 <p>KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS</p>	<p>COURSE SYLLABUS</p>	Revision Date : February 2 nd , 2021
		Revised by : Ali Mustofa
		Doc No. :

Study Program : English Literature
Faculty : Languages and Arts
Course : Gender Studies
Course Code :
Semester/Credit Hours : 2 (two credit hours)
Pre-requisite : -
Lecturer(s) : Ali Mustofa

Learning Outcomes (CLO) :

- 1) PLO 2 : Being able to comprehend and analyze literary works in various genres by using gender perspectives.
- 2). PLO 3 : Being able to apply concepts and theories of culture to analyze sociocultural phenomena which encompass gender issues .

Description

: The course examines contemporary gender relations in contemporary literary and cultural studies. It also examines the practices of gender in society, everyday lives, the school, the workplace, and the home. To what extent these relations can be explained in terms of women's and men's choices and to what extent in terms of masculinities and femininities, laws and institutions, and the distribution of power and resources in contemporary society, are key issues to be explored in classes of the course. The ways that ethnicity, 'race' and class modify and give meaning to gender debates in a specific territory and also in an international context will also be a central concern. Gender is encountered in every aspect of people 19s lives. It informs public debate, legislation, how much money can be earned, the victim of gender inequalities, the possibilities to be exposed to risk and sexual violences in society are also concerns of the course

References :

1. Pilcher, J. and Whelehan, I. 2004. *Fifty Key Concepts in Gender Studies*. London: Sage Publications
2. Selected journal/articles

1. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
1-2	By the end the sessions, students will be able to identify the nature of gender studies in literary and cultural studies	<ol style="list-style-type: none"> To define the nature of gender and its relation to other studies To distinguish gender divisions To be able to define gender and sex and their connections to literary and cultural studies 	<ol style="list-style-type: none"> Introduction to gender studies, gender divisions, and gender and sex 	<ol style="list-style-type: none"> Lecturing Discussion In class reading for providing the gap of definitions and ideas of the topic Problem-based learning Q and A 	<ol style="list-style-type: none"> References: 1, 2 LMS PPT Internet sources 	2x50' each session	<ol style="list-style-type: none"> Engaging in communicative and interactive way, students define the nature of gender and its relation to other critical studies such as literary and cultural studies Engaging in discursive discussion, students synthesize some various definitions of gender and its divisions Doing group discussion online, students are able to define gender and sex and their connections to other critical studies
3-4	By the end of this session, the students will be able to differentiate gender, androcentrism, stereotypes, and gender based-discrimination	<ol style="list-style-type: none"> To be able to distinguish the concepts and ideas of gender and its position in society, To be able to define the concept of androcentrism and its role in shaping the thoughts of people in certain culture To be able to identify the problems of stereotyping and its sense in developing cultural 	<ol style="list-style-type: none"> Gender Androcentrism Stereotypes, and Discrimination 	<ol style="list-style-type: none"> Lecturing Discussion In class reading 	<ol style="list-style-type: none"> References and handouts LMS PPT Internet sources 	2x50' each session	<ol style="list-style-type: none"> Doing two ways communication, students are to distinguish the concepts and ideas of gender and its position in society, Engaging in fruitful discussion, students are able to define the concept of androcentrism and its role in shaping the thoughts of people in certain culture Reading the handouts and watching Youtube channel, students are to identify the problems of stereotyping and its sense in developing cultural

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		communication and social relationship, 4. To be able to define the problems of discrimination in the society upon gender roles					communication and social relationship, 4. Discussing the issues in Youtube channel and TV shows, students are able to define the problems of discrimination in the society upon gender roles
5	In the end of the session, students are able to define and to distinguish the concept of gender mainstream, sexual orientation, stereotypes, and stigma on different gender roles and sexual orientations.	1. To uncover the nature of gender mainstream: its ideas, criticisms, and its dichotomy in cultural sphere 2. To identify sexual orientation and its relations to gender role 3. To determine the nature of stereotypes and stigmas upon gender roles and sexual orientation in society	1. Gender Mainstream: First, Second, and Third Gender(?) 2. Sexual Orientation 3. Stereotype and Stigma	1. Lecturing 2. Discussion and sharing 3. In class reading 4. Group discussion and presentation 5. Problem based learning 6. Q and A	1. Refences 1,2 2. PPT 3. Students' handouts 4. Internet sources 5. LMS	2x50'	1. Sharing and discussing the topic in the class, the students are to uncover the nature of gender mainstream: its ideas, criticisms, and its dichotomy in cultural sphere 2. Engaging in fruitful discussion, the students identify sexual orientation and its relations to gender role 3. Doing critical evaluation on some texts, ads, movies, and some different clips, the students determine the nature of stereotypes and stigmas upon gender roles and sexual orientation in society
6	In the end of the session, the students are able to distinguish the distinctions and definitions of body politics and its relation to gender studies and cultural studies	1. To distinguish the nature of body politics in cultural sphere 2. To define and to distinguish the ideas of body politics as they are cultural construction in society and their positions are also political and	1. Body Politics 2. Subjectification and objectification 3. Cultural perception of body politics 4. Body politics are legitimated by social regulation and law	1. Lecturing 2. Sharing and discussion 3. Individual reading 4. Watching Youtube Channel 5. Problem Based Learning	1. Referenc es 1,2 2. Handouts 3. PPT 4. Internet Sources 5. LMS	2x50'	1. Engaging in fruitful discussion, the students are to distinguish the nature of body politics in cultural sphere 2. Doing evaluation of some texts and video broadcasts on Youtube channel, the students identify and distinguish that ideas of body

