

# Gender Awareness in Language Education

Newsletter of the GALE Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT)



## Teaching Peace

GALE NEWSLETTER  
V 3:2 Oct / Nov 2001  
Edited by Kathy Riley  
and Louise Haynes.  
Masthead design by  
Billie Miracle of Grants  
Pass, Oregon.

### In this issue:

Teaching Peace	1
Journal of Engaged Pedagogy published	2
GALE Hokkaido Conference Report	3
Kano: Women's Roles in War	4
JALT Preview: Gender-related Presentations	5
WELL Retreat Coming Up	7
Teacher-traveler Reaches Out to Asia	8
News Briefs	10

(Editor's Note: Since the wave of violence that has followed the September terrorist attacks in the U.S., many teachers have certainly challenged themselves and their students on the issues of war and peace. Recently Jane Nakagawa posted her ideas on the GALElist and asked others what they/we are doing in our classes. I seconded her request, asking for submissions for this issue, and here are the responses that followed. --KR)

Idea #1: I've played songs such as *War* by Edwin Starr and *What's Goin' On* by Marvin Gaye to introduce vocabulary for talking about war and peace. Then, I've had the students make their own discussions about the terrorist incident and war and peace generally. The students themselves usually propose the questions, and report to the class the answers received in 4-person group discussions.

Additionally, I've had students discuss poems about the terrorist incident written by students in some of my other courses. They discuss various things such as devices in the poems themselves, emotions provoked by the incident (evident in the poems and otherwise), their analyses of the events since and so on. I've also used published antiwar poetry.

Some of my courses are now moving on from the war and peace topic (these are required general English courses where I rotate the topic every two weeks) to discuss cultural differences as a potential source of conflict as well as joy. In lower level courses we have read "Aiming for Peace" in *The Multicultural Workshop book 1* (Blanton and Lee, published by Heinle and Heinle) as a discussion prompt. Other things I use as discussion springboard topic

is Maya Angelou's poem "Human Family" (can be found in *The Multicultural Workshop* book 2), plus various songs (e.g. Tracy Chapman and the rock band Everclear). I have the students summarize the content of the songs to see if they understand the songs; then, as above, usually they create their own discussion.

I also want to share that in the ESL textbook *Making Peace* by Elaine Brooks and Len Fox (Pub. 1988. Cambridge U 0 521 65780 6) in Part II "Men and Women" there's a very short and accessible (i.e. English level not unreasonable for my required uni English courses) reading called "American Men Don't Cry." There are other great things in this book.  
--From Jane Nakagawa, National University of Library and Information Science, Tsukuba, Ibaraki-ken.

Idea #2: I seized the opportunity to use the war on Afghanistan as a topic in three of my classes this term. One thing I tried was showing photographs from Time Magazine of the attacks on the WTC and having students write sentences from them from both the American government's side and bin Laden's organization's side, to become aware of the ideological use of language. Another was having students each choose an article from the English press and showing them how to analyse them for bias in word choice--for example, referring to bin Laden as a "warlord" instead of a leader. I am also diving into a crash course on Islam with the smaller class, as background to perceiving how the word Islamic is being used interchangeably with terrorist to slander all Muslims. I think it'll be interesting in terms of gender when we discuss the Taliban's ban

(cont'd p. 6)

## *The Journal of Engaged Pedagogy now on sale!*

The first issue of the new bilingual Journal of Engaged Pedagogy is out. This issue, which the editors hope will be followed by yearly ones, is designed to be a forum for "our doubts, our questions, our triumphs and our futures" as "we" (linguists, language learners, translators and teachers) work on a wide variety of issues vital to our humanity. Articles are in English and Japanese.

For information on how to order, please contact Diane Nagatomo,.

Please consider reviewing part of the journal for the next issue of The GALE Newsletter. Readers are encouraged to find an article in the journal that they can relate to and write a review commenting on the article as well as their own thoughts and ideas on the topic.

The journal was a labor of love from many people--writers, translators, editors and a production team. Managing editor is Barbara Summerhawk; language editors are Cheiron McMahill (English) and Keiko Kikuchi (Japanese).

