

GE2214: GENDER, CULTURE AND SOCIETY

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Gender, Culture and Society

Subject Code

GE - Gateway Education

Course Number

2214

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

GE Area (Secondary)

Area 1 - Arts and Humanities

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will bring students on a learning journey to discover sexual biases, discrimination and inequality in their own surroundings and elsewhere. It provides them training to unravel obtrusive and hidden gender biases and discrimination that limit life chances. Through an interactive classroom and a variety of active learning activities (including a wide array of multimedia resources, critique journals, presentations and debates), this course will promote positive attitude to untie suffocating gender-blind and irresponsible behaviour that is pervasive in the society. It guides students to be self-reflective on gender relations and develop awareness and skills that bring more equality between women and men.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the social construction of gender concepts and relationships	20	x	x	x
2	Examine the sociological, psychological and biological factors attributing to behavioural differences between the sexes, sex roles and sexual division of labour	20		x	x
3	Contrast and examine gender relationships in selected societies	20		x	
4	Discover and critically reflect on issues of gender biases, sexual discrimination and inequality	20		x	x
5	Develop skills and knowledge that help build gender equality in society	20	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Expository lectures	-	1, 2, 3	
2	Interactive lectures and class discussion	Students are expected to participate actively and ask questions during the lectures, as well as engage directly with their classmates' presentations.	1, 2, 3	

3	News article commentary	Students will submit one news article commentary, analyzing and expressing their opinion on a gender-related issue as discussed in a high-quality newspaper	3, 4, 5	
4	Critique journal/Blog post	Students will write a critique journal or blog post, reflecting on a gender-related issue that interests them and/or impacts them personally	4, 5	
5	Team work	Group presentation based on a culture artifact	3, 4, 5	
6	Reflective essay	Final research paper.	4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	News article commentary	3, 4, 5	10
2	Team work	3, 4, 5	30
3	Critique journal	4, 5	20
4	Reflective essay	4, 5	40

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. News article commentary

Criterion

Outstanding writing and analysis

Excellent (A+, A, A-)

Evidence of excellent conceptual understanding and very good analysis of social construction of gender relations and gender roles in contemporary societies, based on an analysis of a newspaper article

Good (B+, B, B-)

Evidence of sufficient understanding and adequate analysis of social construction of gender relations and gender roles in contemporary societies, based on an analysis of a newspaper article

Fair (C+, C, C-)

Limited understanding and poor analysis of social construction of gender relations and gender roles in contemporary societies

Marginal (D)

Little effort in demonstrating understanding of class materials; no analysis of the chosen article

Failure (F)

No effort in demonstrating understanding of class materials; no analysis of the chosen article

Assessment Task

2. Team work

Criterion

Active participation Group spirit

Excellent (A+, A, A-)

Evidence of active participation and creative understanding of social construction of gender relations and gender roles

Good (B+, B, B-)

Evidence of sufficient participation and creativity

Fair (C+, C, C-)

Limited participation and understanding of class materials

Marginal (D)

Little effort in demonstrating participation and understanding of class materials

Failure (F)

No effort in demonstrating participation and understanding of class materials

Assessment Task

3. Critique journal

Criterion

Outstanding writing

Excellent (A+, A, A-)

Evidence of excellent conceptual and critical understanding of social construction of gender relations and gender roles

Good (B+, B, B-)

Evidence of sufficient understanding of class materials and social construction of gender relations and gender roles

Fair (C+, C, C-)

Limited understanding of class materials and social construction of gender relations and gender roles

Marginal (D)

Marginal understanding of class materials and social construction of gender relations and gender roles

Failure (F)

Cannot demonstrate understanding of class materials and gender issues

Assessment Task

4. Reflective essay

Criterion

Outstanding writing

Excellent (A+, A, A-)

Evidence of excellent conceptual and critical understanding of social construction of gender relations and gender roles

Good (B+, B, B-)

Evidence of sufficient understanding of class materials and social construction of gender relations and gender roles

Fair (C+, C, C-)

