

## GROUP 15 GENDER STUDIES

### COURSE 1: Gender History

**Course description:** This course offers a comprehensive introduction to Women's Studies and Gender, exploring key concepts, historical developments, and contemporary issues. Students will engage with foundational texts and theories, analyze various gender identities, and examine the construction and politics of gender roles. The course is structured into four modules, each focusing on distinct yet interrelated aspects of gender studies.

Programme	BA History				
Course Code	HIS1MN115				
Course Title	GENDER HISTORY				
Type of Course	MINOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Successful completion of Higher Secondary Education in any stream				

#### Course Outcomes (COs):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of key concepts and terminology in Women's Studies and Gender Studies	U	F	Multiple Choice Quizzes & Assignments
CO2	Critically analyze and apply various feminist ideologies and theoretical frameworks to contemporary issues	An & Ap	C	Case study presentations
CO3	Assess the social construction of gender roles and the effects of gender socialization and stereotyping	E	C	Discussions/Debat es
CO4	Evaluate the historical development and societal impact of matriarchal and patriarchal systems.	E	C	Take-home exams, Reflection papers
CO5	Understand the evolution and significance of Women's Studies as an academic discipline, particularly its growth and impact in India.	U	C	Written Reports, presentations
CO6	Analyze the contributions and impact of women's movements on social reforms and policy changes.	An	P	Group Projects, literature reviews

<b>CO7</b>	Develop and articulate informed perspectives on gender issues, demonstrating enhanced critical thinking and analytical skills.	C	M	Presentations, Portfolio assessment
* <b>Cognitive Level</b> -Remember(R), Understand(U), Apply (Ap), Analyze (An), Evaluate(E), Create(C)				
# <b>Knowledge Category</b> - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Module	Unit	CONTENT	Hrs 60	Marks 70
<b>I</b>	<b>INTRODUCTION TO WOMEN'S STUDIES AND GENDER</b>		<b>11</b>	<b>17</b>
	1	Women's studies and the question of Gender-women studies meaning and concept-.	2	
	2	Definitions of Gender-Simon de Beauvoir - 'The Second Sex'	1	
	3	Types of gender-Agender-Androgyne-Bigender-Cisgender-Transgender.	2	
	4	Gender Roles-Gender Socialization and Stereotyping -Sex versus Gender	2	
	5	Femininity and Masculinity - construction of Femininity - politics of masculinity of power - Anthropological study of Margaret Mead	2	
	6	Concept and history of Matriarchy and Patriarchy- Matrilineal system in Kerala - Patriarchal system and Sylvia Walby	2	
	<b>Reading List:</b> <ol style="list-style-type: none"> <li>1. Kamala Bhasin, <i>What is Patriarchy</i>, Kali for Women, 1993</li> <li>2. Mary.E. John, <i>Women's Studies in India; A Reader</i>, Penguin India, 2008</li> <li>3. V Geetha, <i>Patriarchy</i>, Stree and Samya Books, 2007</li> <li>4. Jane Pilcher and Imelda Whelehan, <i>Key Concepts in Gender Studies</i>, Sage Publications, 2016</li> <li>5. Gerda Lerner, <i>The Creation of Patriarchy</i>, Oxford University Press, USA, 1998</li> <li>6. Richard Ekins and Dave King, <i>Blending Genders: Social Aspects of Cross Dressing and Sex Changing</i>, Routledge, 1995</li> <li>7. Fedwa Malti-Douglas ed., <i>Encyclopaedia of Sex and Gender</i>, Vol. I –IV., Macmillan, 2007</li> <li>8. Simon de Beauvoir, <i>The Second Sex</i>, Vintage, 2011 (First published in 1953)</li> </ol>			
<b>II</b>	<b>FEMINISM AND WOMEN'S RIGHTS</b>		<b>12</b>	<b>18</b>
	7	Women's Rights as Human Rights -Sarah Moore Grimke - Angelina Emily Grimke Weld	2	
	8	Liberal Feminism-Equal opportunity-freedom from discrimination- Mary Wollstonecraft	2	
	9	Marxist Feminism-Sexual Division of Labour-'Origin of Family Private Property and State'	2	

