


**國立東華大學**  
**教學計劃表 Syllabus**

課程名稱(中文) Course Name in Chinese	性別社會學		學年/學期 Academic Year/Semester	110/1	
課程名稱(英文) Course Name in English	Sociology of Gender				
科目代碼 Course Code	APRSD1700	系級 Department & Year	博士	開課單位 Course-Offering Department	亞太區域研究博士班
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0		
授課教師 Instructor	/梁莉芳				
先修課程 Prerequisite					
課程描述 Course Description					
<p>“Women and men are different.” Does the statement describe the universal principle or the social phenomenon? The course provides the approach of social construction to explore how gender as the important social relation shapes our daily experiences. We will learn how to adopt a critical lens to reflect on the concepts of gender and sex.</p> <p>The course mainly consists of three parts: 1) introduction to the concepts and theories of gender, 2) social institutions and gender, and 3) the COVID-19 and its gender effects. Through this semester, we will try to connect theoretical concepts, empirical studies, and our lived experiences to understand how gender system works in the contemporary society, its consequences, and the possibility of resistances.</p>					
課程目標 Course Objectives					
<p>Consideration of the theoretical, methodological, and empirical contributions of current sociological scholarship on gender. Emphasis on the intersection of gender, sexuality, race/ethnicity, and class. Analysis of topics such as: masculinity/femininity, parenting, family, education, work, religion, sexualities, reproduction, politics, migration and globalization.</p>					

圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated		
授課進度表 Teaching Schedule & Content		
週次 Week	內容 Subject/Topics	備註 Remarks
1	Introductions and Overview * Introduction to the class * Ted Talk: The gendered-fluid history of the Philippines	
2	Gender Structure Theory * Risman, B. J., & Davis, G. (2013). From sex roles to gender structure. <i>Current Sociology</i> , 61(5-6), 733-755. * Musto, M. (2014). Athletes in the pool, girls and boys on deck: The contextual construction of gender in coed youth swimming. <i>Gender &amp; Society</i> , 28(3), 359-380.	
3	Gender and Interaction * West, C., & Zimmerman, D. H. (1987). Doing gender. <i>Gender &amp; society</i> , 1(2), 125-151. * Schilt, K., & Westbrook, L. (2009). Doing Gender, Doing Heteronormativity: “Gender Normals,” Transgender People, and the Social Maintenance of Heterosexuality. <i>Gender &amp; society</i> , 23(4), 440-464.	
4	Internationality * One-page proposal due and the 5-min presentation in class * Collins, P. H. (2015). Intersectionality’s definitional dilemmas. <i>Annual review of sociology</i> , 41, 1-20.	

5	<p>Gender Relations Theory</p> <p>* Connell, R. W., &amp; Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. <i>Gender &amp; society</i>, 19(6), 829-859.</p> <p>* Utrata, J. (2019). Invisible Labor and Women's Double Binds: Collusive Femininity and Masculine Drinking in Russia. <i>Gender &amp; Society</i>, 33(6), 911-934.</p>	
6	<p>Talking back to Sociology, Talk back to (Dominant) Feminism</p> <p>* DeVault, M. L. (1996). Talking back to sociology: Distinctive contributions of feminist methodology. <i>Annual review of sociology</i>, 22(1), 29-50.</p> <p>* Lugones, M. (2010). Toward a decolonial feminism. <i>Hypatia</i>, 25(4), 742-759.</p>	
7	<p>Gender and Migration I</p> <p>* Silvey, R., &amp; Parreñas, R. (2020). Precarity chains: Cycles of domestic worker migration from Southeast Asia to the Middle East. <i>Journal of Ethnic and Migration Studies</i>, 46(16), 3457-3471.</p> <p>* Lai, F. Y. (2018). Sexuality at Imagined Home: Same-Sex Desires among Indonesian Migrant Domestic Workers in Hong Kong. <i>Sexualities</i>, 21(5-6), 899-913.</p>	
8	<p>Gender and Migration II (No class)</p> <p>* Guest speaker: Francisca Yuenki Lai (National Tsing Hua University)</p> <p>* The talk is scheduled on 11/12 (Friday)</p>	
9	<p>Gender and Organizations</p> <p>* Acker, J. (1992). From sex roles to gendered institutions. <i>Contemporary sociology</i>, 21(5), 565-569.</p> <p>* Quadlin, N. (2018). The mark of a woman's record: Gender and academic performance in hiring. <i>American Sociological Review</i>, 83(2), 331-360.</p>	
10	<p>Midterm</p> <p>* Midterm Presentation</p>	
11	<p>Gender and the Economy</p> <p>* Ong, A. (1991). The gender and labor politics of postmodernity. <i>Annual Review of Anthropology</i>, 20(1), 279-309.</p> <p>* Documentary: TBA</p>	
12	<p>Gender and Family</p> <p>* Pfeffer, C. A. (2012). Normative resistance and inventive pragmatism: Negotiating structure and agency in transgender families. <i>Gender &amp; Society</i>, 26(4), 574-602.</p> <p>* Frederick, A. (2017). Risky mothers and the normalcy project: Women with disabilities negotiate scientific motherhood. <i>Gender &amp; Society</i>, 31(1), 74-95.</p>	
13	<p>Gender and Care Work</p> <p>* Dolan, A. (2014). 'I' ve learnt what a dad should do' : the interaction of masculine and fathering identities among men who attended a 'dads only' parenting programme. <i>Sociology</i>, 48(4), 812-828.</p> <p>* Schultz Lee, K. (2010). Gender, care work, and the complexity of family membership in Japan. <i>Gender &amp; Society</i>, 24(5), 647-671.</p>	
14	<p>COVID-19 and Gender Inequality</p> <p>* Yavorsky, J. E., Qian, Y., &amp; Sargent, A. C. (2021). The gendered pandemic: The implications of COVID-19 for work and family. <i>Sociology Compass</i>.</p> <p>* Bahn, K., Cohen, J., &amp; van der Meulen Rodgers, Y. (2020). A feminist perspective on COVID-19 and the value of care work globally. <i>Gender, Work &amp; Organization</i>, 27(5), 695-699.</p>	
15	<p>Family, Work, and the Pandemic</p> <p>* Whiley, L. A., Sayer, H., &amp; Juanchich, M. (2021). Motherhood and guilt in a pandemic: Negotiating the "new" normal with a feminist identity. <i>Gender, Work &amp; Organization</i>.</p> <p>* Jaim, J. (2021). Exist or exit? Women business-owners in Bangladesh during COVID-19. <i>Gender, Work &amp; Organization</i>, 28, 209-226.</p>	
16	<p>Final Presentation I</p>	
17	<p>Final Presentation II</p>	
18	<p>Final Exam</p> <p>* Writing final paper</p>	

