

STUDENT'S ID NO: _____ SIGNATURE: _____



UNIVERSITY OF GHANA

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DEPARTMENT OF TEACHER EDUCATION

SCHOOL OF EDUCATION AND LEADERSHIP

COLLEGES OF EDUCATION

END OF SEMESTER TWO EXAMINATIONS FOR LEVEL 400, 2023/2024

B.ED. PROGRAMME

COURSE CODE: TEJS 426

COURSE TITLE: HISTORY OF GENDER AND CULTURE IN GHANA

Instruction: Answer all questions in Section A and any three questions in Section B.

Time: 2 hours

SECTION A

[25 Marks]

Answer all the questions in this section.

1. Masculinity and femininity are typically linked to
A. Sex
B. Gender
C. Patriarchy
D. Sexism

2. Which of the following is correct about gender?
 - A. It is biologically constructed.
 - B. It is socially constructed.
 - C. It means the same as the sex of a person.
 - D. It is scientifically constructed.
3. The best way to avoid gender stereotyping in class is by.....
 - A. Assigning non-traditional roles to boys and girls equally.
 - B. Often saying "good boys" or "good girls" to appreciate students.
 - C. Restricting strenuous sporting activities to boys.
 - D. Encouraging boys to take risks.
4. The physical and psychological difference between males and females and their primary and secondary sex characteristics is called
 - A. Sexuality
 - B. Gender
 - C. Biology
 - D. Procreation
5. Gender roles are
 - A. Learned behaviour
 - B. Innate behaviour
 - C. Biological construction
 - D. Genetically modified behaviour
6. Antwiwaa's community forbids females from driving commercial vehicles. This is a case of gender
 - A. Bias
 - B. Disparity
 - C. Parity
 - D. Equality
7. If a father always helps out in domestic chores, his child is likely to:,
 - A. Follow gender stereotypes.
 - B. Question traditional gender roles.
 - C. Be gender bias.
 - D. Practice all the above.
8. After delivery, Akyereh questioned why her midwife is a male. Her attitude is a case of ...
 - A. Gender role flexibility.
 - B. Gender equity.
 - C. Gender stereotyping.
 - D. Cultural assimilation.

9. A social system which places mothers or females at the top of the power structure can be described as
A. Monarchical rule.
B. Matriarchal society.
C. Patriarchal society.
D. Democratic society.
10. Mr Ankrah gives boys more chances than girls to answer questions in his class. He thinks that.....
A. Boys need more attention than girls.
B. Boys have more academic capabilities than girls.
C. It is the best way to practice gender inclusivity.
D. A teacher should not practice gender inclusivity.
11. A teacher who ignores a new and dull student in class is practicing ...
A. Social exclusion
B. Social feminism
C. Social masculinity
D. Gender inclusion
12. Some Akan males would rather bequeath their inheritance to nephews and nieces than their sons and daughters, not because of
A. Traditions
B. Norms
C. Myths
D. Gender
13. Onlyacquired the status of *Opanyin* in pre-colonial Ghana.
A. First born
B. Male
C. Female
D. None of the above
14. The *Opanyin* status was not self-acquired in pre-colonial times, but was the product of accomplishment and qualities acknowledged by the entire society.
A. True
B. False?
15. A society sees women as physically and mentally weak, and incapable of making important decisions.
A. Patriarchal
B. Matriarchal
C. Gender-biased
D. Progressive

16. Which of the following is not the characteristic of a patriarchal society?
- A. Only unmarried women can inherit properties.
 - B. Men dominate women in every aspect of the society.
 - C. Only men can inherit properties.
 - D. Legal system is biased and favours the males.

With reference to Allman, J. (1996). Rounding up spinsters: gender chaos and unmarried women in colonial Asante. *The Journal of African History*, 37(2), 195-214, answer question 17-21.

17. In 1933, an *Ohene* [chief] published an edict commanding all unmarried maidens to forthwith provide themselves with husbands or remain in palace custody. The command best describes the concept of
- A. Masculinity
 - B. Authority
 - C. Stereotype
 - D. Gender
18. Forced marriage for women in colonial Asante establishes the concept of
- A. Patriarchy
 - B. Matriarchy
 - C. Masculinity
 - D. Nobility
19. Women in Asante negotiated and asserted their in society by paying their own release fee through male accomplices.
- A. Freedom
 - B. Control
 - C. Gender
 - D. Space
20. The provision of subsistence by an Asante wife or husband was highly determined by the *ohene* (chief). This is an explicit example of how
- A. Gender affects culture.
 - B. Culture affects gender.
 - C. Gender and culture are independent of each other.
 - D. Gender influences social change.
21. The capture of unmarried women was one of several weapons used by colonial Asante chiefs to reassert.....
- A. Control over women's productivity
 - B. Control over women's education
 - C. Social order
 - D. Traditional order

22. According to gender scholars, the word intersectionality refers to ...
A. An individual's identity crisis.
B. How discrimination compounds inequalities.
C. Experiences of black people.
D. All the above.
23. Which of the following is not an importance of intersectionality as practiced by a teacher?
A. Acknowledges diverse experiences.
B. Promotes an inclusive curriculum.
C. Creates a safer learning environment.
D. Avoids support for underprivileged students.
24. The practice among contemporary Ghanaians to encourage married career women to contribute to house-keeping challenges the concept of traditional
A. Social order
B. Social control
C. Gender roles
D. Socio-cultural practices.
25. Which of the under-listed groups is most vulnerable to intersectionality discrimination.
A. The disabled
B. Black women
C. Religious women
D. Black men

SECTION B**[75 Marks]**

Answer any three questions in this section.

SECTION B

Answer any THREE (3) questions from this section. All questions carry same marks.

1a. Briefly, explain the following terms:

- i. Gender roles
- ii. Gender bias
- iii. Gender discrimination

1b. Explain three ways by which a good teacher can avoid gender stereotyping in class (25 marks).

2a. According to Almann, some colonial Asante chiefs tried to capture unmarried women. Discuss the significance of this in gender studies.

2b. In what progressive ways can gender roles be resisted against by the masses in contemporary Ghana? (25 marks)

3. Define the term masculinity. Discuss three ways in which it manifests itself in contemporary Ghanaian communities. (25 marks)

4. Explain cases of intersectionality in the following categories (25 marks).

- a. Ethnicity
- b. Disability
- c. Age
- d. Religion
- e. Politics

5. Discuss five (5) strategies a teacher can use to prevent intersectionality in the classroom (25 marks).