Limited understanding of class materials and social construction of gender relations and gender roles

Marginal (D)

Marginal understanding of class materials and social construction of gender relations and gender roles

Failure (F)

Cannot demonstrate understanding of class materials and gender issues

Part III Other Information

Keyword Syllabus

Gender; Gender and power; gender and politics

Social construction of gender: gender ideology, cultural and psychological make up of sexual roles

Body politics: the shaping of masculinity, femininity and sexuality

Sexuality and sexual identities: the politics of intimacy, love and sexual relations

Gender inequality, life chances and the sexual division of labour

Current concerns of gender equality issues

Intersectionality: how discrimination on the basis of sex (sexism) interacts, overlaps and combines with other factors of discrimination (such as race, class, sexuality, etc.)

Race and racism

Class and social structures

Reading List**Compulsory Readings**

	Title
1	Bonvillian, N., 2001. Women and Men: Cultural Construct of Gender. Englewood Cliffs, New Jersey: Prentice Hall.
2	Bordo, S., 1990. Reading the Slender Body. In: M. Jacobus, et al, ed. Body/ Politics: Woman and the Discourses of Science. London: Routledge, pp. 83-112.
3	Constable, N., ed., 2005. Cross-Border Marriages: Gender and Mobility in Transnational Asia. Philadelphia: University of Pennsylvania Press.
4	Croll, E., 1995. Changing Identities of Chinese Women. London: Zed Books. Part II.
5	Hochschild, A., 1990. The Second Shift. New York: Avon Books.
6	Lee, C. K., 2004. Public Discourse and Collective Identities: Emergence of Women as a Collective Actor in the Women' s Movement in Hong Kong. In: A. Chan and W.L. Wong, eds. Gendering Hong Kong. Hong Kong: Oxford University Press, pp.621-655.
7	Lippa, R., 2005. Gender, Nature, and Nurture. 2 ed. New Jersey: Lawrence Erlbaum Associate.
8	Marchand, M. & Runyan, A. eds., 2000. Gender and Global Restructuring: Sightings, Sites and Resistances. New York: Routledge.
9	Martin, E., 1987. The Woman in the Body: A Cultural Analysis of Reproduction. Boston: Beacon Press.
10	Moore, Henrietta L., 1988. Feminism and Anthropology. Cambridge: Polity Press.

11	Parish, W. & Farrer, J., 2000. Gender and Family. In: W. Tang & W. Parish, eds. Chinese Urban Life under Reform: The Changing Social Contract. Cambridge: Cambridge University Press, pp. 232-271.
12	Pun, N., 2005. Made in China: Women Factory Workers in a Global Workplace. Durham: Duke University Press.
13	Ortner, S., 1974. Is Female to Male as Nature to Culture?. In: Woman, Culture and Society. Stanford: Stanford University Press, pp. 67-87.
14	Rai, S., 1992. 'Watering another man' s garden': Gender, Employment and Educational reforms in China. In: S, Rai, H. Pilkington & A, Phizacklea, eds. Women in the Face of Change: The Soviet Union, Eastern Europe, and China. London: Routledge, pp. 20-40.
15	Sen, K & Stivens, M., 1998. Gender and Power in Affluent Asia. New York: Routledge.
16	Sidel, R., 1998. Keeping Women and Children Last: America's War on the Poor. New York: Penguin Books.
17	Walby, S., 1997. Gender Transformations. London: Routledge.
18	Wittig, M., 1997. One is Not Born a Woman. In: L. Nicholson, ed. The Second Wave: A Reader in Feminist Theory. New York: Routledge, pp. 265-271.
19	Colapinto, John (1997) "The True Story of John/Joan" , Rolling Stone, Dec. 11
20	Daniari, Serena (2020) "Are hasty operations on intersex children becoming a thing of the past?" , The Guardian, Jul. 14
21	Roupenian, Kristen (2017) "Cat Person" , The New Yorker, Dec. 4
22	Baker, K. (2016) "Here' s The Powerful Letter The Stanford Victim Read to Her Attacker" , BuzzFeed News, Jun. 3
23	Healy, J. (2020) "Rural Montana Had Already Lost Too Many Native Women. Then Selena Disappeared" , The New York Times, Jan. 20
24	Sharma, B. & Schultz, K. (2019) "Woman and 2 Children Die in Nepal Menstruation Hut" , The New York Times, Jan. 9
25	Purtill, Corinne (2021) "For Years, Western Scientists Stigmatized Periods. We' re Living the Consequences" , The New York Times, Jul. 12
26	Carroll, E. Jean (2019) "Hideous Men: Donald Trump assaulted me in a Bergdorf Goodman dressing room 23 years ago. But he' s not alone on the list of awful men in my life" , The Cut
27	Tugend, A. (2018) "The Effect of Intersectionality in the Workplace" , The New York Times, Sept. 30