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		ideological 3. To identify that body politics are closely connected to social, economic, political, and philosophical demands					politics that they are culturally constructed within society and their positions are in fact political and ideological 3. Sharing and exchanging ideas, the students identify that body politics are closely connected to social, economical, political, and philosophical demands
7	In the end of the session, the students are able to define and distinguish some important inferences that body image and beauty standard are culturally, socially, sexually, and/or politically bound.	1. To define the nature of body image and its relations to cultural, social, sexual, and/or political 2. To distinguish the idea of beauty standard and how it is shaped culturally, socially, sexually, and/or politically 3. To draw conclusion that body image and beauty standard are closely related to power relations	1. Body Image in social and cultural sites, 2. Beauty Standard in social and cultural sites 3. Power relations in body image and beauty standard	1. Sharing and discussion 2. Watching and evaluating some advertisements, video clips, and scenes in movie(s) 3. Reading and discussing the headlines of some articles of magazines and newspapers 4. Q and A	1. References: 1,2 2. Handouts 3. PPT 4. Advertisements, Video Clips, Some Scenes from Movie(s) 5. Internet Sources 6. LMS	2x50'	1. Engaging in class (online) discussion, the students are to define the nature of body image and beauty standard and their relations to cultural, social, sexual, and/or political 2. Discussing and sharing the ideas on body image and beauty standard, the students can distinguish the idea of body image as well as beauty standard in which they are shaped culturally, socially, sexually, and/or politically 3. Doing evaluation and assessment on some cultural sites such as advertisements, video clips, and some scenes of movie(s), the students determine that body image and beauty standard are generated and driven by power relations in society

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							and culture.
8	Mid-term : paper work	----	----	----	----	----	----
9-10	In the end of the sessions, students are able to define: Feminist: its histories, concepts, developments, the women philosophers in Feminist literary criticism. The insights will also lead the students to have better understanding on how to deal with gender studies since feminism has a strong connection with gender relations, equality, and power relation. The sessions will also highlight the reading strategies offered by feminism to investigate the issues of gender relation, equality and power relations exist in society and culture.	<ol style="list-style-type: none"> To distinguish the nature of feminism and its movements on the history of mankind To identify the nature First Wave of Feminism To determine the Second Wave of Feminism and its goals To distinguish the nature of Third Wave of Feminism and its movements which evaluate the discrepancies on gender ideology practices in society and culture To identify feminists' reading strategies on literary and cultural sites 	<ol style="list-style-type: none"> Feminism and its movements The first wave of feminism The second wave of feminism The third wave of feminism The reading strategies offered by feminist literary criticism 	<ol style="list-style-type: none"> Lecturing Presentation and discussion In class reading Problem based learning Q and A 	<ol style="list-style-type: none"> References:1, 2 PPT LMS Internet sources 	2x50' each session	<ol style="list-style-type: none"> Engaging in collaborative exchanges, students identify the aims of feminism, its history and move, ments Doing group discussion and sharing ideas, students are to identify the nature First Wave of Feminism Sharing and discussing in mutual and collaborative ways, students are to determine the Second Wave of Feminism and its goals Investigating some different texts and moving graphic pictures, the students are able to distinguish the nature of Third Wave of Feminism and its movements which evaluate the discrepancies on gender ideology practices in society and culture Doing in class reading on some excerpts from literary studies, the students are able to determine feminists' reading strategies on literary and cultural studies
11-12	In the end of the sessions, students are able to define the ideas of post-feminism, gay and lesbian studies,	1. The students are able to identify the ideas of Post-Feminism and its critical movements in changing	<ol style="list-style-type: none"> Post-feminism The historical backgrounds of post-feminism and some key 	<ol style="list-style-type: none"> Lecturing Sharing and Discussion In class reading 	<ol style="list-style-type: none"> Referenes 1,2 PPT Youtube channel 	2x50' each session	<ol style="list-style-type: none"> Sharing and discussing the issues or themes of discussion in movie clips and scenes, the students are able

