

# SOC230 The Essentials of Gender Studies

3rd and 4th quarters, Sophomore

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<b>Instructor</b>	HATANO KEIKO
<b>Style of Class</b>	Lecture
<b>Number of Credits</b>	2
<b>Day and Period</b>	Thursday, period 2

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## Course Description

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Utilized in a socially and culturally determined sense, the concept of gender relativizes the self-evident dichotomy between men and women as well as the resulting heterosexuality. Knowledge and education on the gender concept is necessary to respect the diverse lifestyles of individual human beings.

In this course, students will learn about the gender concept while linking it to its practical application in everyday situations.

The objective of the course is to cultivate an understanding of various gender-related problems across a wide range of fields including family, labor settings, general education, physical education and sports, and physicality, and rethink one's own practical application of the concept in everyday situations with a view to creating a gender-equal society in which diverse lifestyles of people are mutually recognized and accepted.

## Course Objectives

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- (1) Correctly understand the gender concept, and acquire the skills to analyze social problems from a gender standpoint.
- (2) Review the current state of and prevailing problems related to gender issues in specific fields, and reflect on how to achieve gender equality.

## Prerequisites

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General Education Courses Gender Studies

## Class Materials

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Textbooks:

- (1) Senda Yuki, Nakanishi Yuko, Aoyama Kaoru (2013) *Jenda-ron o tsukamu* (Understanding Gender Theory), Yuhikaku Publishing.
- (2) Gender Equality Bureau Cabinet Office (2013) *Danjo kyodo sankaku hakusho* (Whitepaper for Male-Female Joint Planning) (All annual volumes).

Reference literature:

- (1) Ito Kimio, Kimura Minori, Kuninobu Junko (2011) *Joseigaku danseigaku jenda-ron nyumon* (Women's Studies/Men's Studies: Introduction to Gender Theory), (Revised Edition) Yuhikaku Publishing.
- (2) Sugimoto Kiyoe (author and editor) (2010) *Joseigaku nyumon* (Introduction to Women's Studies), Minerva Shobo.
- (3) Ehara Yumiko (2001) *Jenda chitsujo* (Gender as a Social Order), Keiso Shobo.
- (4) Raewyn Connell (2008) *Jenda gaku no saizensen* (Gender), Sekaishiso Seminar.

## Course Method

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Classes will essentially take the form of lectures, but some discussion will be incorporated for each theme.

## Evaluation/Assessment

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Students will be evaluated on their participation in discussions and their final report.

## Grading

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50%	Participation in discussions
50%	Final report

## Course Schedule

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### **Week 1: Orientation**

Confirm your current level of understanding of gender issues, and exchange opinions on the significance of gender studies.

### **Week 2: A new take on gender (1)**

Learn about conceptual ways to distinguish between the different sexes and genders, and about the development of concepts in the feminist ideology.

### **Week 3: A new take on gender (2)**

Learn about concepts related to sexuality, deepen their understanding of sexual minorities, and look at the problems faced by a society governed by heterosexuality.

### **Week 4: Family and gender (1)**

Learn about the historical formation process of the modern family, and gain an understanding of the complementary relationship between families and society when it comes to gender-based division of labor.

### **Week 5: Family and gender (2)**

Learn about the realities of societies affected by declining marriage or birth rates, and debate on the need for social systems that support diverse family structures.

### **Week 6: Labor and gender (1)**

Review changes in male-female ways of working, and learn about labor-related gender problems such as wage differences and issues related to non-permanent work.

### **Week 7: Labor and gender (2)**

Review trends in legislation aimed at establishing gender equality in the workplace, ranging from the Law for Equal Employment Opportunity to the Law to Promote Women's Active Participation, and gain an understanding of gender-related problems in the workplace such as gender segregation of work duties.

### **Week 8: Education and gender (1)**

Examine school education (which is supposed to reflect gender equality), and learn about hidden curricula that—in a variety of ways—convey different messages based on gender.

### **Week 9: Education and gender (2)**

Review the modern history of school education from a gender standpoint, and deepen their understanding of the double role of schools in featuring gender reproduction functions and promoting reform.

### **Week 10: Physical education & sports and gender (1)**

Review gender-related problems in the field of physical education and sports, where a strict division is applied on the assumption of the presence of physical gender differences.

### **Week 11: Physical education & sports and gender (2)**

Review the recent history of physical education in schools from a gender standpoint, and gain an understanding of how physically-determined fields such as physical education and sports have been utilized to perpetuate the myth that males are the superior gender.

### **Week 12: Bodies and gender (1)**

Review the discussion surrounding reproductive health and rights, and gain an understanding of the history of state control over reproduction as related to the female gender.

### **Week 13: Bodies and gender (2)**

Review how the issue of prostitution is generally covered and developments in sex worker studies, and gain an understanding of the problematic double standard toward gender resulting from gender asymmetry.

### **Week 14: Bodies and gender (3)**

Gain an understanding of gender-related violence, and more particularly, the problematic structure that seeks to assign blame to victims, and is therefore conducive to secondary damage.

### **Week 15: Gender statistics**

Gain an understanding of the need for gender statistics to survey gender-related problems and achieve related improvements, and engage in analysis of publicly disclosed macro data from a gender standpoint.

## **Preparation and Follow-up**

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- Preparation: Read textbook chapters corresponding to each theme, and summarize the content and key arguments (approx. 2 hours).
- Follow-up: Take a general interest in theme-related newspaper articles, mass media reports, documentaries, movies and other media, and deepen your own thinking on gender equality and related topics (approx. 2 hours).