

## Tamkang University Academic Year 113, 2nd Semester Course Syllabus

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| Course Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | GENDER AND CULTURE                                            | Instructor | GUTIERREZ<br>JANNETTE WANG                                       |
| Course Class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | TFLAB2A<br>DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 2A | Details    | ♦ Blended Course<br>♦ Selective<br>♦ One Semester<br>♦ 2 Credits |
| Relevance to SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SDG4 Quality education<br>SDG10 Reducing inequalities         |            |                                                                  |
| D e p a r t m e n t a l   A i m   o f   E d u c a t i o n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                               |            |                                                                  |
| <div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</div> <div>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV. Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div> |                                                               |            |                                                                  |
| S u b j e c t   D e p a r t m e n t a l   c o r e   c o m p e t e n c e s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                               |            |                                                                  |
| <div>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)</div> <div>B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)</div> <div>C. Strengthen students' workplace English ability.(ratio:10.00)</div> <div>D. Develop students' professional abilities in linguistics and English teaching.(ratio:20.00)</div> <div>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:30.00)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                               |            |                                                                  |

| Subject Schoolwide essential virtues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
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| <div>1. A global perspective. (ratio:20.00)</div> <div>2. Information literacy. (ratio:10.00)</div> <div>3. A vision for the future. (ratio:10.00)</div> <div>4. Moral integrity. (ratio:10.00)</div> <div>5. Independent thinking. (ratio:30.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:10.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:5.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:5.00)</div>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
| Course Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students will be introduced to the interdisciplinary field of Gender Studies through a variety of feminist texts, including theoretical essays, short stories, and videos. Through close readings of assigned texts and engaged discussions students will explore the ways in which gender, race, sexuality, and class interconnect in the social construction of identities and experiences. This course has been designed to prepare students to become active and responsible citizens within their local, national, and world communities. |                   |
| <div>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</div> <div>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</div> <div>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</div> <div>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</div> <div>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
| No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teaching Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | objective methods |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How to recognize gender, race, sexuality, and class as social constructions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Cognitive         |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How to recognize, describe, and critique the value systems that underlie both patriarchal socialconstructs and feminist critiques of patriarchy.                                                                                                                                                                                                                                                                                                                                                                                               | Affective         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |

|   |                                                                                                                       |             |
|---|-----------------------------------------------------------------------------------------------------------------------|-------------|
| 3 | How to recognize and apply feminist theories and practices related to the interdisciplinary field of Women's Studies. | Psychomotor |
| 4 | How to critically read media and popular culture using class concepts                                                 | Affective   |

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

| No. | Core Competences | Essential Virtues | Teaching Methods                | Assessment                                                                                                                |
|-----|------------------|-------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1   | ABCDE            | 12345678          | Lecture, Discussion, Experience | Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |
| 2   | ABC              | 13457             | Lecture, Discussion, Experience | Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |
| 3   | ABC              | 13457             | Lecture, Discussion, Experience | Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |
| 4   | ABC              | 13457             | Lecture, Discussion             | Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |

#### Course Schedule

| Week | Date                     | Course Contents           | Note                            |
|------|--------------------------|---------------------------|---------------------------------|
| 1    | 114/02/17 ~<br>114/02/23 | Course Introduction       |                                 |
| 2    | 114/02/24 ~<br>114/03/02 | Ch#1(Gender and Sex)      |                                 |
| 3    | 114/03/03 ~<br>114/03/09 | Ch#2(Communication)       |                                 |
| 4    | 114/03/10 ~<br>114/03/16 | Detail Activity on iclass | Online Asynchronous Instruction |
| 5    | 114/03/17 ~<br>114/03/23 | Ch#3(Intimacy)            |                                 |
| 6    | 114/03/24 ~<br>114/03/30 | Ch#4(Media)               |                                 |
| 7    | 114/03/31 ~<br>114/04/06 | Spring Break              |                                 |
| 8    | 114/04/07 ~<br>114/04/13 | Ch#5(Popular Culture)     | Online Asynchronous Instruction |

|                      |                          |                                                                                                                                                                             |                                 |
|----------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 9                    | 114/04/14 ~<br>114/04/20 | Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)                                                                                               |                                 |
| 10                   | 114/04/21 ~<br>114/04/27 | Activity                                                                                                                                                                    |                                 |
| 11                   | 114/04/28 ~<br>114/05/04 | Ch#10(Labor)                                                                                                                                                                |                                 |
| 12                   | 114/05/05 ~<br>114/05/11 | Detail Activity on iclass                                                                                                                                                   | Online Asynchronous Instruction |
| 13                   | 114/05/12 ~<br>114/05/18 | Ch#11(Science/Technology)                                                                                                                                                   |                                 |
| 14                   | 114/05/19 ~<br>114/05/25 | Ch#12(Transnational Issues)                                                                                                                                                 |                                 |
| 15                   | 114/05/26 ~<br>114/06/01 | Ch#14(Fatherhood)                                                                                                                                                           |                                 |
| 16                   | 114/06/02 ~<br>114/06/08 | Detail Activity on iclass                                                                                                                                                   | Online Asynchronous Instruction |
| 17                   | 114/06/09 ~<br>114/06/15 | Final Exam/Final Assessment Week (teachers can adjust the week as needed)                                                                                                   |                                 |
| 18                   | 114/06/16 ~<br>114/06/22 | Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.                                |                                 |
| Key capabilities     |                          | self-directed learning<br>Social Participation<br>Problem solving<br>Interdisciplinary                                                                                      |                                 |
| Interdisciplinary    |                          | In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching |                                 |
| Distinctive teaching |                          |                                                                                                                                                                             |                                 |
| Course Content       |                          | Gender Equality Education                                                                                                                                                   |                                 |
|                      |                          |                                                                                                                                                                             |                                 |

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| Requirement                      | <p>All work must be completed by the due date listed on the syllabus. Should something arise that prevents you from turning an assignment in on time, please contact me as soon as possible so that you can arrange to turn it in later. (Later is better than never!) Assignments submitted after the due date may lose up to 10% of their original value for each day it is overdue. Please note that per this policy, assignments more than 7 days late no longer have any value. Quizzes, exams, and in class discussion assignments cannot be completed after the due date.</p> <p>*****</p> <p>Article 38<br/>If a student's class absence reaches one-third of the total class hours (in a semester) for a particular course, the course instructor will notify the Office of Academic Affairs, and the student will not be allowed to take part in the remaining course examinations and will receive a semester grade (for that course) of zero.</p> |
| Textbooks and Teaching Materials | <p>Self-made teaching materials: Textbooks, Handouts<br/>Using teaching materials from other writers: Textbooks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| References                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Grading Policy                   | <p>◆ Attendance :            %    ◆ Mark of Usual : 30.0 %    ◆ Midterm Exam : 20.0 %<br/>◆ Final Exam :    20.0 %<br/>◆ Other (media watch blog) : 30.0 %</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Note                             | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                        |