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	and queer criticism and their relations to gender studies	<p>the society's ideas and beliefs about sex and gender which encompass the gender relation and the power relation</p> <p>2. The students are able to distinguish the thoughts and ideas of Gay/Lesbian Studies and their critical movements in the realm of gender relation and power relation</p> <p>3. The students are able to define the nature of Queer Criticism as well as its thoughts and paradigms in literary and cultural studies</p>	<p>thinkers in post-feminism as well as their fundamental thoughts in literary and cultural studies</p> <p>3. Gay/Lesbian studies and their frameworks of criticising and scrutinizing the relations of gender</p> <p>4. Queer Criticism and its application in literary and cultural studies</p>	<p>and watching some clips and scenes of movies</p> <p>4. Watching movies individually</p> <p>5. Q and A</p>	<p>4. Movies</p> <p>5. LMS</p> <p>6. Internet Sources</p>		<p>to identify the ideas of Post-Feminism and its critical movements in changing the society's ideas and beliefs about sex and gender which encompass the gender relation and the power relation</p> <p>2. Engaging in critical thinking through problem based learning, the students are able to distinguish the thoughts and ideas of Gay/Lesbian Studies and their critical movements in the realm of gender relation and power relation</p> <p>3. Investigating the ideas in movie(s) they have to watch individually, the students are able to define the nature of Queer Criticism as well as its thoughts and paradigms in literary and cultural studies</p>
13.	In the end of the session, students are able to identify and to define the nature gender, language, and media and their interrelated dialogues in shaping the ideas of gender, sexuality, and identity	<p>1. The students will be able to distinguish the notions of Gender, Language and Media and their connections to social and cultural affairs</p> <p>2. The students are able to identify some social and cultural issues which are encompassing the</p>	<p>1. Gender, language and media in various forms social and cultural affairs</p> <p>2. Some social and cultural issues encompassing the materials of gender, language and media</p> <p>3. Issues of gender, language and media via news, tv</p>	<p>1. Lecturing</p> <p>2. Group discussion</p> <p>3. In class reading</p> <p>4. Problem based approach</p> <p>5. Q and A</p>	<p>1. References 1,2</p> <p>2. TV shows, Youtube channel, newspapers, magazines, and related media</p> <p>3. PPT</p> <p>4. LMS</p> <p>5. Internet sources</p>	2x50'	<p>1. Engaging in group discussion, students identify the nature and aims of postcolonial literary criticism</p> <p>2. Exchanging ideas in collaborative way, students identify the historical background of postcolonial literary criticism</p> <p>3. Doing group discussion and sharing ideas among friends/peers, students</p>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<p>materials of gender, language and media</p> <p>3. The students are able to investigate the issues of gender, language and media through assessing some cultural sites such as news, tv broadcasts, video clips, movies and other related media.</p>	<p>broadcasts, video clips, movies, and other media</p>				<p>determine the important figures/philosophers in postcolonial literary criticism and their special contributions in literary and cultural studies</p> <p>4. Actively participating in making more sense of the ideas being discussed, students participate to apply the reading strategies/reading methods offered by postcolonial literary criticism according to their philosophers/experts</p>
14	<p>In the end of the session, students are able to distinguish and to define as well as to determine the nature of identity politics in literary and cultural studies.</p>	<p>1. The students are able to distinguish some issues covered in identity politics with special references to literary and cultural sites. The issues may relate to people of specific race, ethnicity, sex, gender identity, sexual orientation, age, economic class, disability status, education, religion, language, profession, political party, literacy, veteran status, and geographical location</p> <p>2. The students are able to define Identity</p>	<p>1. Issues in identity politics with special references to literary and cultural sites such as: people of specific race, ethnicity, sex, gender identity, sexual orientation, age, economic class, disability status, education, religion, language, profession, political party, literacy, veteran status, and geographical location</p> <p>2. Identity politics and its relations with gender studies</p>	<p>1. In class reading</p> <p>2. Problem based learning</p> <p>3. Lecturing and discussing the topics</p> <p>4. Q and A</p>	<p>1. References: 1,2</p> <p>2. Students' handouts</p> <p>3. PPT</p> <p>4. LMS</p> <p>5. Internet Sources</p>	2x50'	<p>1. Engaging in sharing and discussion, the students are able to distinguish some issues covered in identity politics with special references to literary and cultural sites. The issues may relate to people of specific race, ethnicity, sex, gender identity, sexual orientation, age, economic class, disability status, education, religion, language, profession, political party, literacy, veteran status, and geographical location</p> <p>4. Identifying from the literary texts, movies, and advertisements, the students are able to define Identity</p>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<p>Politics and its relation with gender studies</p> <p>3. The students are able to distinguish the nature of identity politics and its related issues on subjectification and objectification of gender</p> <p>4. The students are able to identify some issues related to stereotypes and marginalisation in connection with identity politics</p>	<p>3. Some issues on subjectification and objectification of gender related to identity politics</p> <p>4. The issues on stereotypes and marginalisation regarding identity politics</p>				<p>Politics and its relation with gender studies</p> <p>5. Doing classroom sharing and in individual reading, the students are able to distinguish the nature of identity politics and its related issues on subjectification and objectification of gender</p> <p>6. Engaging in small discussion and problem solving, the students are able to identify some issues related to stereotypes and marginalisation in connection with identity politics</p>
15	In the end of the sessions, students will be able to Determine and to identify the nature race, ethnicity, class, and gender as well as their applications in literary and cultural studies	<p>1. The students are able to distinguish Racial issues and its complex relation to gender studies.</p> <p>2. The students are able to identify the nature of Ethnicity and its norms and values in society with respect to gender issues</p> <p>3. The students are able to define Class and its stratification in society, and</p> <p>4. The students are able to dismantle the nature</p>	<p>1. Racial issues</p> <p>2. Ethnicity: its values and norms</p> <p>3. Class and its stratification related to gender</p> <p>4. Gender and its mode of production and reproduction in society and culture</p>	<ul style="list-style-type: none"> - Lecturing, - In class reading - Sharing and Discussion - Problems based learning - Q and A 	<p>1. Some works of literature including novels and films</p> <p>2. LMS</p> <p>3. References: 1,2</p> <p>4. Students' handouts</p> <p>5. PPT</p> <p>6. Internet sources</p>	2x50'	<p>1. Exchanging in mutual way, students determine the nature of racial issues and its relation with gender</p> <p>2. Doing collaborative discussion and sharing ideas, students identify the problems of ethnicity and its values and norms in society and culture</p> <p>3. Doing individual reading and sharing session, students identify the problems of class and its stratification related to gender</p> <p>4. Engaging in active participation of discussion</p>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		of Gender and its production and reproduction in society					and sharing ideas, students identify gender and its mode of production and reproduction in society and culture.
16	Final Term	----	----	----	----	2x50'	----

