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②图玄束華大學

教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	性別社會學專題	研究		學年/學期 Academic Year/Se	112/2		
課程名稱(英文) Course Name in English	Seminar in Sociology of Gender						
科目代碼 Course Code	ME72200	系級 Department 博士 & Year		開課單位 Course-Offering Department	教育與潛能開發學系		
修別 Type	選修 Elective	學分數/時 Credit(s)/Hou		3.0/3.0			
授課教師 Instructor	/王采薇						
先修課程 Prerequisite							

課程描述 Course Description

課程目標

經由社會學的視角,本課程介紹性別研究論述、方法和相關研究,並討論性別及女性主義知識的建構。主要的目的在 提昇同學們的專業視野、思考及研究能力;檢視自我的性別經驗,分析社會建構性別議題的過程,關懷日常生活中性 別議題,培養對性別的尊重與公正的態度。

- 一、本課程邀請我們檢視、反思並分自我的性別經驗,經由認識了解自我與他(她)人的性別經驗,一起檢視批判既 有性別文化,以具備應用專業知能探究與批判性別現象的能力,更培養對差異的尊重與尋求正義的態度。
- 二、本課程啟發並提昇學習者性別議題批判與分析的專業視野,思考及研究能力,培養兼具分析力、綜合力、執行力的性別研究專業人才。
- 三、本課程透視社會體制中性別(以及族群、性別、階級交錯)不平等問題,協助學習者具備理解多元族群文化、性 別與社會階級平等之觀點,以多元的視野參與性別平權行動的能力。
- 四、本課程期望經由閱讀及討論,啟發我們對於性別、社會學與多元文化教育的認識、檢視與分析,更具備主動積極與跨領域專業社群團隊合作,具備社會學或多元文化教育女性主義精神的實踐能力。

課程目標 Course Objectives

畑和口栖的名声兴业

透過社會科學特別是社會學的視角,本課程介紹性別研究論述、方法和實例,並討論性別及女性主義知識建構。主要的目的在提昇同學們的專業視野、思考及研究能力;檢視自我的性別經驗,分析社會建構性別議題的過程,關懷日常生活中性別議題,培養對性別的尊重與公正的態度

	系專業能力 Basic Learning Outcomes	課程目標與系專業能 力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備多元文化學術研究的知識與對於族群、階級、性別等不平等處境之深度分析能力。Gaining academic knowledge in multicultural education to analyze the unequal power relations pertaining to social dimensions of ethnicity, gender and class	
Е	具備專業領域推動多元文化教育創新的能力與精神。Acquiring professional competence and motivation to promote and innovate multicultural education	
C	具備多元文化溝通、運用跨領域之資訊、傳達多元文化教育觀點之素養。Acquiring ability to communicate cross-culturally, utilize cross-disciplinary information, and share perspectives of multicultural education	
	具備多元文化社群行動能力,主動發掘教育與社會革新議題,參與教育與社會改革行動。 Acquiring ability to ally with diverse cultural communities, investigate educational and social problems with a view to initiate actions to refor	
E	具備運用跨國多元文化教育觀點,發展在地理論與實踐視角的能力。Gaining perspectives of multicultural education within cross-country contexts while developing theoretical knowledge and praxis in the local context	
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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	課程介紹							
2	和平紀念日(放假)							
3	性別社會學 閱讀及討論材料: Wharton, A. S. (2005). Introduction to the sociology of gender. In A. S. Wharton, The sociology of gender: An introduction to theory and research (pp. 1-13). Blackwell Publishing.							
4	性別或女性主義研究與社會學 閱讀及討論材料: Deem, R. (1996). Border territories: A journey through sociology, education and women's studies. British Journal of Sociology of Education, 17 (1), 5-19. Smith, D. E. (1992). Sociology from women's experience: A reaffirmation. Sociological Theory, 10 (1), 88-98. Chafetz, J. (2001). Theoretical understandings of gender: A third of a century of feminist thought in sociology. In J. H. Turner (Ed.), Handbooks of Sociological Theory (pp. 613-631). Springer.							
5	女性主義觀點的社會學 閱讀及討論材料: Smith, D. E. (2004). Women's perspective as a radical critique of sociology. In S. N. Hesse-Biber & M. L. Yaiser (Eds.), Feminist perspectives on social research (pp. 27-38). New York: Oxford University Press. 本文出版於1974年Sociological Inquiry期刊,44 (1),7-13。 Stacey, J., & Thorne, B. (1985). The missing feminist revolution in sociology. Social Problems, 32 (4), 301-316. Stacey, J. (2006). Feminism and sociology in 2005: What are we missing? Social Problems, 53 (4), 479-482.							
6	女性主義方法論 関讀及討論材料: Ramazanoğlu, C. with Holland, J. (2002). Introduction. In C. Ramazanoğlu with J. Holland, Feminist methodology: Challenges and choices (pp. 1-20). Sage Publications. Stanley, L. (1997). Methodology matters! In V. Robinson, & D. Richardson (Eds.), Introducing women's studies (pp. 198-219). Palgrave. DeVault, M. L. (1996). Talking back to sociology: Distinctive contributions of feminist methodology. Annual Review of Sociology, 22, 29-50. Delamont, S. (2003). Feminist sociology. Chapter 4: Organising the necessary work: The question(s) of method(s). Hussain, B., & Asad, A. Z. (2012). A critique on feminist research methodology. Journal of Politics and Law, 5(4), 202-207. Reinharz, S. (with the assistance of Lynn Davidman) (1992). Feminist methods in social research. New York and Oxford: Oxford University Press. Chapter 13: Conclusions, pp. 240-269.							