Articles include "Engaged Pedagogy: A new Professional Vision for Educators" by Marie Nelson; "Teachers' Cultures, Teachers' Stories" by Stephanie Vandrick; "bell hooks and Japanese Women" by Midori Hotta; "Merging Life and Language Teaching" by Sonja Franeta; a review of Teaching to Transgress: Education as the Practice of Freedom by Diane Hawley Nagatomo, and "A Note on Becoming a Qualitative Researcher" by Steve Cornwell.



## **2000-2001GALE JALT SIG Officers and Volunteers**

### **Co-Coordinator:**

Cheiron McMahill cheiron@gpwu.ac.jp  
Jane Joritz-Nakagawa  
janenakagawa@yahoo.com

### **Program Chair:**

Open

### **Membership Chair:**

Diane Hawley Nagatomo  
dsnagatomo@bekkoame.ne.jp

### **E-mail List Manager:**

Paul Hilderbrandt phiro@gol.com

### **Treasurer:**

Gregor D. Smart gds@typhoon.co.jp

### **Publicity Coordinators**

Jan Ossorio, Publicity Co-chair  
jan@seiwa-u.ac.jp  
Darren McDonald, Publicity  
Co-chair darren@ja3.so-net.ne.jp

### **Newsletter Co-Editor:**

Kathy Riley rileykb@gol.com

### **Website Manager and Newsletter Co-editor:**

Louise Haynes aidsed@gol.com

### **Members at Large:**

John McLaughlin jmcl@gol.com  
Kay Hammond  
kayhammond@compuserve.com

## GALE / Hokkaido Conference

*Editor's Note: Despite a light turnout, attendees at the GALE/EASH mini-conference report that the weekend was filled with good conversations and inspiration for future gender-related research. The conference was held Sept. 29--30 in Sapporo.*

By Barbara Summerhawk

The GALE conference in Sapporo was like the Hokkaido autumn; full of colorful promise. Held in conjunction with the East Asian Studies Association (EASH) and with assistance from Hokkaido JALT, the conference drew several presenters from overseas as well as from all over Japan. I would like to offer a report on two presentations from our Australian connections, that of Romit Dasgupta and Cynthia Nelson.

The morning session on Saturday at the Hokkaido International School opened with the keynote on representations of masculinities among salarymen in Japan. Dasgupta, of Western Australia University, gave us a cogent, entertaining and thoughtful look at how the performance of masculinity is constructed for the average salaryman through the popular media.

He illustrated his topic with selections from mass-circulation magazines for men, showing instructions on everything from how to choose a suit and matching briefcase to how to kiss a woman. The performance is heterosexual, subdued and in service of the corporate state, he asserted.

Dasgupta traced the history of the "corporate warrior" image but did remind us that corporate salarymen really are a minority of the working population and that there are rebellious trends as well. He gave us much to think about on how to introduce "gender" and its production by society as a classroom theme.

Offered later on Saturday Cynthia Nelson's talk drew from her research into how gay and lesbian issues have been tackled in the American ESL classroom. In her keynote presentation she focused on three teachers' approaches to the topic and looked at their methodology and results, including student comments that she gleaned.

The first teacher whose work she examined approached the topic with the question, "Do you know any gays?" Built into his approach was the assumption of "us and them" and that everyone else in the class was heterosexual. He kept the class moving along at a fast pace which Nelson thought reflected his own discomfort. Ironically, this teacher is gay, a fact which

many students believed to be true, although the teacher is in the closet, even going so far as to refer to his "girlfriend." Nelson commented that what we think we represent in the classroom is often not perceived that way by the students.

The second teacher's methodology went to the "gay community" online. In her discussion, the class looked at reasons why cyberspace might be a safer place for gays. In this approach, there was not an "us/them" categorization, but rather the focus was on communication.

Finally, the third teacher's class that Nelson observed considered how gender and sexualities were constructed or where we learn "gay equals strange". This teacher's lesson moved the focus to the systems that create and reinforce gender and sexuality performance.

Despite differences in approach, Nelson explained that all of the teachers manifested some discomfort: one kept the discussion moving at a fast pace especially when students were getting "too close to home"; another teacher appeared to hide discomfort by talking a lot and controlling the discussion, while the third brought up grammar points or changed the subject rather than allow the discussion to get too deep.

