



GEE 007 – GENDER AND SOCIETY

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓				✓	
b. demonstrate independently the 21 st century competencies and skills;	✓	✓		✓		✓	
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓		✓	✓	✓		
d. exhibit professional, social and ethical accountability;	✓	✓	✓	✓	✓		
e. preserve Filipino historical and cultural heritage;	✓	✓	✓	✓	✓		
f. generate new knowledge through data-driven research and development projects; and				✓	✓	✓	✓
g. participate actively in the national, regional and local development plans.	✓	✓	✓	✓	✓	✓	✓

COURSE CODE GEE 007
COURSE TITLE GENDER AND SOCIETY
PREREQUISITE None
CREDITS 3 units

5 COURSE DESCRIPTION

This course introduces the student to critically examine the ways gender informs the social world in which we live. Furthermore, it focuses on the sociological experience of sex, sexuality, and gender.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)		Program Outcomes						
	At the end of the course, a student can:	a	b	c	d	e	f	g
a.	Develop an understanding of gender as something that is socially constructed.	✓	✓	✓	✓	✓	✓	✓
b.	Examine how gender relations are fundamentally relations of inequality.	✓	✓	✓	✓	✓	✓	✓
c.	Draw attention to how gender inequality remains structurally embedded in a systemic patriarchy.	✓	✓	✓	✓	✓	✓	✓
d.	Describe how sex and gender are socially constructed categories by exploring what gives them meaning, how the categories are maintained or transformed, and how they are related to concerns of equity.	✓	✓	✓	✓	✓	✓	✓
e.	Analyze and articulate how sex and gender are distinct from and intersect with other major axes of social identity and life, such as class, race, and sexuality in relation to their own life experiences and the experiences of non-dominant or marginalized groups.	✓	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES(ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	Course Orientation <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System</i>	At the end of the week, the can: a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system.	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system.		a, d, f, g, h
2	Introduction a. Issues and discrimination among Women	At the end of the week, the teacher can: a. Discuss the issues and discrimination experienced among women.	a. Round Table Discussion Prior knowledge probing Follow-up questioning b. Socratic Method	a. Discussion b. Oral recitation	a, b, c, d, e
3	Leveling Off: Gender and Sexuality a. Gender and Sexuality b. Gender Socialization c. Gender Stereotypes d. SOGIE	At the end of the week, the teacher can: a. Differentiate gender from sexuality b. Explain gender socialization c. Identify gender stereotypes and the problems stereotyping brings; and	a. Round Table Discussion Prior knowledge probing Follow-up questioning b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e

		d. Discuss sexual orientation and gender identity and expression or SOGIE.			
3	Gender and Sexuality Across Time a. Historical roots in the understanding of gender and sexuality	At the end of the week, the teacher can: a. Discuss the historical roots of our understanding of gender and sexuality; and b. Show appreciation of how this understanding evolved through time and affected various aspects of human life.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz) d. Assignment	a, b, c, d, e
3	Gender and Sexuality as a Subject of Inquiry a. Define gender studies b. Historical origins c. Explain its importance in society.	At the end of the week, the teacher should be able to: a. Define gender studies, b. Discuss its historical origins, and c. Explain its importance in society.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz) d. Assignment	a, b, c, d, e
4	Anatomy and Physiology of Reproduction a. Female and the male reproductive systems b. Physiological processes in females and males	At the end of the week, the teacher can: a. Differentiate the female and the male reproductive systems; and b. Understand the basis for physiologic processes in females and males.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz) d. Assignment	a, b, c, d, e
5	The Process of Reproduction a. Fertilization, conception, and pregnancy b. How pregnancy occurs and its prevention c. Complications of early pregnancy in growing adolescents	At the end of the week, the teacher should be able to: a. Define fertilization, conception, and pregnancy. b. Explain how pregnancy occurs and its prevention; and c. Identify the complications of early pregnancy in growing adolescents.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
6	Sexual Health and Hygiene a. Important health habits for the developing adolescent b. Observe maintaining good hygiene c. Help from a healthcare professional	At the end of the week, the teacher can: a. Identify the important health habits for the developing adolescent; b. Observe maintaining good hygiene; and c. Know when to seek help from a healthcare professional.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
7	Risky Behaviors of Adolescents a. Risky behaviors of the growing adolescents b. Trouble signs that can lead to risky behaviors and their complications c. How to avoid risky behaviors.	At the end of the week, the teacher can: a. Understand the risky behaviors of the growing adolescents; b. Identify trouble signs that can lead to risky behaviors and their complications; and c. Discuss how to avoid risky behaviors.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e