	10	Radical Feminism-Politics of Reproduction and Motherhood - sexual politics and roots of oppression	2	
	11	Ecofeminism- nature and women- Vandana Shiva	2	
	12	Early Indian Feminists- Savitribai Phule-Pandita Ramabai-	2	
	<b>Reading List:</b> <ol style="list-style-type: none"> <li>1. Ivy Pinchbeck, <i>Women workers and the Industrial Revolution 1750-1850</i>, George Routledge, 1930</li> <li>2. Margaret Walters, <i>Feminism: A Very Short Introduction</i>, OUP, 2006</li> <li>3. Sara Gamble ed., <i>The Routledge Companion to Feminism and Post Feminism</i>, Routledge, 2001</li> <li>4. Uma Chakravarti, <i>Gendering Caste Through a Feminist Lens</i>, Sage Publications, 2018</li> <li>5. Ann Oakley, <i>Sex Gender and Society</i>, Routledge,1991</li> <li>6. Sneja Marina Gunew, <i>A Reader in Feminist Knowledge</i>, Routledge,1991</li> <li>7. Vandana Shiva, <i>Staying Alive; Women Ecology and Development</i>, Zed Books,2002</li> </ol>			
<b>III</b>	<b>EMERGENCE OF WOMEN'S STUDIES AS AN ACADEMIC DISCIPLINE</b>		<b>8</b>	<b>15</b>
	13	Growth of women's Studies in India and its impact	1	
	14	Pioneers of women's studies in India-Neera Desai-Vina Mazumdar	2	
	15	First Women's Studies Centre in India-SNDT Women's University Mumbai-	1	
	16	Paradigm shift from women's studies to Gender Studies- Women's Studies vs Gender studies- Changing studies on Men and Masculinity	2	
	17	Towards Equality Report (1974-75) -Women's Education- Women's Right	2	
	<b>Reading List:</b> <ol style="list-style-type: none"> <li>1. Maithreyi Krishna Raj, <i>Women Studies in India: Some Perspectives</i>, Popular Prakashan, Bombay,1986.</li> <li>2. Veena Majumdar, <i>Towards Equality: Report of the Committee on the Status of Women in India</i>, Pearson India, 2011</li> <li>3. Suryakumari(ed.) <i>Women's Studies: An Emerging Academic Discipline</i>, Gyan Publishing House,2006.</li> <li>4. Bhatia Manjeet et.al. <i>Women's Studies in India: A Journey of 25 years</i>, Rawat Publications, New Delhi,2014</li> </ol>			
<b>IV</b>	<b>WOMEN AND SOCIAL MOVEMENTS</b>		<b>17</b>	<b>20</b>
	18	The Global Rise of Women's Movements-UN and Women's Human Right- Convention on the elimination of all Forms of discrimination against Women (1979)	3	
	19	Women's struggle for education- Muslim Women's education— Begum Rokeya Sakhawat-Fatima Sheikh	3	
	20	Women and Social reform movements in colonial India-Self - Respect Movement in Tamil Nadu - E.V. Ramasamy – Maharani of Travancore	3	

