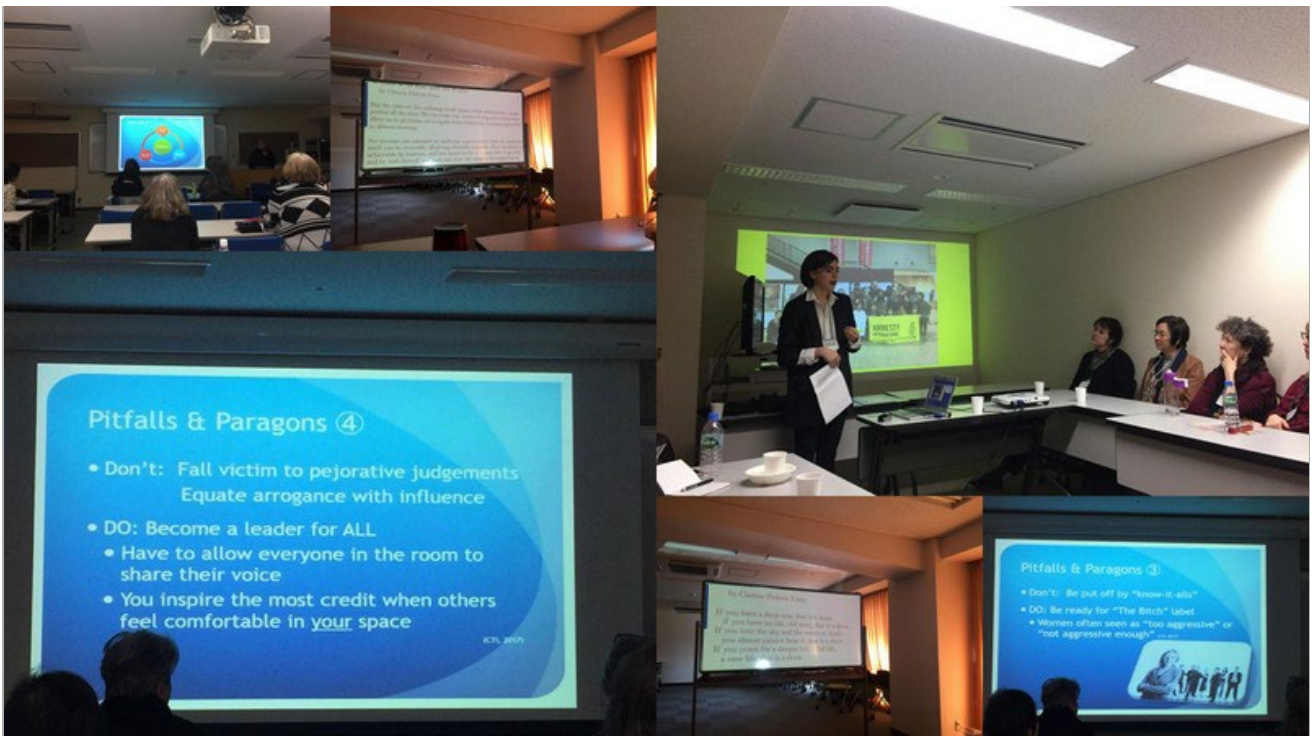
This notion of communication and of understanding multiple points of view - be they the needs of students, clients, customers or ourselves, was reemphasized in every session I attended both before and after the keynote address. Both “Gender Inequality – The Role

of Women in the Workplace in Japan” (Fathima Marikkar), and “How Women Can Succeed as Entrepreneurs” (Amy Long) as well as a session in Yoga and Meditation that explored our personal abilities to get into better communication with our own body/minds emphasized – all of these the need for communication and communication skills.

The conversations (perhaps both inner and outer) never stopped – running through meals and evening performances (storytelling, poetry, dance and song). Our encounters with one another ranged from the public (how do I succeed in my chosen profession) to the very personal (how do I hear and engage fruitfully with my own body).

We also engaged with each other and the WELL organization itself in a discussion concerning the renaming of this organization to reflect the growing

Top right, Carolina Van Der Mensbrugghe (Amnesty); Two whiteboards (The "door" poem): Gerry Yokota's slides; Kathleen Brown (Kurume University), "Resonant Voices: Establishing Leadership in the Boys' Room." WELL through the lens of Parisa Mehran



and changing face of WELL membership. Stay tuned to those results and we look forward to seeing you next year.

WELL was started by women language teachers, but from the very beginning, it has focused on a wide range of issues related to and of interest to women. In the years I have been helping to organize, we have tried to have a balance of presentations and workshops in three areas:

- Education (including but not only language)
- Social issues and activism (often, but not always, involving gender issues)
- Wellness/personal development.

We try to make things as bilingual as possible (although recently, we've been getting a little too much toward English). We encourage students to come to present, and in fact, we always set aside a few places in the schedule for them. They aren't expected to go through the usual application process; rather, we ask WELL members to recommend some students to present.

We don't have an elected, official board of leaders. The conference organizers are just whoever is willing to do it (although we tend to be mostly from Kanto, because that makes it easier to meet). We are always looking for new people to come in and take a turn as an organizer. (I, for example, am looking for someone to take over for me after next year!)

SEXUAL HARASSMENT: FROM TWO VANTAGE POINTS

April 2018 Joint meeting
SIETAR Kansai and JALT Osaka, Kyoto and Nara
GALE SIG (Gender Awareness in Language Education)

- Speakers:** Dr. Robert O'Mochain, Ritsumeikan University
Dr. Fiona Creaser, Kitakyushu University
- Date:** Sunday, April 22, 2018
- Time:** 15:00-18:00
- Venue:** Takatsuki Shiritsu Sogo Shimin Koryu Center
(one minute from JR Takatsuki Station) Tel. 0726-85-3721
<https://www.google.co.jp/maps/place/>
- Fee:** Free for members and students; 500 yen for non-members
- Language:** English
- Social event:** We will have a meal after the session at a nearby restaurant.
- Contact:** fujimotodonna@gmail.com

Presentation 1: Sexual Harassment: From Cultures of Silence to Cultures of Empowerment

This presentation explores the issue of sexual harassment through the lens of culture, in particular the cultures of educational institutions. To what extent do educational cultures tolerate unacceptable behaviour, with a culture of impunity for perpetrators? To what extent are individuals aware of the seriousness of sexual harassment, and what steps have they taken to eliminate this prevalent social ill? The presentation also considers national, political, organizational, and military cultures in terms of the styles of masculinity which they promote and how this translates into toxic patterns of harassment. Finally, considerations are made of counter-arguments to some arguments of protagonists of the “Me Too” campaign, a recent far-reaching, multimedia, cultural phenomenon.

