

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Gender & Society 性別與社會
Course Code	: SSC1341
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese; English; Putonghua
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to arouse students' interest and awareness in gender issues. It will equip students with concepts and frameworks to understand the social and cultural constructions of femininities and masculinities in daily lives and how these may shape and limit their identities, relationships and opportunities. The course will examine closely the working of the operation of gender, i.e. gender stereotypes, sexism, masculinism, and heterosexism at individual, interactional, institutional and cultural levels. It will reveal the prevalence and subtleties of power and control on gender in some important aspects of individual and social lives, such as bodily projects, sexual practices, sexual violence, family, schooling and education, employment and mass media. It will also explore the extent that gender relations have been transformed and the possibilities and strategies of combating gender inequalities and transgressing gender boundaries.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO 1: Acquire the lens of gender that help them interpret the centrality and complexity of gender in their daily lives;
- CILO 2: Acquire concepts and theories that can analyse how gender differences and inequalities are reinforced, constructed and challenged in different domains of social lives and at different levels, i.e. individual identities and practices, social interactions, social institutions and cultural systems;
- CILO 3: Apply concepts and theories of gender to critically evaluate the representations or claims in the media, popular culture, or public discourses;
- CILO 4: Critically evaluate the extent that gender relations have been transformed;
- CILO 5: Propose a plan that can promote gender equity or show how gender can be challenged and reconstructed differently
- CILO 6: Develop skills in communication and collaboration.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. What is gender? Why gender matters? The centrality and complexity of gender in individual and social lives	CILO _{1,2,3,6}	Lecture; discussion
2. Nature vs nurture and problems of biological determinism; gender differences and gender inequalities; social and cultural constructions of femininities and masculinities at different levels	CILO _{1,2,3,6}	Lecture; video-clips; group discussion; class exercise
3. Examine the ways gender is reinforced, constructed and challenged in some of the following domains: body, media,	CILO _{1,2,3,4,6}	Lecture; group discussions; class exercise; video-clips;

sexuality, sexual violence, family, education, and work and employment		guest speakers
4. Transformations of gender relations in a changing society; difficulties, possibilities and strategies of changing gender	<i>CILO_{2, 4-6}</i>	Class discussion; guest speakers; video-watching

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Class participation: Students are required to participate actively in class discussion and contribute to a learning community. Each student will be assessed on a number of tasks such as class exercise, group discussion and class tests.	10 – 20 %	<i>CILO₁₋₆</i>
b. Individual assignment (about 1000 words): Each student is required to use concepts and theories on gender to reflect and reexamine their personal experiences, mass media or public discourse on the topics that are covered in this course.	30 – 40 %	<i>CILO₁₋₅</i>
c. Group project: Students are expected to form themselves into a small group to research a topic in relation to gender issues. The project must offer an in-depth analysis of the operations and effects of gender in that particular topic. It also has to make suggestion to promote gender equity and discuss how and why gender can be improved. (Each group member is expected to write about 1000 words).	40 – 50 %	<i>CILO₁₋₆</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

- ☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.
- ☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

- a. Anderson, K. J. (2015) *Modern misogyny: Anti-feminism in a post-feminist era*. New York: Oxford.
- b. Chan, K. W. A. & Wong, W. L. (2004) (eds.) *Gendering Hong Kong*. Hong Kong: Oxford University Press (about half of the articles collected in the volume are in Chinese).
- c. Choi, S. Y.P. & Cheung, F. M. (2012) *Women and girls in Hong Kong: Current situations and future challenges*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong
- d. Connell, R. (2009) *Gender: In world perspective*. Cambridge: Polity Press, 2nd Edition.
- e. David, M. E. (2016) *Reclaiming feminism: Challenging everyday misogyny*. Bristol: Policy Press.
- f. Fincher, L. H. (2014) *Leftover women: The resurgence of gender inequality in China*. London: Zen Books.
- g. hooks, B. (2000) *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press.
- h. Jackson, S. & Scott, S. (2002) (eds.) *Gender: A sociological reader*. London & New York: Routledge.
- i. Jackson, S. & Scott, S. (2010) *Theorizing sexuality*. Maidenhead, England: Open University Press.
- j. Johnson, A. (1997) *The gender knot: Unraveling our patriarchal legacy*. Philadelphia, Pa.: Temple University Press.
- k. Kimmel, M. (2011) *The gendered society*. New York: Oxford University Press, 4th Edition
- l. Plante, R.F. & Mauer, L. M. (eds.) (2010) *Doing gender diversity: Readings in theory and real-world experience*. US: Westview Press.
- m. Richard, D. & Robinson, V. (eds.) (2007) *Introducing gender and women's studies*. Basingstoke: Macmillan. Third Edition.
- n. Scholz, S. (2010) *Feminism*. Oxford: Oneworld.
- o. Spade, J. Z. & Valentine, C. G. (eds.) (2011) *The kaleidoscope of gender: Prisms, patterns and possibilities*. Thousand Oaks, Calif: Pine Forge Press.
- p. Taylor, V., Whittier, N. & Rupp, L. (2009) *Feminist frontiers*, 8th Edition. Boston: McGraw Hill Higher Education.
- q. Williams, C. & Stein, R. (2002) (eds.) *Sexuality & gender*. USA: Blackwell.
- r. Wood, J. (2011) *Gendered lives: Communication, gender and culture*. Boston, Mass.: Wadsworth Cengage Learning, 9th Edition.
- s. Woodward, K. (2011) *The short guide to gender*. Bristol: The Policy Press.

- t. R.W. Connell 著; 劉泗翰譯 (2004) 《性/別 gender：多元時代的性別角力》
台北市：書林出版有限公司。
- u. 陳潔華、蔡寶瓊（編）(2012)，《性別顯微鏡》，香港：香港城市大學出版社。
- v. 蔡寶瓊、陳潔華（編）(2012)，《教育的性別視角：課堂與教學實證研究》，香港：香港城市大學出版社。
- w. 洪雪蓮、馮國堅（編）(2003)，《香港婦女檔案》，香港，新婦女協進會。
(2003 增修版)。
- x. 蔡玉萍、張玉清（主編）(2013)，《她者—香港女性的現況與挑戰》，香港：商務印書館。
- y. 黃潔梅（主編）(2012)，《打開性/別》，香港：圓桌精英。
- z. 黃潔梅（主編）(2012)，《打開男性—陽剛氣概的變奏》，香港：圓桌精英。

[Please note that additional references will be provided in each topic.]

8. Related Web Resources

1. <http://www.womenresources.org/public/main>
2. http://aaf.org.hk/gender_edukit/preface/index.html
3. <http://www.feminist.sinica.edu.tw/teachc.htm>
4. <http://www.ied.edu.hk/crils/data.htm>
5. <http://www.anti480.org.hk/index.php>
6. http://www.censtatd.gov.hk/products_and_services/products/publications/statistical_report/social_data/index_cd_B1130303_dt_latest.jsp

9. Related Journals

1. 兩性平等教育季刊 HQ31. L52
2. 性別平等教育季刊 HQ31. L52
(http://www.gender.edu.tw/society/index_magazine.asp)
3. 婦女與兩性學刊 HQ1104 F82
4. 女學學誌 (Journal of women's and gender studies) HQ1104 F82
5. Gender & Society
6. Gender & Education

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Other

home.ied.edu.hk/~akwchan/gender&society/

(a website created for this course, which has more references on different topic.)

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