	21	National Movement and women's rights- Forms of participation- Role of Mahatma Gandhi	3	
	22	Dalit Movement and the question of gender-Swathy Margaret Maddela	2	
	23	Women's participation in Agrarian Movement-Telangana-Malabar-North Malabar	2	
	24	Women's Participation in 1970's and 1980's -Anti-Sati -Roop Kanwar 1988-Anti dowry Movements-Anti Rape Movements	3	
	<p><b>Reading List</b></p> <ol style="list-style-type: none"> <li>1. Asgharali Engineer, <i>The Rights of Women in Islam</i>, Sterling Publishers, 2008</li> <li>2. Bharati Ray (ed.), <i>Women of India: Colonial and post-Colonial</i>, Sage, 2005</li> <li>3. Sumit Sarkar and Tanika Sarkar(ed). <i>Women and Social Reform in Modern India</i>, Vol. I &amp; II, Indiana University Press, 2008</li> <li>4. Nivedita Menon, <i>Gender and Politics in India</i>, OUP India, 2001</li> <li>5. T. K. Anandi, <i>Janakeeya Samarangalil Malabarinte Penpathakal</i> (Mal.), KSP, 2006.</li> <li>6. Shamshad Hussain K. T., <i>Malabar Kalapathinte Vamozhi Paramaryam</i>, KSPS, 2020</li> <li>7. Sreevidhya.V, <i>Vadakkemalabarile Karshakasamarangalum Sthreekalum</i>, (Mal.) Chintha, Trivandrum, 2023.</li> <li>8. C. S. Chandrika, <i>Keralathinte Sthreecharithrangal, Sthree Munnettangal</i>, (Mal.) DC, 2016.</li> <li>9. Lalitha K, Vasantha Kannabiran, et.al, <i>We Were Making History; Life Stories of Women in the Telangana People's Struggle</i>, Kali for Women,1989.</li> <li>10. Anup Taneja, <i>Gandhi Women and the National Movement – 1920-1947</i>, Har- Anand Publications, 2005</li> <li>11. Bharathi Ray, <i>Early Feminists of Colonial India</i>, OUP, 2002</li> <li>12. Sushila Nayar, Kamla Mankekkar, (ed.) <i>Women Pioneers in India's Renaissance; As I Remember Her</i>, NBT, 2003.</li> <li>13. Geraldine Forbes, <i>Women in Modern India</i>, Cambridge University Press, 2009.</li> <li>14. Gopal Guru and Sundar Sarukkai, <i>The Cracked Mirror; An Indian Debate on Experience and Theory</i>, OUP, 2009.</li> <li>15. Sharmila Rege <i>Writing Caste, Writing Gender; Reading Dalit Testimonies</i>, Zubaan, New Delhi, 2006</li> <li>16. F. Mernissi, <i>Fathima Beyond the Veil</i>, John Wiley &amp; Sons, New York, 1975</li> <li>17. Rebecca J. Cook, <i>Human Rights of Women; National and International Perspectives</i>, University of Pennsylvania, 1994.</li> </ol>			
<b>V</b>	<b>Open Ended Module :</b> This unit is customizable by the instructor. Topics can be chosen based on the interests of the class or current research trends in the field. Potential topics might include:		<b>12hrs</b>	
<b>1.</b>	<b>Gender and Social Media:</b> Discuss the influence of social media on gender identity and expression. Case Study: Analyze the impact of a viral social media campaign (e.g., #MeToo) on gender awareness and activism			
<b>2.</b>	<b>MeToo Movement:</b> Explore the origins and effects of the MeToo movement.			