Additional Readings

	Title
1	Tumulty, Karen (2020) "Klobuchar and Warren are shattering the expectations of female candidates" , The Washington Post, Feb. 22
2	Rogers, Katie (2020) "Kamala Harris Crystallizes Trump' s View of Women: They' re 'Nasty' or Housewives" , The New York Times, Aug. 12
3	Victor, D. (2020) "Coronavirus Safety Runes Into a Stubborn Barrier: Masculinity" , The New York Times, Oct. 10
4	Whoriskey, Peter (2020) "The bogus U.S. census numbers showing slavery' s 'wonderful influence' on the enslaved" , The Washington Post, Oct. 17
5	Natanson, Hannah (2020) "An enslaved man was crucial to the Lewis and Clark expedition' s success. Clark refused to free him afterwards" , The Washington Post, Jan. 3
6	Ryzik, M., Ugwu, R., Phillips, M. & Jacobs, J. (2020) "When Trump Calls a Black Woman 'Angry' , He Feeds This Racist Trope" , The New York Times, Aug. 14
7	Ellis-Peterson, Hannah (2020) "Dalits Bear the brunt of India' s 'endemic' sexual violence crisis" , The Guardian, Sept. 16
8	Yangden, Kinley (2018) "Bhutanese Girls Believe Menstruation is a 'Disease' : Here Are Some Period Myths That Need to End" , Bhutan Times
9	Mohanty, Trishna (2020) "A Portrait of a Market in India Run Solely by Women" , The New York Times, Oct. 5

10	Davis, Nicola (2019) “ ‘We don’ t need to bleed’ : why many women are giving up on periods” , The Guardian, Jul. 18
11	Grigg-Spall, Holly (2019) “Nine Major Myths About the Pill – From Cancer to Weight Gain” , The Guardian, Feb. 25
12	Greenhouse, L. (2020) “Ruth Bader Ginsburg, Supreme Court’ s Feminist Icon, Is Dead at 87” , The New York Times, Sept. 18
13	Blake, G. (2015) “Mad Men: Inside the Men’ s Rights Movement – and the Army of Misogynists and Trolls it Spawned” , Mother Jones, Jan/Feb.
14	Park, N. S. (2021) “Why So Many Young Men in South Korea Hate Feminism” , Foreign Policy, Jun. 23
15	Brennan, W. (2020) “How Two British Orthodontists Became Celebrities to Incels” , The New York Times, Aug. 20
16	UN Women. Available at: http://www.un.org/womenwatch/daw/
17	UNIFEM. Available at: http://www.unifem.org/
18	UNDP: Women’ s Empowerment. Available at: http://www.undp.org/women/
19	Equal Opportunities Commissions. Available at: http://www.eoc.org.hk/eoc/GraphicsFolder/default.aspx

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

5

PILO 3: Demonstrate critical thinking skills

5

PILO 4: Interpret information and numerical data

2

PILO 5: Produce structured, well-organised and fluent text

5

PILO 7: Demonstrate an ability to work effectively in a team

1

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

3

PILO 9: Value ethical and socially responsible actions

5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Reflexive essay