Dr. Robert O’Mochain is an Associate Professor of the College of International Relations in Ritsumeikan University. He received his doctorate from Temple University Japan in 2006. His doctoral research explored the implications of homophobia in the lives of teachers and students in Japan. More recently, he has explored the implications of sexual harassment in educational contexts and has applied a Masculinities Studies perspective to sexual harassment issues. **Presentation 2: Springboard Women’s Work and Personal Development Program: One Woman’s Journey**

Dr. Fiona Creaser’s past research has been on harassment against women; however, two years ago she felt that although workplace policies had improved somewhat, there was still a gap between the reality of harassment and its effects on people. There was a clear need for safe working environments for people to speak freely about their experiences of harassment. Victims of harassment experienced anger, disappointment and isolation. Dr. Creaser thus worked on a project to culturally translate and introduce to Japan the Springboard Women’s Work and Personal Development programme, a programme which was developed in Durham University in the UK and dedicated to empower women to create their own networks of power and safety. This project has sponsored several women in Japan to become licensed trainers, and it is expected that this will result in pockets of support networks to spring up throughout Japan.

Dr. Fiona Creaser is an Associate Professor at the University of Kitakyushu. She received her Doctorate in East Asian Studies from the University of Durham (UK) in 2009, which investigated the problem of sexual harassment in Japan. She teaches gender studies and her research interests include, sexual harassment, workplace bullying, and women’s self-development and empowerment programmes.



Dr. Robert O'Mochain, Ritsumeikan University



Dr. Fiona Creaser, Kitakyushu University

セクシュアル・ハラスメント： 2つの視点から

2018年4月 合同研究会
SIETAR関西・JALT大阪、京都、奈良
ジェンダーと語学教育研究部会

講師： Dr. Robert O' Mochain (立命館大学)
Dr. Fiona Creaser (北九州市立大学)

日時： 2018年4月22日(日) 3:00pm~6:00pm

場所： 高槻市立総合市民交流センター、第3会議室(3階)
(JR高槻駅徒歩1分) Tel. 0726-85-3721

<http://www.google.co.jp/maps/place/高槻市立会館総合市民交流センター>

費用： 会員・学生は無料、非会員は500円

使用言語： 英語

親睦会： 終了後に近くのレストランで夕食会を致します。参加ご希望の方は予約が必要となりますので fujimotodonna@gmail.com宛てに
4月19日(木)迄にご連絡下さい。

プレゼンテーション 1 : セクシュアル・ハラスメント : 沈黙の文化からエンパワーメントの文化へ

このプレゼンテーションでは、文化というレンズを通して、特に教育機関の文化におけるセクシュアル・ハラスメントの問題を取り上げます。加害者にはおとがめなしという文化の中で、教育現場では容認すべきでない行動をどの程度許容しているのでしょうか？ また、社会悪としてまん延するセクシュアル・ハラスメントの重大性はどの程度認識され、排除のためにどのような対策が講じられているのでしょうか？ このプレゼンテーションでは、国家、政治、組織、軍隊といった男らしさが推奨される文化について取り上げ、その「男らしさ」がどのようにしてハラスメントという有害なパターンへと変わっていくかについても検討します。そして最後に、最近マルチメディアを通じて広範囲に展開される文化現象である「Me Too」キャンペーンの主唱者の主張に対する反論について考察します。

Robert O' Mochain氏は立命館大学国際関係学部の准教授です。博士研究では、日本の教師や学生の生活において同性愛嫌悪が及ぼす影響について調査しました。最近では、教育という文脈でのセクシュアル・ハラスメントの影響を探るとともに、「男性学」の視点を、セクシュアル・ハラスメントの問題の研究に採り入れています。
プレゼンテーション2 : 女性の職業と自己啓発のためのスプリングボード : ある女性の旅路

Fiona Creaser氏は、以前から女性へのハラスメントに関する研究を行なっています。2年前に彼女は、職場での方針についてはいくらか改善が見られるものの、ハラスメントの現実と、ハラスメントが人々に及ぼす影響との間には依然としてギャップがあると感じていました。ハラスメントの経験について自由に発言できるような、安全な職場環境が必要であることは明らかでした。ハラスメントの被害者たちは、怒りや、失望や、孤独の中にいました。そこで、Creaser氏は「女性の職業と自己啓発のためのスプリングボード」プログラムを、日本文化になじむように翻訳して日本に紹介するプロジェクトに携わりました。このプログラムは英国のダラム大学で開発されたもので、女性たちが強力かつ安全なネットワークを自ら作り出せるよう支援することを目的としています。このプロジェクトは既に、数名の日本人女性にもトレーナーライセンスの取得支援を行っており、ここから日本全国に支援ネットワークが広がることが期待されています。

Dr. Fiona Creaser氏は北九州市立大学の准教授です。東アジア学部において日本でのセクシュアル・ハラスメントの問題の調査でダラム大学（英国）から2009年に博士号を取得しました。彼女はジェンダー問題について教えており、セクシュアル・ハラスメント、職場でのいじめ、女性の自己啓発およびエンパワーメントプログラムなどの研究に携わっています。

WHEN A JALT EVENT HEALS YOUR SORE

Reported by Parisa Mehran

“There are sores which slowly erode the mind in solitude like a kind of canker.”
— Sadegh Hedayat, Iranian Writer, *The Blind Owl*

It was a snowy day and trains were delayed, but I was determined to attend Gifu JALT’s event on diversity and the JALT Code of Conduct, a duo-presentation by Tanja McCandie and Brent Simmonds. I know the presenters through JALT GALE SIG. I met Tanja for the first time at PanSIG 2017 GALE Forum and met Brent at JALT2017. They are both on JALT working group for the Code of Conduct, which has been developed recently and it is the reason I did not quit JALT after an incident that happened to me (<https://beyondyourstereotypes.wordpress.com/2017/05/30/oh-you-are-a-terrorist/>).