All of those points became clear to us in Nelson's second workshop at the end of the day. She divided us into three groups and gave us the "scripts" from the three classes. Our groups were then free to interpret the dialogs as we wished. Through our "performing" the class, we were able to see problems and pointers for dealing with controversial subject matter in the classroom.

This workshop led to a long discussion afterwards about methodology, performing "scripts" from classes on controversial subjects, ethics concerns for this kind of research and presentation as well as our own discomforts, experiences and hopes. It turns out that Nelson's workshop will be offered again at TESOL in Salt Lake City next April so that those of you who missed it this time around will have another chance to participate.

Because there were many thought-provoking, interesting panels and presentations, all of us came away inspired and re-dedicated to our engaged pedagogies. Thanks to one and all for putting together "the whole nine yards."

(more on p.9)

*"how to  
introduce  
"gender"  
and its  
production  
by society  
as a  
classroom  
theme"*

## Kano examines women's roles in war at WELL/GALE Miniconference

By Kathy Riley

Scholar Mikiko Kano's thought-provoking speech about the impact of war on women was delivered at the WELL/GALE mini-conference in July--two months before war became a daily topic of conversation following the Sept. 11 terrorist attack on the US.

Kano's ideas have come back to me several times in the last few weeks, most recently this week when I read a story from The Chicago Tribune about the young American women who have joined the military in recent years. War, as Kano concisely explained, has involved a contradiction for women--suffering followed by expansion of opportunity or benefits. It's a contradiction that Kano, a Korean-born researcher who has published more than 10 books on the history of war and the history of women, still struggles with.

Following are some of the highlights of her speech, which was delivered in Japanese and interpreted for me in English by one of the volunteer interpreters who attended the event at the Daito Bunka Kaikan in Tokyo July 1. The text below is taken from my notes.

Kano opened her speech with an overview of the 20th century--a century of war and violence in which millions were killed and in which sexual violence was a constant recurrence. She noted that the nature of modern warfare is different from what it was in the past. First, it involves civilians ("all-out war"), the contributions of women (i.e. weapons production), and it is also three-dimensional (ocean, sky and ground). The advent of nuclear power (and its use in Hiroshima) has brought in the reality of "continuous victimization."

In all eras, killing has been considered a sin, but during war the more you kill, the braver you are considered. War distorts the mind and destroys the ethical sense.

The fact that females "give birth to soldiers" was used as a basis for voting rights in the U.S. As women's labor was needed, their role changed. In France and Japan, voting rights for women came at the same time.

Kano said that she keeps questioning this contradiction of the devastation of war preceding the improvement in the status of women. In the last few years in Japan, she said, nationalism has been widely talked about. The prevailing view of World War II as invasive and wrong has been challenged by the "anyone would do that in similar circumstances" view. This is apparent in regard to the issue of comfort women. Consequently a textbook controversy arose this year, involving debates over what view of history

should be taught to children.

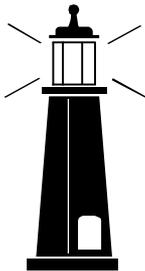
Kano also said that history books will surely note that during the last Diet session bills were passed to facilitate Japan's going into war, including the importance of support and logistics. Speaking before the current anti-terrorism debate, Kano asserted that preparation for Japan to enter war situations is increasing. All of this was going on during the Obuchi administration, she said.

Meanwhile, a gender equality bill was passed. Terms such as "joint work" are still vague, in Kano's opinion. She believes that it is basically a good law, but she doesn't like the possible connotation that women are being urged to have more kids and spend more. The law contains key concepts that both sexes are to be treated as "individuals" and with "mutual respect". These are key concepts to watch because the law doesn't specify their meaning. Rather, details are left to cities and prefectures.

Returning to the theme of women and war, Kano noted that 30,000 U.S. women served in the Gulf War in 1991. After that there was the belief that women and men could participate on equal terms. In Japan discrimination remains. First, on the Self Defense Forces exam, the number of women who can succeed is restricted, so a woman with a higher score could lose to a man who scores lower. Second, once women enter, they can't be present in combat or when toxic gas is present. However they can ride in a tank, so theoretically they can kill. According to the gender equality law, Kano said drily, females should have equal opportunity to be killers.