	Gender and Sexuality as a Psychosocial Issue a. Psychosocial b. Psychosocial dimensions of gender and sexuality	At the end of the week, the teacher should be able to: a. Define the term "psychosocial." b. Discuss the psychosocial dimensions of gender and sexuality; and c. Reflect upon one's responsibility to ensure psychosocial welfare and wellness in gender and development.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
9	Love, Intimacy, and Relationship a. Love, attraction, intimacy, relationship b. Theories of love c. Needs, issues, and concerns by people who are in romantic relationships d. Attitudes toward love, intimacy, and relationships	At the end of the week, the teacher should be able to: a. Define terms such as "love", "attraction", "intimacy", "relationship", and other related terms; b. Discuss different theories of love. c. Identify needs, issues, and concerns experienced by people who are in romantic relationships; and d. Reflect upon one's attitudes toward love, intimacy, and relationships.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
10	Sex and Senses/ Sexual Behaviors a. Human senses in the context of sexual response b. How the sensorium contributes to our experience of human sexuality c. Variety of sexual behaviors in humans d. Atypical sexual variations e. Diversity of human sexual expression.	At the end of the week, the teacher should be able to: a. Discuss the human senses in the context of sexual response, b. Show appreciation of how the sensorium contributes to our experience of human sexuality. c. Discuss the variety of sexual behaviors in humans, d. Tackle atypical sexual variations; and e. Show appreciation of the diversity of human sexual expression.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
11	MIDTERM EXAM				
12	Stereotype, Prejudice, and Discrimination / LGBT+ Psychology a. Stereotype, prejudice, and discrimination b. Manifestations of stereotypes, prejudice, and discrimination on gender c. LGBT history and relevant LGBT terms.	At the end of the week, the teacher can: a. Differentiate stereotype, prejudice, and discrimination, b. Understand the manifestations of stereotypes, prejudice, and discrimination on gender; c. Discuss LGBT history and relevant LGBT terms; and d. Explain the importance of these terms.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e

	Men and Masculinities/ Gender-Based Violence: Survivor, Victim, Perpetrator, and Human Rights a. Men's studies and constructs of masculinity b. Themes of masculinity and its relationship with well-being, fathering, domestic roles, and drug and alcohol use; c. Hegemonic, protest, and caring masculinities d. Gender-based violence, other related terms, and its forms and consequences e. Gender-based violence as a human rights issue f. Relationship between human rights and gender-based violence e. Perpetrators, survivors, and victims in gender-based violence	At the end of the week, the teacher can: a. Understand fully men's studies and constructs of masculinity, b. Know fully the themes of masculinity and its relationship with well-being, fathering, domestic roles, and drug and alcohol use, c. Comprehend hegemonic, protest, and caring masculinities, d. Understand the definition of gender-based violence, other related terms, and its forms and consequences, e. Understand gender-based violence as a human rights issue f. Determine the relationship between human rights and gender-based violence; and e. Differentiate perpetrators, survivors, and victims in gender-based violence.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
14	Gender-based Violence: Power, Use of Force, and Consent/ Women and the Law a. Abuse of power and GBV b. Violence in the context of GBV c. Informed consent and its relationship to GBV d. Philippine laws affecting women e. Rights of women f. Impact of these laws and rights on the Filipino woman and society	At the end of the week, the teacher can: a. Identify the relationship between abuse of power and GBV, b. Understand that the term "violence" in the context of GBV means using some type of force, which may or may not include physical force, c. Understand the meaning of 'informed consent' and its relationship to GBV, d. Know about the various Philippine laws affecting women e. Identify the various rights of women; and f. Understand the impact of these laws and rights on the Filipino woman and society.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e

	VAWC Act or RA No. 9262/ Laws and Policies on Violence and Discrimination of the Members of LGBTQ+ a. VAWC Act or RA 9262 b. Various Philippine Laws and policies for the protection of the rights of members of LGBTQ+ c. Different Anti-Discriminatory laws and policies d. Acts leading to the violation of these laws and policies.	At the end of the week, the teacher can: a. Discuss the important provisions of the VAWC Act or RA 9262 b. Understand the details of its commission c. Comprehend actual cases involving the said law d. Determine the various Philippine Laws and policies for the protection of the rights of members of LGBTQ+ community e. Identify the different Anti-Discriminatory laws and policies; and f. Know the acts leading to the violation of these laws and policies.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
16	Discrimination based on SOGIE in the Philippines/ Understanding Sexual Harassment a. Issues on human rights violations and discrimination based on SOGIE b. Impact of human rights violations and discrimination on the Filipino society c. Addressing human rights violations and discrimination based on SOGIE d. Theoretical perspectives on Sexual Harassment e. Laws of the Philippines on Sexual Harassment in the academe and the workplace	At the end of the week, the teacher can: a. Understand the issues of human rights violations and discrimination based on SOGIE, b. Understand the impact of human rights violations and discrimination to the Filipino society, c. Formulate activities and programs to address these human rights violations and discrimination based on SOGIE, d. Understand fully various theoretical perspectives on Sexual Harassment, e. Distinguish the various theoretical perspectives on Sexual Harassment from each other, f. Understand the laws of the Philippines on Sexual Harassment in the academe and the workplace.	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	a, b, c, d, e
17	Women's Issues in Development/ Gender Inequality in Marriage and Criminal Laws/ Critique on the RH Law or RA No. 10354 a. Concept of WID, WAD, GAD b. WID, WAD and GAD c. Importance of these principles to national development. d. Gender inequality in marriage and criminal laws e. Status of gender inequality in selected provisions of these laws	At the end of the week, the teacher can: a. Understand fully the principle, model, and concept of WID, WAD, GAD, b. Distinguish the three (WID, WAD and GAD) from each other c. Determine the importance of these principles to national development d. Understand fully gender inequality in marriage and criminal laws e. Determine the status of gender inequality in selected provisions of these laws f. Assess provisions on the proposed same-sex marriage legislation	a. Group Reporting b. Socratic Method	a. Discussion b. Oral recitation c. Written Work (Quiz)	