Increasing Diversity from Within by Tanja McCandie

Tanja started with the following quotation:

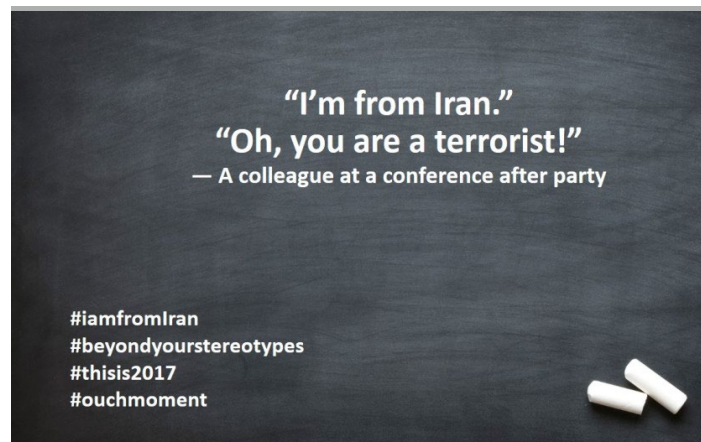
“People in the majority group are often not aware of hidden injuries experienced by non-mainstream people.”

— Houghton and Rivers (2013), *Native-Speakerism in Japan*

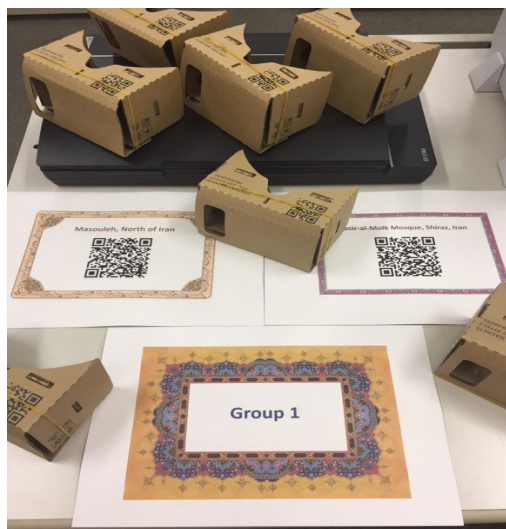
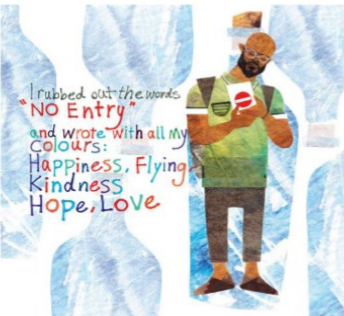
Tanja then emphasized that the purpose of her presentation is to raise awareness and not to blame or finger point. First, she gave a pop quiz to her audience to make sure that the participants know what JALT stands for:

“The Japan Association for Language Teaching”

So, JALT includes all languages not just



Images from Parisa Mehran's educational, inspiring websites, which appear in this article.



English; hence, it has a special interest group for teachers of other languages (Other Language Educators SIG). Also, JALT is for language teaching and everyone who is interested in or doing research on language teaching can join JALT.

Next, Tanja gave a brief introduction on JALT and brought the audience's attention to JALT mission statement:

“JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate.”

Afterwards, Tanja challenged some JALT members' comments about diversity at JALT:

- Women don't want it bad enough.
- Most Japanese prefer just to come and watch presentations, not give them.
- We have a female president so it can't be all that bad.

Based on chapter presentations analysis, Tanja then discussed the imbalance of representation based on gender and ethnicity at JALT. Women, both Japanese and non-Japanese, are missing out on networking and career opportunities because they are underrepresented at the chapter level. Tanja mentioned that JALT International plenary speakers are usually gender-balanced; however, Technology in Teaching (TnT) Workshops are often male dominant.

Tanja asked how JALT members get a presentation slot at a chapter meeting, PanSIG conference, and JALT International Conference. She then suggested how JALT could transform to better meet the needs of all members. For example, she believes that we need a guideline at JALT on how to find presenters and a call for presentations within SIGs and Chapters. This information could be added to membership registration so that all members are aware of them. She

encouraged women to apply to present at JALT by citing the following quote:

“An internal report at Hewlett-Packard revealed that women only apply for open jobs if they think they meet 100 percent of the criteria listed. Men apply if they think they meet 60 percent of the requirements. This difference has a huge ripple effect. Women need to shift from thinking ‘I'm not ready to do that’ to thinking ‘I want to do that-- and I'll learn by doing it.’”

— Sheryl Sandberg (2013), *Lean In: Women, Work, and the Will to Lead*

Tanja also showed a cartoon by New Yorker Cartoonist Jason Adam Katzenstein: “Let Me Interrupt Your Expertise With My Confidence” (<https://condenastore.com/featured/let-me-interrupt-your-expertise-with-my-confidence-jason-adam-katzenstein.html>).

Finally, Tanja recommended some helpful websites, a TED Talk, and books listed below:

Helpful Websites

<https://genderequalityelt.wordpress.com/>

<http://www.heforshe.org/>

<http://thefairlist.org/>

Recommended TED Talk:

"Why Gender Equality Is Good for Everyone — Men Included" by Michael Kimmel

Books Based on Japan:

- *Identity, Gender, and Teaching in Japan* by Diane Hawley Nagatomo (2016)

- *Exploring Japanese University English Teachers' Professional Identity* by Diane Hawley Nagatomo (2012)

- *Men and Masculinities in Global English Teaching* by Roslyn Appleby (2014)

- *Native Speakerism in Japan* by Houghton and Rivers (2013)



Image Credit: Parisa Mehran

The Purpose and Development of the JALT Code of Conduct by Brent Simmonds

Following Tanja's presentation, Brent first asked this question:

Gifu JALT, January 27, 2018

"If you need to report an incident at JALT, what do you do?"