Kano also discussed the then-current debate over a possible female emperor. That's impossible now because of the 1889 royal family law, which excluded Japan's previous tradition of female emperors. (Women were excluded in the Meiji era.) The law is clearly discriminatory, she said. If an emperor as a wife has to obey her husband, she can't keep her dignity. Globally, out of ten royal families, ten (mostly from Muslim countries) restrict leadership to men. All European royal families changed any gender-discriminatory rules after the feminist movement of the 1970s.

## What's happening at JALT/PAC Kitakyushu to do with Gender by Simon Cole



There's a fair variety of presentations, workshops, forums, short papers, and materials swaps, etc. to choose from this year at the JALT conference in Kitakyushuu. Presenters are both GALE and outside GALE, Japanese and non-Japanese, locally employed and from overseas.

Early on is Elizabeth Lokon who will interest those wanting to get college level students sharing opinions about diversity and showing how to 'say great things simply', rather than saying a great deal of simple things! Something pertinent to anyone teaching general speaking classes is the poster session on Gender Representation in Japanese EFL textbooks. Tanaka Noriko has done a survey of young Japanese people's response to women-related words to see if they think they are derogatory or not. Itakura Hiroko's analysis suggests that Japanese male learners and female learners use different conversational styles and strategies (self oriented and other oriented). She offers some implications for teaching.

Jane Nakagawa will give a guided discussion that will explore the concept of gendered identities in the foreign language classroom. On Saturday Jane will help coordinate the GALE swap meet, a chance for everybody to exchange papers and lesson plans. On Sunday she has a workshop, just before the GALE meeting, called Promoting gender equity in our classrooms, a participant-centered chance for GALE members to talk about ideas for introducing or integrating gender, sexual orientation and other germane topics in their language courses.

Michael Hood's paper examines gender differences and their implications for interview test evaluation of oral communication skills. John McLaughlin and David Aldwinckle will provide an overview of the Japanese education and labor policies affecting university teachers and employment data by nationality and gender. Paul Mead's demonstration shows

how successful group work can diminish inter-cultural and inter-gender limitations. All ends with the GALE AGM and our plans for the coming year.

Below is a short and hopefully useful summary of the days, times, titles and presenters for those interested in a round up of gender related presentations:

### Friday

09:00/Elizabeth Lokon/Demonstration/Getting Japanese students to discuss diversity  
11:00 AM - 11:45 AM/John McLaughlin David Aldwinckle/Short Paper/Researching Employment Conditions in the Academy  
1:00 PM - 1:45 PM/Paul Mead/Demonstration/The Empowering Nature of Group Work  
1:00 PM - 1:45 PM/Etsuko Scully/Demonstration/Acculturation & Language Learning:  
3:00 PM - 5:00 PM/Sano, Iida & Hardy/Poster Session/Gender Representation in Japanese EFL Textbooks  
3:30 PM - 5:15 PM/Stephen Ryan (Discussion Leader)/Colloquium /Pragmatics & Intercultural Communication Compared; Turn-Taking and Gender in Power Relations

### Saturday

12:00 PM - 12:25PM/Tanaka Noriko/Short Paper/What Do They Think About Women-related Words?  
12:30 - 12:55 PM/Itakura Hiroko/Short Paper/Gender, Conversational Styles, & L2 learning  
16:00/Nakagawa/GALE Sig Swap Meet  
17:00/Cole, Bramberg, Taga, Cross/Forum/Gale Forum Inquiring into gender identity and education  
5:00 PM - 5:25 PM/Michael Hood/Short Paper/Developing Gender-Neutral Interview tests for evaluation of oral communication skills.

(Sunday schedule cont'd p. 7)

And...

While you're at JALT, don't forget to stop by the GALE/WELL/JAPANetwork tables to pick up newsletters, teaching materials and ideas on how to raise gender issues in your classroom!

## Teaching Peace cont'd

on women's education and employment.  
 --From Cheiron McMahill, Gunma  
 Prefectural Women's University.