5. Assessment Blue-Print : Quiz and Home Assignment

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
A. Quiz 1: 1. To distinguish the nature of body politics in cultural sphere 2. To define and to distinguish the ideas of body politics as they are cultural construction in society and their positions are also political and ideological 3. To identify that body politics are closely connected to social, economic, political, and philosophical demands	Free essay/home assignment	1. Write an analytical essay encompassing the issues of body politics in cultural sphere; how it is produced, reproduced and preserved in society and culture from time to time. You may use some evidence from TV broadcasts, movies, advertisements, TV series, video clips and popular songs. 2. Your essay should comprise the introduction, theoretical review, analysis, conclusion, and lists of references 3. Use the following guiding questions to have better insights: a. What issues of body politics in the work(s)? b. What objects of representation are shared in the work(s)? c. How do the institutions/agents (producer, director, actors and consumers/audience) regulate the chain reaction of body politics in the work(s)? d. How is body politics produced and reproduced through those cultural sites? e. Why is it so?	- Clarity - Language - Grammar - Analytical	25% 25% 25% 25%
B. Quiz 2: 1. The students are able to identify the ideas of Post-Feminism and its critical movements in changing the society's ideas and beliefs about sex and gender	Free essay/home assignment	1. Write an analytical essay concerning the ideas of post-feminism which include: its historical background; the philosophers; their stand points; and their developments socially, culturally, economically, and politically. 2. You may use some evidences from literary works, movies,	- Clarity and briefness - Grammar - Diction - Literariness	25% 25% 25% 25%