Brent then explained that the JALT Code of Conduct was developed due to several unpleasant incidents at JALT conferences over a number of years (2016, 2017). Here is the link to the JALT Code of Conduct which is also available in Japanese: <https://jalt.org/main/jalt-code-conduct>

The beginning sentence of the JALT Code of Conduct reads:

"JALT seeks to provide a safe, hospitable, and productive environment for all JALT members, staff, volunteers, and event attendees, regardless of nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation."

Following that, Brent shared the definition of harassment with the audience:

"Harassment includes, but is not restricted to, offensive gestures or verbal comments related to nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation, as well as inappropriate physical contact or unwelcome attention."

Brent emphasized that harassment can be female-male, male-female, female-female, and male-male. He also talked about #metoo movement. Moreover, Brent discussed the theme of JALT2018: Diversity and Inclusion. He mentioned that some people believe that we are adults and we do not need a code of conduct. However, at recent JALT conferences, there has been aggressive behavior groping and a presenter was asked on a date during their presentation.

Brent then summarized the JALT Code of Conduct:

- Providing a safe and productive

Secatibe runtum earum sincilla velenimus auta nobit raecus di omni.iet

environment

- Ensuring fairness and support to all involved
- Implementing recommendations moving forward
- Encouraging discussion and awareness raising

At the end of his presentation, Brent raised the following questions and the audience was invited to discuss the ways to improve the code of conduct.

- Does JALT need a code of conduct?
- Where should the code apply? All JALT conferences? Chapter and SIG events? Post event socials?
- Is the code of conduct easy to understand?
- Is the reporting procedure easy to understand?

You can check this link to find reporter's sketchnotes based on these two presentations:

<https://parisamehran.wordpress.com/2018/05/04/diversity-at-jalt-and-the-jalt-code-of-conduct/>

Parisa Mehran is a PhD candidate at Takemura Lab, Osaka University. Born and raised in Tehran, Iran, she holds a BA in English Language and Literature and an MA in TEFL. She currently teaches part-time at Konan Women's University, Kobe City University of Foreign Studies, and at an English conversation school. She actively gives talks about the real Iran and the Iranian people behind the news, and blogs about the Iranian identity. <https://about.me/parisamehran>

Presenters

Tanja McCandie has taught in Canada, England and Japan. She is currently an assistant professor at Meijo University in Nagoya. Her research interests include gender and education, autonomous learning, and teacher development and support.

Brent Simmonds has lived in Japan for twelve years where he teaches at several universities in Nagoya. His research interests include teaching global issues to lower level students. He is currently the chair of JALT's Environmental Committee.

JALT行動規範

全国語学教育学会(JALT)は、国籍、民族性、宗教、障害、外見、性別、性的指向にかかわらず、スタッフ、ボランティア、そしてイベントの参加者にとって、安全で快適、かつ生産的な環境を創出することを目的としています。JALTは、自らのイベントやそれに係るいかなる交流においても、威圧的、脅迫的等のハラスメントには、国籍、民族性、宗教、障害、外見、性別、性的指向に関して、人を不快にさせる不適切な身体接触や、不必要に関心を寄せて相手を困らせる事等も含まれます。ハラスメントを受けた者は、速やかに従わなければなりません。それに従わない場合には、JALTは、警告から様々な処置を講じます。ハラスメントを受けた者は、JALTの理事長 president@jalt.org または directors@jalt.org に通報してください。即刻、問題を解決する為の迅速な措置がとられます。

申立ての手続き

1. 事件が発生したら、まず被害者が加害者が取った行為は容認できない旨を明確にする。解決できるかを考慮する。これは面談あるいは書面にて行なわれるが、被害者がこの方針に従わない場合は、大会関係者、地元支部又は分野別研究部会役員あるいは理事会の役員 directors@jalt.org に連絡する。
2. もし被害者が事件を公にすることを希望した場合は、公式の申立てがなされる。全ての申立ては、原告はいかなる時も、直接警察に届け出るという選択肢を持っている。
3. 申立ては、加害者の名前、申立ての内容、日時、目撃者の名前、既に行った処置などを簡明またはEメールで行われる。
4. 全ての申立ては、総務委員会で検討される。グループは被害者と加害者の両者からの依頼を受け、その申立てをできるだけ入念に調査する。不服を申立てた人に反論がある人もまたある。事情聴取を受けた人は、警察に報告されるべき違反行為が疑われる場合を除いては、申立ての全課程で、関係者は支援者を同伴する権利がある。
5. 申立てに十分な根拠があると判断された場合、警告、除名、あるいは警察への通報等が行われる。
6. 理事会は、加害者のミーティングへの参加を禁じたり、該当者がJALTボランティア、スタッフであった場合は、その公の職務を終了させるか、あるいは、JALT定款第2章第11条に基づき処分する。更に、理事会は法的処置を取る場合もある。必要に応じて、理事会は地元警察と連携する。

English

Code of Conduct in Japanese--Time to translate it into even more languages (says Jen Teeter) Available at <https://jalt.org/ja/main/jalt-code-conduct>



Gifu Chapter 岐阜支部
presents |



1. Increasing diversity from within 内からの多様性の拡大
2. The Purpose and Development of the JALT Code of Conduct
JALT 行動規範の目的と展開

Brent Simmonds, Aichi Gakuin University;

Tanja McCandie, Meijo University

JR Gifu Juroku Plaza - Kenshuushitsu 1

Saturday, Jan 27th, 2018 19:00 - 21:00

(1) The Japan Association for Language Teaching's (JALT) mission states "JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate." (<http://jalt.org/>) Conferences, chapter meetings and publications are ways that JALT promotes and provide opportunities to its members. However, based on chapter presentations analysis, there is a great imbalance of representation based on gender and ethnicity, even when taking into account membership demographics. Not all members feel that JALT is meeting their needs. Primarily, women, both Japanese and non-Japanese, are missing out on networking and career opportunities because they are underrepresented at the chapter level. The presenter will discuss how JALT could transform to better suit the needs and interests of many of its members and how it could become more inclusive and offer better support to adjunct, contract, and non-tenure teachers. Ideas and feedback from participants is highly encouraged.

(2) The code of conduct was developed due to several unpleasant incidents at JALT conferences over a number of years. The presentation will be in two parts. In the first part, the presenters will outline the development of the code of conduct followed by a discussion. In the second part the audience will be invited to develop ways to demonstrate the code to conference goers and suggest ways how ideas can be used in the classroom.

