湖北工業大學
HUBEI UNIVERSITY OF TECHNOLOGY

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| **Course Title** | Gender Studies: Concepts, Institutions, and Inequality |
| **Course Code** | SOCI 3203 |
| **Semester** | Winter 2027 |
| **Course Length** | 8 Weeks, 60 Contact Hours |
| **Credits** | 4 |
| **Instructor** | TBA |
| **Office** | TBA |
| **Email** | TBA |
| **Prerequisite(s)** | N/A |
| **Antirequisite** | SOCI 3201 Gender Studies: Concepts, Institutions, and Inequality (4 Weeks) |

**Course Description**:

This course introduces gender studies as an interdisciplinary field that examines how gender is socially produced, organised, and lived. It moves beyond treating gender as a natural or individual trait and considers it instead as a structured system of meanings, norms, practices, and inequalities operating across everyday interaction, cultural representation, institutions, and the state. The course draws primarily on sociology and feminist theory, with selected readings from cultural studies, history, and legal studies.

Students begin by distinguishing sex, gender, sexuality, and related concepts, and by tracing how the study of gender emerged from earlier feminist movements and debates. The course then examines major theoretical traditions—liberal, radical, Marxist, and intersectional feminist thought—and applies them to concrete domains: socialisation, families, education, paid work, law and policy, media and popular culture, health, and global patterns of inequality. Attention is paid to how gender intersects with class, race and ethnicity, sexuality, age, disability, and nationality, so that inequality is understood as produced through overlapping systems rather than a single axis.

The course is designed for students with no prior formal study of gender theory. Key terms and theoretical positions are introduced in the opening lectures, and readings are selected to be accessible at the intermediate level. The aim is to develop a structured, evidence-based understanding of gendered social life, the ability to identify where gendered patterns are maintained and where change occurs, and the capacity to evaluate competing explanations of inequality with reference to evidence rather than assumption.

**Course Goals:**

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical Thinking Skills** - Students will engage in analytical thinking, demonstrating the ability to critically evaluate, synthesize, and apply knowledge to complex problems, and construct well-reasoned solutions and arguments.
- **Independent Research and Inquiry** - Students will conduct independent research, utilizing academic resources to explore relevant topics, formulating research questions, analyzing data, and presenting findings in a coherent, scholarly manner.
- **Problem-Solving and Application** - Students will apply theoretical concepts and methodologies learned in the course to real-world problems, demonstrating the ability to develop practical solutions informed by academic inquiry.
- **Global and Cultural Awareness** - Students will gain awareness of the global and cultural contexts relevant to the course, appreciating diverse perspectives and considering the implications of their studies in a broader, international context.

**Student Learning Outcomes:**

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

- Define core concepts such as sex, gender, sexuality, gender socialisation, doing gender, gendered institution, patriarchy, and intersectionality.
- Distinguish major theoretical traditions in gender studies, including liberal, radical, Marxist, and intersectional feminist approaches.
- Describe how gender is acquired through socialisation and performed in everyday interaction.
- Analyse how gender inequality is embedded in family, education, employment, legal, cultural, and health institutions.
- Explain how gender intersects with class, race and ethnicity, sexuality, age, and nationality to produce differentiated experiences and outcomes.
- Evaluate selected empirical materials—statistics, survey findings, media texts, or organisational accounts—for what they reveal about gendered patterns and their limitations.
- Construct a short, evidence-based analysis of a chosen gendered issue, using appropriate terminology and cited sources.

**Textbooks:**

1. Lorber, J. (2010). *The Gendered Society* (5th ed.). Oxford University Press.
2. Andersen, M. L., & Hysock, D. (2022). *Thinking About Women: Sociological Perspectives on Women and Gender* (9th ed.). Cengage.
3. Collins, P. H., & Bilge, S. (2020). *Intersectionality* (2nd ed.). Polity Press.
4. Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.

5. West, C., & Zimmerman, D. H. (1987). "Doing Gender." *Gender & Society*, 1(2), 125-151.
6. Boyd, R. (Ed.). (2021). *The Feminist Studies Reader* (3rd ed.). NYU Press. (selections)

**Course Requirements**:

**Reading Responses and Short Essays (25%)**
A sequence of short reading-response tasks and one short essay (approximately 1,200 words) in which students engage directly with theoretical readings and apply one concept to an observed gendered practice or institution.

**Midterm Examination (20%)**
A supervised midterm assessing knowledge of core concepts, theoretical traditions, and institutional domains, through short-answer and short-essay questions.

**Gendered Institution Case Study (35%)**
Students select one institutional setting—family, education, paid work, media, law, or health care—and produce a case study examining gendered patterns within it. The project includes:

- Question formulation and conceptual framing
- Description of selected evidence (statistics, organisational materials, media or ethnographic accounts)
- Analysis of relevant gender concepts and, where appropriate, intersectional dynamics
- Comparison with another setting or national context where useful
- Discussion of limitations, counter-evidence, and possibilities for change
- A written report of approximately 2,000 words with supporting materials.

