

Tamkang University Academic Year 114, 2nd Semester Course Syllabus

Course Title	GENDER AND SOCIETY		Instructor	TSAI, CHENG-LIN				
Course Class	TNUWB0A SOCIAL ANALYSIS, 0A		Details	<ul style="list-style-type: none"> ♦ General Course ♦ Required ♦ One Semester ♦ 2 Credits 				
Relevance to SDGs	SDG3 Good health and well-being for people SDG5 Gender equality SDG10 Reducing inequalities SDG16 Peace, justice and strong institutions							
Departmental Aim of Education								
I. To guide students to practice the methods and concepts learned from the courses of social science to their social life. II. To Enhance students' ability of self-understanding, psychological adaptation, and interpersonal communication. III. To promote students' ability of analyzing social phenomena and penetrating social problems through the design of courses; thus, motivating students to be more concerned about others and assume the corresponding social responsibilities.								
Subject Schoolwide essential virtues								
1. A global perspective. (ratio:5.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:15.00) 4. Moral integrity. (ratio:20.00) 5. Independent thinking. (ratio:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:10.00) 7. A spirit of teamwork and dedication. (ratio:20.00) 8. A sense of aesthetic appreciation. (ratio:5.00)								

Course Introduction	<p>This course explores how gender intersects with key areas of social life, including language, relationships, law, politics, health, education, and media. Students will be introduced to basic concepts such as gender mainstreaming, patriarchy, and gender expression, and examine how gender structures power and inequality in society. Through lectures, group projects, film discussion, and guest talks, students will develop gender sensitivity, critical thinking skills, and civic awareness to better engage with contemporary gender issues.</p>
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The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	1. Understand the social construction of gender and the concept of gender mainstreaming.	Cognitive
2	2.Explore how gender interacts with institutions such as language, law, politics, and health.	Cognitive
3	3.Develop critical thinking skills in analyzing gender-related issues.	Affective
4	4. Enhance awareness and respect for gender diversity and cultural differences.	Affective
5	5. Encourage students to reflect on personal experiences and engage in public conversations about gender equality.	Affective

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)

2		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
3		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
4		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
5		12345678	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	115/02/23 ~ 115/03/01	Course Introduction / What is Gender Mainstreaming?	
2	115/03/02 ~ 115/03/08	Patriarchy & Intersectionality	
3	115/03/09 ~ 115/03/15	Gender and Language	Submit group member list
4	115/03/16 ~ 115/03/22	Gender and Intimate Relationships	
5	115/03/23 ~ 115/03/29	Film Viewing & Discussion: Kim Ji-young, Born 1982	
6	115/03/30 ~ 115/04/05	Gender, Family, and Cultural Customs	
7	115/04/06 ~ 115/04/12	(Holiday)	Midterm Assignment
8	115/04/13 ~ 115/04/19	How to Conduct an Effective Interview?	Use AI-assisted data collection
9	115/04/20 ~ 115/04/26	Interview Planning & Preparation	
10	115/04/27 ~ 115/05/03	Gender and the Law	
11	115/05/04 ~ 115/05/10	Conducting Interviews & Documentation	
12	115/05/11 ~ 115/05/17	Gender and Health	
13	115/05/18 ~ 115/05/24	Interview Analysis Report Writing	
14	115/05/25 ~ 115/05/31	Gender Diversity	

15	115/06/01~ 115/06/07	Interview Research Presentation(1)	
16	115/06/08~ 115/06/14	Interview Research Presentation(2)	
17	115/06/15~ 115/06/21	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/06/22~ 115/06/28	Flexible Teaching Week for Teachers	Submit learning reflection
Key capabilities		self-directed learning Humanistic Caring	
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		Special/Problem-Based(PBL) Courses Collaborative teaching (multiple teachers and business teachers in the school) course	
Course Content		Gender Equality Education AI application	
Requirement		Students who do not attend class in person for five or more times, regardless of the reason, will receive a score of 0 for attendance (30% of the total grade).	
Textbooks and Teaching Materials		Self-made teaching materials:Presentations Using teaching materials from other writers:Textbooks Name of teaching materials: Johnson, A. (2014). <i>Gender Knot: Unraveling Our Patriarchal Legacy</i> (Third Edition). Temple University Press. University Press.	

References	<p>Miller, D. L. (2016). Gender, field, and habitus: How gendered dispositions reproduce fields of cultural production. <i>Sociological Forum</i>, 31(2), 330-353.</p> <p>Davis, K., Evans, M., & Lorber, J. (2006). <i>Handbook of Gender and Women's Studies: Theory, Culture and Society</i>. Sage.</p> <p>Johnson, A. (2014). <i>Gender Knot: Unraveling Our Patriarchal Legacy</i> (Third Edition). Temple University Press. University Press.</p> <p>Holmes, J., & Schnurr, S. (2005). Politeness, humor and gender in the workplace: Negotiating norms and identifying contestation. <i>Journal of Politeness Research, Language, Behaviour, Culture</i>, 1 (1), 121-149.</p> <p>Hust, S. J., Rodgers, K. B., & Bayly, B. (2017). Scripting sexual consent: Internalized traditional sexual scripts and sexual consent expectancies among college students. <i>Family Relations</i>, 66 (1), 197-210.</p> <p>Hu, Y. Y. (2019). Mainstreaming Female Masculinity, Signifying Lesbian Visibility: The Rise of the Zhongxing Phenomenon in Transnational Taiwan. <i>Sexualities</i>, 22 (1-2), 182-202.</p> <p>李佩雯 (2019) 。大學生 · 性別平等了沒？：異性戀大學生愛情腳本之初探研究。中華傳播學刊 · (5) · 89-123 。</p> <p>李佩雯 (2021) 。「男人是這樣煉成的」：各生命階段直男同性友誼中的男子氣概建構初探。中華傳播學刊 · (9) · 231-268 。</p> <p>游美惠、蕭昭君 (2018) 。當代大學生的浪漫愛想像與經驗：兼論情感教育的開展方向。性別平等教育季刊 · (2) · 35-48 。</p>
Grading Policy	<p>◆ Attendance : 30.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other < > : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>