教學策略 Teaching Strategies

- 課堂講授 Lecture                       分組討論 Group Discussion                       參觀實習 Field Trip
- 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL)                       團體合作學習 (TBL)                       解決導向學習 (SBL)
- 翻轉教室 Flipped Classroom                       磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice                       產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching                       跨院系教學 Inter-collegiate Teaching
- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

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學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance	50%								
期中考成績 Midterm Exam									
期末考成績 Final Exam									
作業成績 Homework and/or Assignments									
其他 Miscellaneous (Term paper)	50%								

評量方式補充說明

Grading & Assessments Supplemental instructions

All class members are expected to complete the required readings before the class session during which they will be discussed. The course grade is based on the following requirements:

1. Class Participation 50 %

Please inform me in advance if you will be absent from class.

You are encouraged to come to class prepared to discuss the course readings assigned for that day, or current news that are related to course topics. There are a few ways to participate in the course: (1) weekly question, 2) class discussion, and (3) listen carefully to the others.

Weekly question

You are required to propose weekly question or reflection on E-Learning that respond to the course readings assigned to the week. It can be one or two paragraphs. You need to post the question no later than 14:00 pm before the day we meet.

2. Class Project 50 %

This course requires that you write an academic article (8-10 pages, double-spaced, 12 pt. font, 1-inch margins), which relates to the topics discussed in the class (master and undergraduate can choose to write either in English or Mandarin).

To investigate and understand the topic, you may rely upon interviews with people, textual analysis, archival study, or systematic literature review.

Regardless of which topic you choose, you should develop theoretical or conceptual analysis, and you should consult a minimum of ten relevant academic sources. These sources can be academic books or articles from peer-reviewed journals. You are encouraged to incorporate the course readings.

The general purpose of the research assignment is to allow you the opportunity for more in-depth analysis of a problem or question related to gender studies of particular interest to you, and to further hone your critical thinking and writing skills in defending the positions you put forth. When you submit the assignment, please save the files with your name and date.

1) One-page proposal

A one-page proposal of your semester project is due on week 4. You are required to submit the proposal before 12 October 14:00 pm via E-Learning submission. The proposal needs to explain the motivation of your study, provide the brief context on the experiences or phenomenon you plan to engage, the main research question(s), and the method(s) of your inquiry.

2) Midterm Presentation

The midterm presentation is scheduled on 24 November (week 10). You also need to hand in the extended proposal via E-Learning before 23 November 14:00, including your progress.

3) Final presentation and semester paper

Final paper is due no later than 24 January 12:00 pm via E-Learning submission.

教科書與參考書目 (書名、作者、書局、代理商、說明)

Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

All course materials are available on E-Learning

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)  
Teaching Aids & Teacher's Website(Including online teaching information.  
Personal website can be listed here.)

The Site of Google Meet

<https://meet.google.com/vrm-fgni-acf>

其他補充說明 (Supplemental instructions)