

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, 2022/2023

B.ED. PROGRAMME

COURSE CODE: TEJS 426

COURSE TITLE: HISTORY OF GENDER AND CULTURE

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 options regarding gender is correct? Gender is.....
 - a. Biologically constructed.
 - b. Socially constructed.
 - c. Same as the sex of a person.
 - d. Scientifically constructed.

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3. As a trained teacher, I would avoid gender stereotyping in class by
 - a. Trying to put both boys and girls in nontraditional roles.
 - b. Appreciating students' work by saying good boys or good girls.
 - c. Discouraging girls from taking part in strenuous sporting activities.
 - d. Encouraging boys to take risks.

4. The physical and psychological difference between males and females, including both primary and secondary sex characteristics is called
 - a. Sex
 - b. Gender
 - c. Relation
 - d. Arousal

5. Gender roles are
 - a. Learned behaviour
 - b. Innate behaviour
 - c. Biological construction
 - d. Genetically modified behaviour

6. Azuma tells me that her community forbids females from driving commercial vehicles. This is a direct case of gender.....
 - a. bias
 - b. disparity
 - c. parity
 - d. equality

7. A child who grows up to realize his father always helping out in domestic chores is likely to:
 - a. follow gender stereotypes.
 - b. question traditional gender roles.
 - c. be gender bias.
 - d. practice all the above.

8. After delivery of her newborn, Ubaida was shocked that her midwife was male. Her attitude can be described as.....
 - a. Gender role flexibility.
 - b. Gender equity.
 - c. Gender stereotyping.
 - d. Cultural assimilation.

9. A social system organized around the principle of mother-rule in which mothers, or females are at the top of the power structure can be described as
 - a. monarchy.
 - b. matriarchal Society.
 - c. patriarchal Society.
 - d. democratic Society.

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10. While asking questions in class, Sir Daniel gives more chances to the boys than the girls. This is because.....

- a. boys need more attention than girls.
- b. boys have more academic capabilities than girls.
- c. he practices gender inclusivity in class.
- d. he does not practice gender inclusivity in class.

11. What feature of social culture occurs when a teacher ignores a student because of student's inability to express himself confidently in English?

- a. social exclusion
- b. social feminism
- c. social masculinism
- d. socially constructed gender

12. In pre-colonial Ghana, an Akan father left inheritance to his nephews and nieces than his sons and daughters NOT due to....

- a. traditions
- b. norms
- c. myths
- d. gender

13. Among the pre-colonial Akan, only a..... with a great sense of maturity and experience became an *Opanyin* (Elder).

- a. stranger
- b. male
- c. female
- d. none of the above

14. In pre-colonial times the status of an 'Opanyin' was not self-acquired but the product of accomplishment and qualities acknowledged by the entire society.

- a. True
- b. False

15. A society which sees women as physically and mentally weak and incapable of making important decisions on behalf of others is.....

- a. patriarchal
- b. matriarchal
- c. both patriarchal and matriarchal
- d. none of the above

16. Which of the following is NOT a 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 favors 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 the *Ohene* (chief) published an edict commanding all unmarried maidens to 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. Forcing colonial Asante women to marry, further establishes the concept of

- a. patriarchy
- b. matriarchy
- c. masculinity
- d. none of the above

19. Women negotiated and asserted their in society by paying their own release fee through male accomplices.

- a. freedom
- b. control
- c. gender
- d. space

20. When the wife or husband provided subsistence it was 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. Colonial Asante's chiefs captured unmarried women as a weapon to reassert

- a. control over women's productivity
- b. control over women's education
- c. social order
- d. traditional order

22. Intersectionality, according to gender history

- a. Refers to an individual's identity crisis.
- b. Recognizes how discrimination compounds inequalities.
- c. Occurs more among black people.
- d. All the above.

23. Which of the following is not an importance of intersectionality as practiced by a teacher?

- a. Acknowledging diverse experiences.
- b. Promoting an inclusive curriculum.
- c. Creating a safer learning environment.
- d. Avoiding support for students in the minority sections of society.

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24. The practice of contributing to housekeeping by married career women in contemporary Ghana, 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 are most vulnerable to intersectionality discrimination.

- a. Disabled individuals
- b. Black women
- c. Religious women
- d. Black men

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SECTION B

[75 Marks]

Answer any three questions in this section.

1a. Briefly explain the following terms.

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

1b. Discuss any three ways in which a good teacher can prevent gender stereotyping in class. **(25 marks)**

2a. According to Jean Allman's article, "Rounding up Spinster: Gender Chaos and Unmarried Women in Colonial Asante", in what three ways did colonial Asante chiefs capture unmarried women?

2b. Discuss three ways by which the masses can resist gender roles in contemporary Ghana. **(25 marks)**

3. Explain the term masculinity as used in Ghana and discuss any three ways in which it manifests in the contemporary Ghanaian society. **(25 marks)**

4. What are the intersectionality in the following categories?

- a. Ethnicity
- b. Disability
- c. Age
- d. Religion
- e. politics **(25 marks)**

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