Presenters:

Brent Simmonds has lived in Japan for twelve years where he teaches at several universities in Nagoya. His research interests include teaching global issues to lower level students. He is currently the chair of JALT's Environmental Committee.

Tanja McCandie has taught in Canada, England and Japan. She is currently an assistant professor at Meijo University in Nagoya. Her research interests include gender and education, autonomous learning, and teacher development and support.

Cost: JALT Members FREE; "One-day members" ¥1,000. First visit & F/T uni students free

DIVERSITY AWARENESS WORKSHOPS BY PARISA MEHRAN AND GERRY YOKOTA AT TOTTORI JALT

Reported by: Chris Hollis

Reprinted with permission from:

<https://jalt.org/main/event-report-tottori-chapter-5>

Parisa Mehran and Gerry Yokota presented an interconnected team workshop on the topics of diversity and inclusion. First, using stunningly beautiful images of Iran, Parisa took us on the journey to her activism and identity reconstruction as an Iranian English teacher and researcher in Japan. She recounted various critical events she has experienced and discussed how they transformed her into the constructive change agent that she is today. Parisa introduced her weblog, titled “I Am More Than A Stereotype”, which she writes with the aim of eliminating stereotypes and macro and micro-aggressions (defined as: the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership). She opened minds and helped to dissolve many commonly held stereotypes by making the invisible visible. Parisa concluded her presentation by illustrating how she creates mind-opening classes for her students by integrating her weblog into her lessons and by introducing the real Iran and Iranian people.

Gerry Yokota discussed how educators can and should be responding to the voices of

the victims of stereotypes. She asked the question “Are we making as much effort as Parisa is to be a change agent and dispel stereotypes, or could we be a little too comfortable with an inequitable status quo?” Gerry spoke from her perspective as both the chair of the human rights committee at Osaka University and a teacher trainer, conducting diversity-training workshops for both professors and high school teachers. She reintroduced us to the JALT Code of Conduct and helped us to explore the roles we all must play in realizing the ideals we profess to uphold. Gerry concluded with some practical steps we can all take to ensure that we also do not simply become a diversity statistic.

Parisa opened our minds to the possible dramatic consequences of unintentional actions and Gerry made us take a hard look at ourselves and own actions. Parisa discussed how to fight against negative stereotypes and behavior towards others and discussed how educators can encourage inclusion and awareness of diversity within their classrooms and educational institutions. Together they worked as a team to educate and rally more change agents and allies in the movement for diversity and inclusion.

****Contact Gerry Yokota if you would like to host the workshops! gyokota@gmail.com**

Are You Listening? Responding to the Challenges of Diversity

January 13th (Saturday)
4:20-7:40 PM
第3講義室 (4F) at
Campus Plaza Kyoto



I Am More Than A Stereotype

beyondyourstereotypes.wordpress.com



Stories of
Change and Hope
By Parisa Mehran

In this presentation, I will discuss how some incidents and stories have changed my life and how I am trying different ways to be a change agent to dispel stereotypes about my identity.



Flyer from Kyoto JALT workshop; similar workshops were conducted in Nara, Tottori, and Nagoya.

Bridging the Gap Between Ideal and Reality: Diversity Awareness in Action

By Gerry Yokota

How can and should educators respond to the voices of people like Parisa?
Are we making as much effort as she is to be change agents and dispel stereotypes, or could some of us be a little too comfortable with an inequitable status quo?





Behind every pair of shoes are 7 survivors of campus sexual assault

1 in 5 women and 1 out of every 16 men will become a survivor of sexual assault in college. "Each pair of shoes on this lawn represents 7 survivors." An action put on by the Sororities and Fraternities of the University of Oregon



Minneapolis rally to stand with rape survivors Dec 17, 2016 (Photo Credit: Fibonacci Blue)

About 300 people gathered outside TCF Stadium to show support for rape survivors and to call for harsher penalties for rapists. On December 14, the University of Minnesota suspended 10 football players based on the sexual assault allegations from September 2. On December 16, the Gophers football team declared a boycott and planned to refuse to play in the December 27 Holiday Bowl. The team canceled this plan the next day.

GENDER IN THE NEWS

“Sexual harassment is sex discrimination”

A conversation with Kobe University Professor Ronni Alexander
Plaintiff in a historical case in the U.S. in the 1970's
(translation by Alexander- available [here](#))

Why is sexual harassment impermissible? In the 1970's, a group of women students who had been victims of sexual harassment by Yale University faculty members claimed that the underlying cause was sex discrimination. Their lawsuit is famous because it led to the creation of sexual harassment grievance procedures in universities throughout the United States. From the beginning, sexual harassment was considered as a violation of human rights in the United States. But how about Japan? We spoke with about the essence of the problem with Professor Ronni Alexander (62), one of the original plaintiffs and currently teaching at Kobe University. (ANDO Kyoko, NAKAZAWA Keiko, NAKYAMA Yoko).

"If they were really equal, it would be possible to say 'no'. Sexual harassment happens because of inequality."

Kobe University is on a mountain, overlooking the sea. Holding a yellowed newspaper clipping, Prof. Alexander repeated these words.

In 1977, Alexander came to Japan to work at the Hiroshima YMCA. She became a research assistant at Kobe University in 1989 and a professor in 1993, specializing in peace studies and gender studies, but in the U.S. she is also known for another achievement.

In the 1970's and 80's, when sexual harassment was becoming a social issue in the US, Alexander was a plaintiff in a

case that led to the legal interpretation that "sexual harassment is sex discrimination". Alexander and a group of other Yale students brought a lawsuit against their university. The suit bears her name: Alexander v. Yale University.

Alexander is from Los Angeles. She entered the well-known Yale University in 1973, hoping to become a professional flautist. It was the fourth year of co-education at Yale. The majority of the faculty and students were elite White men.

Alexander started at Yale filled with dreams and anxiety. That autumn, a male faculty member told her, "I'll be your flute teacher." She was flattered that she had been singled out and trusted him as someone she could depend on.

However, he began to lock the door during her lessons. Saying, "Let me check your breathing," he felt her breasts. He also kissed her. His actions escalated, but her classmates were also rivals, and she had no one with whom she could discuss it. She felt, "If this is what it takes to study music, I'll have to put up with it."