Idea #3: By the time I met my speaking class for the first time in early October, I had collected about 20 photographs from newspapers and magazines--photos of Americans and Middle Easterners reacting to the U.S. bombing of Afghanistan. We circulated the photos and simply sat quietly for 20 minutes while each student looked at each photo. Later I put them on the floor, and we went around the circle, each student selecting a photo which touched or seemed important to her or him and then sharing any feelings they wished to share. I did the same thing in my seminar, where we were scheduled to start with semester with a discussion of non-verbal communication. I realized how deeply my students have been affected by these events.

--Kathy Riley, Tamagawa University,  
 Machida, Tokyo.

Idea #4: In speaking classes I divided students into two groups. Half read a pro-war approach article, half read a pro-peace approach for homework. In class, they partnered with a person with the same article and explained it to each other to be sure they understood. Then they switched to a partner who read the other article, explained their articles to each other--asking questions for clarification all the way. Then they discussed with parts of each opinion they agreed with (I wanted them to feel free not to accept or discount either opinion completely).

In the same class, we studied about Afghanistan. Every student had a paragraph a which they were to read and summarize into key words only. Using those key words only, they then explained what they read to a few partners, who took notes (key words), filling in the info on a big chart they were given. For homework, they had to write a short summary of what they learned.

My favorite was to spend several classes reading through a "reader's theater" version of Mark Twain's "The War Prayer," which I found at <http://www.aaronshep.com/rt/RTE.html>. I edited it slightly to make it easier for the students to grasp and added an afterword given by a peace protester or two, depending on the number of students in class. The students divided into groups of 2 or 3 who had the same role. We studied some pronunciation rules (in one class, sentence stress, in another, linking sounds) and they marked these things on their roles and practiced in their groups. We then changed so that there were two or three complete sets of characters and (after much coaching on acting), they read the play out. Their homework was to practice their parts, read the whole thing again to familiarize themselves with the story and to think about the discuss questions I gave them. We repeated the same process the next class, studying new pronunciation points and then read the whole thing again and discussed it. Some students had some trouble understanding the story, but the group discussion helped a lot and most seemed to enjoy it and almost everyone said the pronunciation work was useful for them. I shared this with colleagues who also used this rather successfully.

In my writing classes, we brainstormed questions such as "What should the US do about...?" "In what ways should Japan get involved?" etc. We are about a month going through the writing process to write an essay answering any opinion-based question. Every class begins with explaining their position to a different partner who is to question and challenge their position and reasons for it, to make the essay stronger.

I'm not finished with the last activity, so I can't comment definitively, but the level of interest seems high and the students seem to be putting a lot into it. The other three activities worked very well.

--From James Welker, Nanzan University,  
 Nagoya

*"I realized how  
 deeply my students  
 have been affected  
 by these events"*



(cont'd p. 9)

## WELL Retreat Announcement

*By Barbara Summerhawk*

*The WELL retreat is coming up...*

*(what?)*

*The WELL retreat for any and all women*

*Where: The National Women's Education Centre in Musashi-Ranzan, Saitama prefecture; one hour north of Ikebukuro station (Tokyo) on the Tobu Jojo line.*

*When: Jan. 26--28, 2002*

*Why: Fun, sharing, support*

*Cost: about \$5000 for the weekend (exact fees, day cost still under discussion)*

*Theme: Asian connections and engaged pedagogies*

*Tentative schedule:*

*Friday afternoon, 1/26: Registration*

*Friday evening: icebreaking games, meeting new friends*

*Saturday morning, 1/27: 7 am - 7:30: Aikido awareness through movement (facilitated by Midori)*

*7:30-8:30 am: Breakfast*

*9:00-11:30 am: Panel: Asian connections and engaged pedagogy with Hwa Mi Park, Rachna Singh, Kris Mizutani and other(s)*

*11:45--1 pm: Lunch*

*1:30--3:30: Workshop Session I: individual workshops by panel members*

*6:00-7:30 pm: Dinner*

*7:30 ~ : Performance night! Poetry, aikido, rap, music--and maybe you?*

*Sunday morning, 1/28: 7 am - 7:30: Aikido*

*7:30-8:30 am: Breakfast*

*9:30-11:30: Workshop Session II (program still in process) and election of new officers.*

