



0101G301

Gender, Sexuality and Society

Instructor: TBA

Email: TBA

Time: October 21, 2024 - November 22, 2024

Office Hours: 2 hours per week or by appointment

Contact Hours: 90 (50 minutes each)

Credits: 6

Course Description

This course will offer an introduction to gender and sexuality in a variety of historical and cultural contexts. We will look at gender within different social institutions (e.g. the family, the workplace, education, etc.) and look at ways in which gender roles are maintained by these institutions. Students will be exposed to a wide array of views, which will include both contemporary and historical perspectives. By studying gender theory, the course will introduce students to the argument that gender is a social construct, meaning that gender roles have varied considerably in various times and places. The course will also introduce students to gender studies and feminist theory and increase student awareness of gender discrimination and inequality, homophobia, sexual harassment, cultural and class differences, patriarchy, misogyny, and sexual exploitation.

Required Textbook(s)

Connell, Raewyn. *Gender in World Perspective*. 2021. 4th Edition. Cambridge, UK: Polity Press. ISBN: 978050953900

Prerequisites

No prerequisites

Course Goals

At the end of the course the students will be able to:

- Expose students to the academic discourse around gender and inequality;
- Enable students to understand gender roles and constructs in a variety of contexts;
- Promote understanding of intersectionality and inclusivity;
- Explain how gender roles are socially constructed;
- Think and read critically about gender issues.

Course Schedule

Please note that this schedule is meant to give an overview of the major concepts of this course. Changes may occur in this calendar as needed to aid in the student's development. Please note that *what is listed for the day is due that day*.

Week 1

Monday Introduction to the Course
Welcome & meet the professor.

Tuesday *Gender in World Perspectives*
Chapters 1 & 2
“The question of Gender.”
“Gender research: five examples.”

Wednesday *Gender in World Perspectives*
Chapter 3
“Sex differences and gendered bodies.”

Thursday Excerpt from *Phallacy* by Emily Willingham
PDF Provided

Friday Excerpt from *Testosterone Rex*
By Cordelia Fine
PDF Provided

Week 2

Monday “The Gendered Ape”
From *Nature’s Body: Gender in the Making of Modern Science*
by Londa Shiebinger

Tuesday *Gender in World Perspectives*
Chapter 4
“Gender theory and theorists: a short global history

Wednesday “Feminist Politics” and “Understanding Patriarchy” by bell hooks
PDF provided.

Thursday “Men Explain Things to Me”
from Men Explain Things to Me by Rebecca Solnit
PDF provided.

Friday **DUE: Reflection Paper One**

Week 3

Monday *Gender in World Perspectives*
Chapter 5
“Gender relations”

Tuesday “When racism and sexism collide”
from *White Tears/Brown Scars* by Ruby Hamad.
PDF provided

Wednesday “Lewd Jezebels, Exotic Orientals, Princess Pocahontas: How colonialism rigged the game against women of colour.”
from *White Tears/Brown Scars* by Ruby Hamad.
PDF provided.

Thursday *I’m Afraid of Men.*
By Vivek Shraya
PDF Provided.

Friday Excerpts from *Sex and Lies*
By Leila Slimani
PDF Provided

Week 4

Monday **DUE: Reflection Paper Two**

Tuesday Excerpts from *The Sex Lives of African Women*
By Nana Darkoa Sekyiamah
PDF Provided

Wednesday “Wayfarer” by O Chong-Hui
PDF Provided

Thursday “The Carrier Bag Theory of Fiction” by Ursula k. Leguin
“The Quilt” by Ismat Chughtai
PDF Provided

Friday “What if I’m not a good feminist?”
From *How to Raise a Feminist Son: Motherhood Masculinity and the Making of My Family* by Sonora Jha
PDF Provided.

Week 5

Monday	<i>Gender in World Perspectives</i> Chapter 6 “Personal life”
Tuesday	Excerpts from <i>Father Figure: How to be a Feminist Dad</i> by Jordan Shapiro PDF Provided.
Wednesday	<i>Gender in World Perspectives</i> Chapter 7 “Work, economy and globalization”
Thursday	<i>Gender in World Perspectives</i> Chapter 8 “Gender politics”
Friday	FINAL PROJECT DUE

Grading Policy

The final grade is broken down as such:

Attendance & Participation	20%
Reflection Papers	25%
Reading quizzes & shortform assessments	30%
Final project	25%

Format of all written work

Please have all your written work double-spaced, Aptos font, size 12 font. Any aberrations in spacing between the letters, between the lines, or what have you, will affect the grade. You should also include a **word count** at the end of all of your work.

Reflection papers

You are required to complete two short autobiographical reflection papers, in which you will be asked to share your personal experiences, analyzing and interpreting them using the ideas, frameworks, and theories from readings, lectures, and class discussions.

Reading Quizzes and Shortform assessments

Reading quizzes and other shortform assessments will be required throughout the semester. Some of these assignments are designed to assess your understanding of the class material. Others are designed to give you opportunities to practice applying the concepts and theories presented.

FINAL Project

You will be required to complete a final project. This can be a paper (8 – 10 pages/2500-3000 words) or adigital multimedia presentation (Video with PowerPoint, Photo Essay, etc). Detailed instructions will be provided.

Grading Scale

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one

course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.