One day, she hit her head in an accident with a car, and as she was stumbling home, she ran into him. "Let me give you a ride home." She couldn't refuse and got into his car. He took her to his apartment and raped her. She blamed herself thinking, "It was bound to happen. There is nobody in the world as stupid as me."

There was no one she could tell. Finally she could not stand it any longer and in the winter of her sophomore year, she took off to wander in Canada. Her sister did not know what had happened but was worried and convinced her to return to school. She changed her major from music to psychology. "I'm still angry that I had to give up music that way. Even though I might have done it anyway, I wanted to be able to decide for myself."

At that time, with the increasing number of women at Yale, a movement to protect the rights of women on campus had emerged. Alexander was not the only person who had been sexually harassed by that male faculty member and there were lots of rumors circulating about him. In her senior year, Alexander was approached by a group working on sexual harassment and asked if she would help them. She agreed. She sat down with two feminist legal scholars and for the first time, she shared the story she had kept to herself for so long. When they told her, "You were raped. You are not to blame," she realized for the first time that "I was not in a position where I could refuse."

In addition to Alexander, there was a person who had been offered a good grade in return for having sex. After finding the university unwilling to deal with instances of sexual harassment by several male faculty members, five women students filed suit in Federal District Court.

(Photo caption: "In order to prevent sexual harassment from escalating, we need to create an environment where people can talk about it from the start.")

p. 2 (Title: Sexual Harassment must be recognized as a violation of human rights)

In 1972, Title IX, a regulation preventing discrimination on the basis of sex in education, was passed by the United States government. The students claimed that Yale University was violating Title IX and demanded that a grievance procedure for cases of sexual harassment be established.

Alexander had graduated from Yale by the time the suit was filed and that was used as a reason to dismiss her from the case. Those who were still students took the struggle through an appeal, but in September, 1980 their claim ended in defeat. However, this lawsuit provided an incentive for universities throughout the United States to establish sexual harassment grievance procedures. The court ruled that, "It is perfectly reasonable to maintain that academic advancement conditioned upon submission to sexual demands constitutes sex discrimination in education."

An American human rights organization ranks the plaintiffs of Alexander v. Yale University as one group among the nine people who have had the most influence on establishing gender equality in education.

(Photo caption; left: Alexander engaged in volunteer activities in Hiroshima. Her shirt reads, "Don't tread on me.")

Alexander and her friends struggled to establish each of their rights at the newly co-educational Yale University. After quitting flute, Alexander joined the crew and used Title IX to demand gender equality there, too. The male crew had a boat house with showers near the river where they practiced, but the women did not. In winter, the men went to practice in warm Florida, while the women stayed

in Connecticut, trying to avoid the dangerous ice on the river that would break their boats apart.

In her junior year, 40 members of the team stripped naked and after writing “Title IX” on their backs and chests with blue magic marker, they staged a sit-in in the office of the Director of Athletics. “Several days after it appeared in the New York Times, we got a trailer equipped with hot showers.”

If American universities looked down on women, so did Japanese universities. After a faculty meeting, a colleague told Alexander that, “I can handle having foreigners at a faculty meeting but women....”

Alexander now also heads the university Gender Equality Office, but she says that women still comprise only about twenty percent of the faculty. There is a sexual harassment grievance procedure but it is hard for victims to use. Alexander has helped students including international students, both officially and in her personal time. “Women students from developing countries often encounter sexual harassment because they are in the weakest position.”

Alexander says that that is where the essence of sexual harassment lies.

“In Japan, people still think of it as just an individual problem. Maybe they think that as long as they don’t do anything listed in the sexual harassment manual then they are OK. But that isn’t the problem. The idea of treating the other person with respect is completely lacking.”

What we learned from the sexual harassment incident involving former

finance secretary FUKUDA Junichi is that in Kasumigasaki (the national government offices), there is not even a semblance of gender equality. Finance Minister ASO Taro did not treat the situation seriously but rather said, “(the former finance secretary) might have been framed and that ‘sexual harassment is not a crime.’” In response to criticism, he showed no remorse, saying “I’ve been told it makes light of sexual harassment,” making it seem as if he was not talking about himself.

“The men who dismiss sexual harassment and scoff at the idea of asking permission before they kiss someone are not aware of their own power. We talk about gender equality but everywhere you go, men are in positions of power. If a woman does not conform to rules and standards created by men, she cannot get ahead.” People need to be aware of the long history and reality of inequality. In the seventies and eighties, Alexander and her friends raised their voices in the United States because they believed that what happened to Alexander should not happen to anyone else.

“In those days, we didn’t have a word for sexual harassment in education. We created that term. It is important to create an environment where people can talk about sexual harassment before it escalates. But first people have to understand that sexual harassment is a serious violation of human rights. In Japan people tend to associate discrimination with race or religion, but it is much more than that.”

Editor’s memo

Alexander says that in Palestine, she continually thought about which comes

hope or social change. There is no answer to that question, but the path of her life shows her involvement with both elements. The courage of those women students to open a space in American society teaches us where hope comes

from. (Yoko) 2018.5.12

Alexander's website at Kobe University

<http://www2.kobe-u.ac.jp/~alexroni/index.html>

"Single women a burden on the state says Japanese MP"

Kanji Kato criticised for telling women to have multiple children as birth rate falls to lowest level since 1899 (Guardian, Justin McCurry in Tokyo Fri 11 May 2018)

Summary by: Jen Teeter

<https://www.theguardian.com/world/2018/may/11/single-women-a-burden-on-the-state-says-japanese-mp>

LDP MP Kanji Kato explained that his advice to people getting married when he gives a speech at a wedding is for them to have "at least three children". He tells young women with no plans of marriage "I tell them that if they don't get married then they won't be able to have children, and that they'll end up in a care home paid for

with the taxes of other people's children."

Kato is not alone in his sexist thinking. Hakuo Yanagisawa, who served as health minister in 2007 classified women as "birth-giving machines" whose duty it is to increase the birthrate, which is as of April 1, 2018, the lowest on record.

"Banning women from the sumo ring: centuries-old tradition, straight-up sexism or something more complex?"