*For more information, contact Barbara at 0424-67-3809. There will be sign-up sheets at the JALT conference in Kitakyushuu.*

### JALT Gender Presentation Schedule (cont'd from p. 5)

#### Sunday

10:00 AM - 11:45 AM/ Jane Nakagawa/Workshop/Promoting Gender Equity in our Classrooms

12:00 - GALE AGM

## Teacher-traveler reaches out to Asia

By Kathy Riley

When Bill Balsamo travels, it seems that he has a knack for finding people who are happy to find him. In his travels throughout Asia, Balsamo has visited orphanages, schools and self-help projects which he in turn has supported and publicized through his website, ASIAHELP. <<http://www.geocities.com/yamataro670/Asiahelp.htm>>

Balsamo is also editor of the Himeji JALT Chapter newsletter (see box), in which stories about some of the projects first appeared. I met him last year at a teachers' conference in Vladivostok, and since then I've seen his website expand to include the stories of seven organizations that are making a difference in the lives of many people, especially children and women.

Bill does not collect money, but rather explains the projects and lets readers know how to get in touch with each. Access the website and you can read about an orphanage in the Chitwan district of Nepal, a women's education center in Katmandu, a school near Angkor Wat in Cambodia, a dormitory construction project on Flores Island, Indonesia, an orphanage in Hoi An, Vietnam, and a trade school and drug rehabilitation project in Bangladesh.

The website opens with a dedication to the children of Asia and those who are helping them. The children, Bill explains, are victims of harsh labor, often put to work without pay or bought as servants with no protection for their human rights. The ASIAHELP website also includes a list of links where readers can get more information about child labor, the sexual exploitation of children and children as soldiers.

When I visited the site recently, I explored the work of the Navajyoti Women's Training and Rehabilitation Center, which is run by an NGO created by the Sisters of Charity of Nazareth. I found that my somewhat stereotypical idea of what a religious order might be doing for women was challenged by Navajyoti's work. In addition to helping prisoners and teaching various skills, this project aims to educate and support

"grassroots animators". Women who enter the 6-week program study "socioeconomic and cultural elements that are oppressive to women" as well as the role of women in the development of the country. The program includes contact with grassroots women's groups.

In an email interview, I asked Bill a few questions about his work. Questions and answers follow.

Q: How were you introduced to the programs that you are supporting?

A: In some cases I was introduced to them by local people in the area. Or, I would find them as I traveled into some areas. With regard to Bangladesh, I was caught in the terrible floods of 1998 and I was brought to Notre Dame College where people were seeking refuge. It was there that I met the Brothers of the Holy Cross and became involved in their work. They in turn introduced me to the work of Navajyoti and others.

Q: What events in your own life have given you motivation to do this work?

A: I lived in Peru for two years and had worked in the missions working with the Quechua Indians. Also, there was a time in my life when I was contemplating becoming a missionary.

Q: I noticed that many of the projects are connected with the Catholic Church. Is your outreach to them part of your Catholic cultural background or commitment?

A: Well, I don't want the project to be only Catholic. The orphanage in Nepal is not related to a Catholic group. Nor is the project to collect books for Cambodia. I would like my website to focus more on the humanitarian aspect of the work and not the religious. Ironically, most of the Catholic missions are not in the work of conversion but in the work of social welfare. I am trying to find other groups, so that my page can have a broader base.

(cont'd next page)



*The website does not collect money, but rather explains the projects of organizations that work to help to improve people's lives throughout Asia, especially women and children.*

## Teacher-traveler cont'd

Q: Anything else that you'd like to tell us, your readers?

A: Yes. ASIAHELP does NOT collect money. I don't collect any money. I merely advertise the work which these groups are doing. If anyone would like to contribute then they can send money directly to the institution. This is a way to guarantee that the donation goes directly to the charity. I have visited all of these charities and I can vouch for their integrity. Future projects-- an orphanage in Mongolia and a school in the Philippines.