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
<p>which encompass the gender relation and the power relation</p> <p>2. The students are able to distinguish the thoughts and ideas of Gay/Lesbian Studies and their critical movements in the realm of gender relation and power relation</p> <p>3. The students are able to define the nature of Queer Criticism as well as its thoughts and paradigms in literary and cultural studies</p>		<p>songs, video clips, headlines or newspapers and magazines, and also some other online media to evaluate the issues of post-feminism</p> <p>3. Your essay must be organized according to: introduction, theoretical point of view, analysis and discussion, conclusion, and references.</p> <p>4. The following questions may guide you to organize your thoughts:</p> <p>a. If any, what issues of gender relations are exposed to in the works?</p> <p>b. How are those gender relations represented in the work(s)?</p> <p>c. How do the main characters/actors/agents give response to the discrepancy of gender relations in the works?</p> <p>d. How does society give response toward other gender issues?</p> <p>e. Is there any issue related with LGBT?</p> <p>f. If any, what strategies are taken by the institution(s) to regulate the issues of LGBT in the works?</p>		
<p>A. To write an analytical paper investigating any literary work(s) or cultural event(s) by using one of the following topics: androcentrism, stereotypes, discrimination upon gender, gender binaries, sexual orientation and preferences, body politics, and domestic division of labor</p>	<p>Paper work [mid term]</p>	<p>1) Write a paper about any issue in works of literature [prose, poems, plays, movies, miniseries, songs or video clips] by encompassing any of the following topics: androcentrism, stereotypes, discrimination upon gender, gender binaries, sexual orientation and preferences, body politics, and domestic division of labor</p> <p>2) You may use any of the following source(s) of data for the investigation: literary works [prose, poetry, and drama], movies, tv series, video clips, popular songs, scenes from Youtube Channel, and other related media</p> <p>3) Your paper must include the following guideline: introduction, theoretical framework, method [approach], analysis and discussion, conclusion, and conclusion</p> <p>4) Your paper must be submitted using the following requirements:</p> <p>a. Written in A4 type of paper</p> <p>b. Double space, 12 font, times new roman</p> <p>c. The paper is approximately reaching out 5.000-6.500 words</p>	<p>- Content and ideas</p> <p>- Clarity and briefness</p> <p>- Language which includes diction, idiomatic expression, and metaphor as well</p> <p>- Grammar and punctuation</p>	<p>40%</p> <p>20%</p> <p>20%</p> <p>20%</p>

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
B. To write a critical analysis over a work of literature using one of the following topics: feminism which includes the 1 st , 2 nd , 3 rd phases; postfeminism; gender, language and media; identity politics; and race, ethnicity, and gender.	Paper work [final term]	<ol style="list-style-type: none"> 1) Write an analytical paper using one of the following topics: feminism which includes the 1st, 2nd, 3rd phases; postfeminism; gender, language and media; identity politics; and race, ethnicity, and gender. 2) You may use any of the following source(s) of data for the investigation: literary works [prose, poetry, and drama], movies, tv series, video clips, popular songs, scenes from Youtube Channel, and other related media 3) Your paper must include the following guideline: introduction, theoretical framework, method [approach], analysis and discussion, conclusion, and conclusion 4) Your paper must be submitted using the following requirements: <ol style="list-style-type: none"> a. Written in A4 type of paper b. Double space, 12 font, times new roman 5) The paper is approximately reaching out 5.000-6.500 words 	<ul style="list-style-type: none"> - Content and ideas - Clarity and briefness - Language which includes diction, idiomatic expression, and metaphor as well - Grammar and punctuation 	<p>40%</p> <p>20%</p> <p>20%</p> <p>20%</p>

Grading Rubric:

The grading should be based on the university standard as in the following:

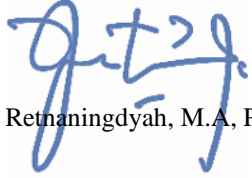
A = 94-100	B+ = 87-89	B- = 80-82	C = 73-76	D+ = 67-69	F = 00-59
A- = 90-93	B = 83-86	C+ = 77-79	C- = 70-72	D = 60-66	

Paper Grading Policies:

Your paper will be scored in accordance with the following policies:

- An **A** paper features exceptional insights and flawless presentation. It reflects original thinking and superior effort. It is well structured, clear, coherent, excellently supported through appropriate examples, and completely free of grammar and usage errors.
- A **B** paper features superior insights and presentation. It reflects a thoughtful, understanding grasp of its subject. It is reasonably structured, well supported, and competently written, with virtually no stylistic errors.
- A **C** paper features average effort and execution. It lacks clear focus and organization, its ideas are weak and/or uninteresting, there is inadequate support, and it contains distracting grammar and usage errors.
- A **D** paper reflects substandard work. It has no identifiable purpose, fails to provide the significance of its thesis, is poorly written, and contains many technical errors.
- An **F** paper reflects plagiarized or unacceptable, fatally flawed work.

Mengetahui,
Ketua Program Studi Pendidikan Bahasa & Inggris Unesa



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Surabaya, 2 Februari 2021

Dosen,



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