(Japan Times, Reiji Yoshida) Summary by: Jen Teeter

<https://www.japantimes.co.jp/news/2018/04/30/national/social-issues/banning-women-sumo-ring-sexism-centuries-old-cultural-tradition/#.WvvDstPRBTY>

University of Tokyo professor emeritus of sociology Chizuko Ueno is interviewed on the April 5, 2018 incident where women who were giving emergency CPR to Maizuru Mayor Ryozo Tatami in a sumo rink were kicked out. She explains that this incident should not be used as a "symbol of social discrimination against women in Japan" but emphasized that that male-only rules for sumo reinforce sexism in Japan, of which women suffer significantly. She believes that the ban on women in sumo rings will be eliminated as more and more women are fans of sumo. She also points

out that some "male-only" rules in Japan are mere "invented traditions," such as male-only succession of the crown. In the same light, the no-women in the sumo rink rule is a relatively new, invented tradition. Masataka Suzui, professor emeritus of cultural anthropology at Keio University added that the taboo against women was created only for the professional league and that women participated in sumo matches during local festivals. He also connects the further reinforcement of these new bans to war nationalism of the 1920s and 30s.

MEMBER PUBLICATIONS/ PRESENTATIONS

Gerry Yokota

"Communiversality: Fostering Dialogue about Violence against Women." WELL2017 (Women Educators and Language Learners), National Women's Education Center, 2017.2.

The American communiversality movement has its roots in the "teach-ins" of the sixties and seventies. A group of professors at the University of Michigan in Ann Arbor who opposed the war in Vietnam considered holding a one-day strike, but after long deliberations decided to do a "teach-in" instead of a "sit-in," that is, to devote the day and their vocation as educators to foster dialogue between the university and the local community about the war in Vietnam. Campuses were opened to the public, and in some cases, thousands and even tens of thousands of people turned out.

WELL is a glorious mix of educators, activists, and artists, and in this one-hour workshop, I propose that the participants work together in pairs or small groups to plan a communiversality event. After some introductory comments where I show some examples, I will ask the participants to form pairs or groups with a mix of two or three of these identities, either in actuality or by role-playing. The task will be for each group to design an event for your campus or neighborhood or church, etc. that will serve to foster dialogue about violence against women. At the end of the workshop, I will ask each group to share the event you planned and what you learned from the planning process.

"Gender, Multimodality, Intersectionality." JALT PanSIG 2017, Akita International University. 2017.5.

Prime Minister Abe's appearance as Mario at the closing ceremony of the 2016 Rio Olympics stimulated lively discussion about what message that performance conveyed to the world about Japan. Some of my students expressed concern that it may have reinforced a stereotype, saying they preferred the Paralympics show, which included more traditional features. I will demonstrate a simple way to expand and liven your stock of English teaching materials and techniques by incorporating items from both traditional and popular Japanese culture, providing a healthy antidote to the risk of unintended cultural imperialism, with emphasis on gender, multimodality and intersectionality.

"An Ounce of Prevention Is Worth a Pound of Cure: Enhance Your Professional Qualifications with Diversity Awareness." The Business and Intercultural Communication Conference, Kansai University, 2017.7.

Diversity awareness is an essential asset in today's professional world, in both educational and business settings. Gerry Yokota has over a decade of experience offering diversity training in FD and PD seminars for both high school teachers and university professors through Osaka University's Open University and Teaching and Learning Support Center, especially for professors using EMI in classes with international students. She has also served as chair of her faculty's human rights committee and the university-wide sexual harassment subcommittee, and as director of

the university's harassment counseling office. In this workshop she will offer not personal opinions but an introduction to standard official protocol that has been implemented in universities nationwide since the MEXT directive to establish a sexual harassment guideline was first issued in 2000.

“伝統の息吹：能からアニメまで” (Living and Breathing Tradition: From Noh to Anime). At I-House Japan (Tokyo), 2017.12.

The Tokyo Show at the closing ceremony of the 2016 Rio Olympics featured Prime Minister Abe transformed into Mario, while the show at the Paralympics closing ceremony featured Hiyama Akira in traditional Japanese costume performing “The Best Time in Tokyo Is Seven in the Evening” by Konishi Yasuharu, with visuals clearly indicating homage to Sei Shōnagon’s Pillow Book (“The best time in spring is the dawn”). Both shows incorporated a complex hybrid of traditional and contemporary Japanese culture. What were the creators trying to convey? What was actually conveyed? In this lecture, Professor Yokota will share her views on the meaning and the attraction of tradition in Japan and throughout the contemporary world from the perspective of cognitive linguistics, with a special focus on the representation of women.

“Women Who Run with the Wolves and Other Fairy Tale Archetypes.” WELL2018 (Women Educators and Language Learners), National Women’s Education Center, 2018.3.

In the first part of this workshop, I will introduce representations of women's agency in popular fairy tales such as Bluebeard, The Red Shoes, and The Little Match Girl. In the second part, I will introduce the feminist classic *Women Who Run with the Wolves* by Clarissa Pinkola Estes, and facilitate discussion about her analysis of these classic Western fairy tales with a view toward how they might energize our potential as agents of change.

“Integration and the Power of Rhetorical Literacy.” Proceedings of the Second Annual Japan in the World, the World in Japan Conference. Otemae University Institute of International Education, pp. 3-19. 2018.3.

In this paper, I demonstrate how I blend theoretical concepts from six fields—CLIL, rhetoric, cognitive linguistics, psychology, cultural studies, and gender studies—to inform my teaching practice in three areas: English academic writing for Japanese undergraduates, classical Japanese literature and Japanese popular culture for undergraduate international students majoring in Japan Studies (the G30 program), and gender studies for graduate students in my master’s and doctoral seminars. I use the term rhetorical literacy to refer to an essential communication skill, the competency to consciously recognize the abuse of rhetoric as well as the ability to use it responsibly. Like media literacy, rhetorical literacy refers not only to the development of defense skills to protect the consumer from manipulation, but also the development of a sense of responsibility as a producer and sender of messages.