The fall issue of the Himeji JALT newsletter includes a cover story on GALE and WELL (Women Educators and Language Learners). Copies will be available at the Kitakyushuu conference this month. For more information about the newsletter or the ASIAHELP project, email Bill at <balsamo@kenmei.ac.jp>

## More WELL/GALE Miniconference...

The WELL/GALE mini-conference also offered participants a chance to see a powerful and moving documentary of the Women's War Tribunal which was held in Tokyo last December. The documentary contrasted strongly with NHK's biased version which aired later and which we also viewed and discussed. The documentary shows the work of the tribunal which allowed the Comfort Women to speak of their pain and quest for justice. Victims and judges came from eight countries, and altogether 400 people participated in this event. Although it had no legal jurisdiction, all of us who viewed it at the mini-conference can attest to the fact that it delivered justice and a well-documented view of wartime sexual slavery.

A discussion followed. Among the participants were Mari Takenouchi, who worked as an interpreter for the Tribunal, and Risa Tokugawa, who helped interpret testimony of Malaysian victim Rosalind Saw. For more information about the Tribunal and the documentary, contact one of the mini-conference sponsors: Barbara Summerhawk or Mikiko Ishihara

## Teaching Peace (cont'd from p. 6)

Idea #5: I selected several quotations that I found at <http://www.thirdworldtraveler.com/> e.g. "Peace cannot exist without equality" -Edward Said; "If we wait until we are unafraid to speak, we will be speaking from our graves" -Audre Lorde; "If you want to know about the world and understand and educate yourself, you have to dig; dig up books and articles, read and find out for yourself" -John Stockwell, former CIA official. I typed up the quotes on small cards, and then had the speaking class choose one of the quotes, explain in their own words what it meant and then relate it either to a situation in the world today, or to themselves as members of Japanese society. Some of the simplest were the most thought- and discussion-provoking, such as "Question authority".  
-- Louise Haynes, Nanzan University, Nagoya





**Gender  
Awareness  
in  
Language  
Education**

**E-MAIL:**

**rileykb@gol.com  
or  
aidsed@gol.com**

## **News Briefs**

### **Next GALE newsletter**

Deadline for the next issue of The GALE Newsletter is Friday, December 21. Give the editors a nice Christmas/Hanukkah/Kwanzaa present: send us your articles, letters, reviews, news briefs, and any and all suggestions. Contact Kathy Riley at <[rileykb@lit.tamagawa.ac.jp](mailto:rileykb@lit.tamagawa.ac.jp)>.

### **Call for papers**

Bonny Norton and Aneta Pavlenko are editing a book on Gender and TESOL for the Case Studies in TESOL Practice Series. If you or any of your colleagues/students would like to know more about the project and perhaps even submit a chapter for consideration, please check out the TESOL website at:

<<http://www.tesol.org/pubs/author/casestudies/index.html>>

Manuscripts are due May 15, 2002.

### **Gender gap in Washington?**

Was there a gender gap among the powerful in Washington in the days following the terrorist attack on the U.S.? *Washington Post* columnist Sally Quinn (whose column appeared in the October 3 *Daily Yomiuri*) believes the answer is yes. In the aftermath of the attack, many were asking how the country should respond. Men and women tended to express very different views, Quinn reported. Men were more likely to say, "Hit 'em and hit 'em hard." Quinn quoted Retired Lt. Gen. Claudia Kennedy, who argued that for many men, covert action, the use of intelligence and cooperative effort "seems less satisfying than getting the blunt instruments out." Quinn also quoted Judith Miller, co-author of a "Germs", a recent book about weapons of mass destruction. "If we lash out it will be a sign of weakness." On the other hand, adopting a strong defensive posture makes the US "a less rewarding target." As subsequent events have shown, the views of people like Miller and Kennedy did not hold sway.

A few days later, the Oct 6 *Daily Yomiuri* carried the views of Lauren Comiteau, an American freelance writer who has covered the Balkan war crimes trials. She commented, "In my five years listening to horrific stories at the Yugoslav tribunal, I have yet to hear that a violent response has ever led to anything but more violence. And make no mistake about it: People have long-term memories, and before they forget, they pass them on to their kids, especially when it comes to murder and revenge."

## **GALE is on the Web!**

*See us at:*

[http://members.tripod.co.jp/gender\\_lang\\_ed](http://members.tripod.co.jp/gender_lang_ed)