性別與教育

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性別、健康與身體

閱讀及討論材料:

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	性別、族群與階級的交錯	
13	閱讀及討論材料: Brah, A., & Phoenix, A. (2004). Ain't I a woman? Revisiting intersectionality. Journal of International Women's Studies, 5 (3), 75-86. Harris, A., & Bartlow, S. (2015). Intersectionality: Race, gender, sexuality, and class. In J. DeLamater (Ed.), Handbook of the sociology of sexualities (pp. 261-271). Springer, Cham. Harris, A., & Leonardo, Z. (2018). Intersectionality, race-gender	
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14	閱讀及討論材料: Crowe, J. (2011). Men and feminism: Some challenges and a partial response. Social Alternatives, 30(1), 49-53. Harding, S. (1998). Can men be subjects of feminist thought? In T. Digby (Ed.). Men doing feminism (pp. 171-195). New York and London: Routledge. Jone, M. (1996). Men and feminist research. In J. Pilcher & A. Coffey (Eds.), Gender and qualitative research (pp. 131-148). Hunt,	
	Vermont: Ashgate Publishing Company. Peretz, T. (2016). Why Study Men and Masculinities? A Theorized Research Review. Graduate Journal of Social Science, 12(3), 30-43. Pini, B., & Pease, B. (Eds.). (2013). Men, masculinities and methodologies. Springer. Stacey, J. (2001). The empress of feminist theory is overdressed. Feminist Theory, 2, 99-103. 性別社會學與多元文化教育	
15	閱讀及討論材料: Ladson-Billings, G. (1996). Lifting as we climb: The womanist tradition in multicultural education. In J. A. Banks (Ed.), Multicultural education, transformative knowledge and action: Historical and contemporary perspectives (pp. 179-200). New York and	
	London: Teachers College Press. Friedman, M. (1995). Multicultural education and feminist ethics. Hypatia, 10(2), 56-68. 性別社會學再思考	
16	閱讀及討論材料: Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. Feminist Theory, 9(1), 67-85. Manza, J., & Van Schyndel, D. (2000). Still the missing feminist revolution? Inequalities of race, class, and gender in introductory sociology textbooks. American Sociological Review, 65 (3), 468-475.	
17	學期報告分享	
18	學期報告分享	

教學策略 Teaching Strategies					
課堂講授 Lecture					
其他Miscellaneous: 本課程授課方式包含講授、提問、討論、諮詢、回饋及口頭報告。					
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 Industy-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:					

學期成績計算及多元評量方式 Grading & Assessments									
配分項目 配分比例 多元評量方式 Assessments									
Items	Percentage	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(含出缺席) General Performance (Attendance Record)	10%			~					出缺席、指定讀物 閱讀與上課提問和 討論。
期中考成績 Midterm Exam	10%			~					研討專題導讀。
期末考成績 Final Exam									
作業成績 Homework and/or Assignments	30%		~		~				
其他 Miscellaneous (學期報告)	50%		~	~	~				

評量方式補充說明

Grading & Assessments Supplemental instructions

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.)

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.)

其他補充說明(Supplemental instructions)