Generically speaking, my primary textual field for most of my career has been Japanese noh drama both in the original and in English translation, and I include a case study of a noh play to test the effectiveness of employing the above methods. But the basic approach is also largely applicable to other literary genres, as my primary objective has always been to affirm the value of art as a medium for intercultural communication, with a strong awareness of the need for vigilance regarding the problems of cultural imperialism, the invention of tradition, and the representation of gender.

“伝統文化、アイデンティティ、そしてダイバーシティ。” 英語教育徹底リフレッシュ：グロー

バル化と21世紀型の教育, 今尾康裕・岡田悠佑・小口一郎・早瀬尚子編. 開拓社 (**Traditional Culture, Identity, Diversity.** In **English Education Thoroughly Refreshed: Globalization and 21st-century Education**, ed. Y. Imao et al., Kaitakusha), pp. 266-277. 2017.5.

In this chapter of the textbook created for Osaka University's Open University refresher course for high school teachers, I discuss how to use folktales and other traditional performing arts such as noh and kabuki as bridges for intercultural communication, with guidance concerning issues such as the invention of tradition and the representation of gender in order to prevent the perpetuation of nationalism or xenophobia and promote empathy and respect for all cultures.

“The Thread of Life in the Rhetoric of Noh.” Joint Research Project in Language and Culture 2016, pp. 81-92. <http://doi.org/10.18910/62082>

In this article, part of a series in a joint research project conducted by members of the Rhetorical Society of Osaka University, I discuss the use of the images of thread, spinning, and weaving in the representation of gender in traditional Japanese poetry and drama, with particular focus on the archetypal theme of the taboo and its effect on women's self-representation.

Parisa Mehran and Gerry Yokota presented the following joint workshop at Nara JALT in December 2017, Kyoto JALT in January 2018, and Tottori JALT in March 2018, all of which which included discussion of gender harassment and the JALT Code of Conduct.

Parisa Mehran, “I Am More Than A Stereotype”: Stories of Hope and Change”

This presentation is a journey to my activism and identity reconstruction as an Iranian English teacher/researcher in Japan by recounting my critical events—unexpected incidents that significantly influence an individual (Mertova & Webster, 2012)—and my personal narratives—stories which we tell ourselves and others about our personal lived experiences (Baker, 2006, 2014). I will discuss how these incidents and stories have changed my life and how I am trying different ways to be a change agent to dispel stereotypes about my identity. I will introduce my weblog, titled “I Am More Than A Stereotype” (beyonduyourstereotypes.wordpress.com), where I write about my ouch moments in the hope of eliminating macro and microaggressions, defined as “the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Sue, 2010, p. 3), and stereotypes by making the invisible visible. I will also explain and illustrate how I create classrooms of and for activism by integrating my weblog into my lessons and by introducing the real Iran and Iranian people behind the news to my students. I will further offer a display of items that tangibly represent stages of my journey and identity formation.

Gerry Yokota, “Bridging the Gap Between Ideal and Reality: Diversity Awareness in Action.”

What should educators be doing to promote an inclusive atmosphere in our classrooms and organizations, to dispel stereotypes and realize a more equitable status quo? Do the programs and publications offered by our institutions effectively address the realities on our campuses, or are they only superficial PR hype? How can we move beyond talking the talk to walking the walk? To answer these questions, I propose that we begin by familiarizing ourselves with the JALT Code of Conduct and explore the roles we are challenged to play in realizing the ideals we profess to uphold.

GALE PROFESSIONAL DEVELOPMENT SCHOLARSHIP

GALE invites GALE members without access to research funds to apply for a Professional Development Scholarship to attend a conference that GALE officially participants in. The number of scholarships available per year will depend upon the financial situation of GALE and in some cases the scholarship money will be divided between conferences. The purpose of the scholarship is to support research in the field of gender awareness and to support GALE members without research funding. A grant for up to 40,000 yen, depending upon the type of presentation to be given, will be made available to the successful applicant. The scholarship is intended to help defray conference attendance expenses. In return, the successful applicant **MUST** give a presentation on a GALE related topic at the conference (under the content area of Gender in the case of JALT conferences) and commit to writing the following: an academic research article based on that presentation or a practical pedagogical article to be published in the next edition of the GALE Journal and Proceedings or in the GALE Newsletter. The placement of the scholar recipient's article will be made after discussion with the applicant, the Publications Chair, and the Coordinators. The deadline for Journal letters of intent is annually on Dec. 15 and the deadline for the GALE Newsletter is several times a year.

In order to apply for this scholarship, application materials should include:

- 1** A signed statement that the candidate does not have access to research funds from another source such as an employer.
- 2** A signed commitment to give the presentation and write a related research paper to be published in the GALE Journal in the next edition of the GALE Journal and Proceedings.
- 3** A short introduction including your research interests.
- 4** A 250 word detailed abstract for presentation and subsequent paper. Make sure that your proposal deals with an issue(s) pertinent to GALE's purpose; it is written clearly, with a specific focus; the research goals are clearly defined; the proposal addresses issues that have not been dealt with before or are dealt with in a unique way. In other words, check that your proposal in some way furthers research or theory in the area of gender awareness.

Send inquiries to: scholarship@gale-sig.org

GALE SIG MISSION STATEMENT

Gender Awareness in Language Education Special Interest Group (GALE SIG) of the Japan Association of Language Teachers (JALT) exists:

- ▶ to research gender and its implications for language learning, teaching, and training, such as differences in discourse styles, preferred teaching and learning styles, interests, needs, motivation, aptitude, achievement, classroom interactions, same- sex versus coeducational classrooms and same-sex vs. opposite- sex teaching, and social identity.
- ▶ to improve pedagogical practices, develop language teaching materials, and provide a clearinghouse for materials inclusive of gender
- ▶ and gender-related topics in EFL subject areas such as communication, history, literature, linguistics, science, sociology, cultural studies, etc.
- ▶ to raise awareness of workplace and human rights issues related to gender for language professionals, such as discrimination, harassment, and violence based on gender and
- ▶ sexual orientation, and discrimination on the basis of marital or parental status, and to provide information for countering such discrimination.
- ▶ to increase networking opportunities among language professionals interested in teaching, researching, and/or discussing education, such as biological sex, gender identity, gendered language, sexual orientation, gender behaviour, gender roles and gender socialization.

GALE JOURNAL

http://gale-sig.org/website/the_gale_journal.html





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