	f. Provisions on the proposed same-sex marriage legislation g. Background, rationale, salient provisions, and potential impacts of RA 10354.	g. Understand fully the background, rationale, salient provisions, and potential impacts of RA 10354; and h. Have a stand/position on whether he/she agrees/disagrees with the existence and legality of the said law.		
18			FINAL EXAMINATION	

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. submit accomplished quizzes, assignments, and other related class activities
2. prepare a report lesson outline and a module;
3. make a PowerPoint presentation, and an activity/quiz of the assigned report;
4. discuss an assigned topic to report and participate in class discussions; and
5. pass the major exams (midterm and final)

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade
Midterm Examination 50%
Assignment/ Class Participation 10%
Quizzes 10%
Requirement (Report) 30%
TOTAL 100%

Final Term Grade

Final Term Examination	50%
Assignments/Class Participation	10%
Quizzes	10%
Requirement (Module)	30%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
TOTAL	100%

CRITERIA FOR THE GROUP REPORTING/TOPIC PRESENTATION

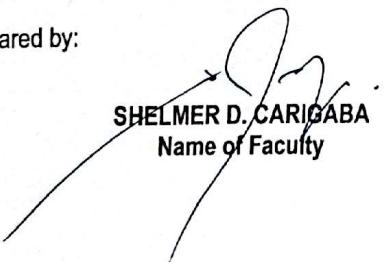
CRITERION	UNSATISFACTORY <69	FAIR >70-79	GOOD >80-89	EXCELLENT >90
CONTENT AND MASTERY	<ul style="list-style-type: none"> ▪ Displays errors in knowledge of the topic concepts 	<ul style="list-style-type: none"> ▪ Explains topic concepts without difficulty, but expresses ideas in rudimentary form 	<ul style="list-style-type: none"> ▪ Clearly articulates topic concepts 	<ul style="list-style-type: none"> ▪ Fully and eloquently articulates topic concepts ▪ Develops connections among mathematical concepts
PRESENTATION AND PREPARATION	<ul style="list-style-type: none"> ▪ Has difficulty explaining assigned topic. 	<ul style="list-style-type: none"> ▪ Explains assigned topic without difficulty 	<ul style="list-style-type: none"> ▪ Explains assigned topic without difficulty and provides real life examples. 	<ul style="list-style-type: none"> ▪ Explains assigned topic without difficulty and provides full explanations for the assigned topic.
TEAMWORK AND ABILITY TO ANSWER QUESTIONS	<ul style="list-style-type: none"> ▪ Teamwork is invisible and inappropriate answers are given. 	<ul style="list-style-type: none"> ▪ Minimal teamwork is shown and adequate answers; may contain minor flaws 	<ul style="list-style-type: none"> ▪ Teamwork is visible and appropriate answers are given. 	<ul style="list-style-type: none"> ▪ Strong teamwork is shown and well-chosen answers are given.

10 REFERENCES

Textbooks

- Peralta, E. P., Botor, N. J., & Luade, T. M. (n.d.) *A course module for Gender and Society: A Human Ecological Approach*. Rex Bookstore.
- De la Cruz N. L. G. (2011). *Feminista: Gender, race and class in the Philippines*. Manila: Anvil Publishing.
- Nemenzo, A. M. R., Fabros, M. M., & Lentejas, M. L. (2015). *Beijing+20 NGO report: Women and health*. Quezon City: UP Center for Women's Studies
- Rodriguez, A.M. and Rodriguez, A.M.L. (n.d.). *Gender and society. The whys of women, their oppressions, and paths to liberation*.
- Weitz, Rose and Samantha Kwan, Editors (2014). *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior, 4th Edition*. New York: Oxford University Press.

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