**Seminar Participation and Independent Learning (20%)**
Students are expected to complete preparatory readings, attend compulsory seminars, contribute respectfully to discussion, and complete short tasks that develop the conceptual vocabulary required for the written assessments.

| **Assessments: Activity** | **Percent Contribution** |
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| Reading Responses and Short Essays | 25% |
| Midterm Examination | 20% |
| Gendered Institution Case Study | 35% |
| Seminar Participation and Independent Learning | 20% |

**Grading:**

Final grades will be based on the sum of all possible course points as noted above.

| **Grade** | **Percentage of available points** |
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| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |

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| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D | 64-69 |
| D- | 60-63 |
| F | 0-59 |

**Course Schedule**:
*The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, major ones provided in writing.*

**SOCI 3203 Schedule**

| Lecture | Topic | Readings |
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| L1 | Why Study Gender? The Formation of Gender Studies | Lorber (2010). *The Gendered Society*, Ch. 1. Andersen & Hysock (2022). *Thinking About Women*, Ch. 1. |
| L2 | Sex, Gender, and the Nature/Culture Debate | Andersen & Hysock (2022). *Thinking About Women*, Ch. 2. Ridgeway (2011). *Framed by Gender*, Ch. 1. |
| L3 | Sexuality, Identity, and Related Concepts | Boyd (2021). *The Feminist Studies Reader*, Part I (selections). Andersen & Hysock (2022). *Thinking About Women*, Ch. 3. |
| L4 | Gender Socialisation in Childhood and School | Lorber (2010). *The Gendered Society*, Ch. 4. Andersen & Hysock (2022). *Thinking About Women*, Ch. 4. |
| L5 | Doing Gender: Interaction, Roles, and Everyday Performance | West & Zimmerman (1987). "Doing Gender." *Gender & Society*. Ridgeway (2011). *Framed by Gender*, Ch. 2. |
| L6 | Liberal Feminism and the Politics of Equality | Boyd (2021). *The Feminist Studies Reader*, Part II (selections). Andersen & Hysock (2022). *Thinking About Women*, Ch. 5. |
| L7 | Radical and Marxist Feminism: Power, Labour, and Structure | Boyd (2021). *The Feminist Studies Reader*, Part III (selections). Lorber (2010). *The Gendered Society*, Ch. 3. |
| L8 | Intersectionality: Gender, Class, Race, and Sexuality | Collins & Bilge (2020). *Intersectionality*, Ch. 1–2. |
| L9 | Intersecting Inequalities in Comparative Context | Collins & Bilge (2020). *Intersectionality*, Ch. 4. Andersen & Hysock (2022). *Thinking About Women*, Ch. 10. |
| L10 | Families and Households: Gendered Divisions of Labour | Lorber (2010). *The Gendered Society*, Ch. 6. Andersen & Hysock (2022). *Thinking About Women*, Ch. 7. |
| L11 | Education and the Gendering of Aspiration and Achievement | Lorber (2010). *The Gendered Society*, Ch. 5. Andersen & Hysock (2022). *Thinking About Women*, Ch. 6. |
| L12 | Paid Work: Occupational Segregation and the Gender Pay Gap | Ridgeway (2011). *Framed by Gender*, Ch. 5. Andersen & Hysock (2022). *Thinking About Women*, Ch. 8. |
| L13 | Organisations, Workplace Culture, and Gendered Bias | Ridgeway (2011). *Framed by Gender*, Ch. 6. Boyd (2021). *The Feminist Studies Reader*, |

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| | | Part IV (selections). |
| L14 | Bodies, Health, and Gendered Expectations | Lorber (2010). *The Gendered Society*, Ch. 8. Andersen & Hysock (2022). *Thinking About Women*, Ch. 11. |
| L15 | Media, Popular Culture, and Gendered Representation | Andersen & Hysock (2022). *Thinking About Women*, Ch. 9. Ridgeway (2011). *Framed by Gender*, Ch. 4. |
| L16 | Law, State, and Gendered Citizenship | Lorber (2010). *The Gendered Society*, Ch. 9. Boyd (2021). *The Feminist Studies Reader*, Part V (selections). |
| L17 | Global Patterns: Women's Employment, Education, and Agency | Andersen & Hysock (2022). *Thinking About Women*, Ch. 13. Lorber (2010). *The Gendered Society*, Ch. 10. |
| L18 | Masculinities and Gender Norms Among Men | Ridgeway (2011). *Framed by Gender*, Ch. 7. Andersen & Hysock (2022). *Thinking About Women*, Ch. 5. |
| L19 | Change and Resistance: Movements, Policy, and Institutional Reform | Collins & Bilge (2020). *Intersectionality*, Ch. 6. Boyd (2021). *The Feminist Studies Reader*, Part VI (selections). |
| L20 | Research on Gender: Evidence, Method, and Bias | Andersen & Hysock (2022). *Thinking About Women*, Ch. 2. Course statistics and survey materials. |
| L21 | Debating Difference: Essentialism, Evidence, and Social Explanation | Ridgeway (2011). *Framed by Gender*, Ch. 8. Andersen & Hysock (2022). *Thinking About Women*, Ch. 3. |
| L22 | Case Study Workshop I: Selecting an Institution and Framing Evidence | Course readings and selected case materials. Student topic approval sheet. |
| L23 | Case Study Workshop II: Analysis, Intersectionality, and Writing | Course readings and selected case materials. Student drafts and peer-review sheet. |
| L24 | Case Presentations, Peer Discussion, and Course Synthesis | Student case papers; selected readings from L2, L5, L8, L12, L16, L19. |
| L25 | Final Examination | Review all required readings and course materials. |

**Accommodation Statement:**

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

**Academic Integrity Statement**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

**Other Items:**

**Attendance and Expectations**

All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

**Assignment Due Dates**

All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

**Make-Up Work**

The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for requesting any missed information from the instructor and setting up any necessary appointments outside of class.

**Access, Special Needs, and Disabilities**

Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.