	Case Study: Examine a high-profile MeToo case and its implications for workplace policies and societal attitudes towards sexual harassment.
3.	<b>Gender Pay Gap:</b> Investigate the factors contributing to the gender pay gap. Case Study: Discuss recent data and reports on the gender pay gap in various industries and regions, and evaluate strategies to address it.
4.	<b>Transgender Rights:</b> Examine the legal and social challenges faced by transgender individuals. Case Study: Analyze a recent legal case or policy change affecting transgender rights (e.g., bathroom bills, military service).
5.	<b>Representation in Media:</b> Analyze how different genders are portrayed in media. Case Study: Critically evaluate a recent film, TV show, or advertisement for its representation of gender and its impact on public perceptions.
6.	<b>Violence Against Women:</b> Investigate incidents of violence against women and societal responses. Case Study: Discuss a recent high-profile case of violence against women (e.g., domestic violence, femicide) and examine the effectiveness of the legal and support systems in place.
	<b>Activities and Assessment for the open-ended module</b> For the open-ended module, here are suggested activities and evaluation methods aligned with the potential topics:
1.	<b>Discussion Groups:</b> <b>Activity:</b> Divide the class into small groups to discuss the topic of the day. Each group will analyze a specific aspect of the issue and present their findings to the class. <b>Assessment:</b> Participation and quality of contributions during group discussions and presentations.
2.	<b>Case Study Analysis:</b> <b>Activity:</b> Assign a real-world case study related to the issue being discussed. Students will work individually or in groups to analyze the case and propose solutions or responses. <b>Assessment:</b> Written case study reports and group presentations, evaluated based on depth of analysis, understanding of the issue, and creativity in proposed solutions.
3.	<b>Debates:</b> <b>Activity:</b> Organize debates on controversial gender-related topics. Students will be divided into pro and con teams and will prepare arguments to present and defend their positions. <b>Assessment:</b> Performance in debates, including the quality of arguments, rebuttals, and overall engagement.
4.	<b>Media Analysis:</b> <b>Activity:</b> Have students select a piece of media (e.g., article, film, advertisement) related to the issue. They will analyze the media's portrayal of gender and its impact on public perceptions. <b>Assessment:</b> Media analysis papers and presentations, evaluated based on critical thinking, analysis, and presentation skills.
5.	<b>Guest Speaker Q&amp;A:</b> <b>Activity:</b> Invite a guest speaker (e.g., activist, expert, or scholar) to discuss a relevant gender issue. Students will prepare questions in advance and engage in

	a Q&A session. <b>Assessment:</b> Quality and relevance of questions prepared, and participation during the Q&A session.
6.	<b>Role-Playing Exercises:</b> <b>Activity:</b> Conduct role-playing exercises where students take on different perspectives related to the issue (e.g., policymaker, activist, affected individual). This helps them understand diverse viewpoints and develop empathy. <b>Assessment:</b> Performance during role-playing, including understanding of the role, engagement, and ability to articulate the perspective.
7.	<b>Reflection Journals:</b> <b>Activity:</b> Students will maintain a reflection journal throughout the module, where they record their thoughts, insights, and reactions to the discussions and activities. <b>Assessment:</b> Regular review of journals, evaluating depth of reflection, personal insights, and critical engagement with the issues.

**Note:** The course is divided into five modules, with four having minimum 22 units and one open-ended module with a variable number of units. There is total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the fixed units from the fixed modules

#### Mapping of COs with POs and PSOs:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	2	1	3	2	2	3	2
CO2	3	3	2	2	3	3	2	3	2	3	3	3
CO3	3	3	2	2	3	3	2	3	2	3	3	3
CO4	3	2	2	1	3	3	2	3	2	3	3	3
CO5	3	2	2	1	2	2	1	3	2	2	3	3
CO6	3	3	2	1	3	3	2	3	2	3	3	3
CO7	3	3	2	2	3	2	2	3	2	3	3	3

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial/High

#### Assessment Rubrics:

- Quiz/Assignment/Debates/Discussion/Seminar/Case study presentations/Projects
- Midterm Exam
- Final Exam (70%)

#### Mapping of Cos to Assessment Rubrics:

CO	Internal Exam	Assignment	Discussion /Debates	Reflection Paper	Seminar/ Projects	End Semester Examinations
CO1	✓	✓				✓
CO2	✓				✓	✓
CO3	✓		✓			✓
CO4	✓			✓	✓	✓
CO5	✓				✓	✓
CO6	✓	✓			✓	✓
CO7	✓	✓			✓	✓

### Format of the Question Paper

#### V Semester B.A. (CUFYUGP) Degree Examinations HIS1MN115 Gender History (Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

#### Section A

[ Answer All. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Simone de Beauvoir
2. Non-binary
3. Feminism
4. Patriarchy
5. Ecofeminism
6. Gender socialization
7. Matrilineal
8. Sexual division of labor
9. Neera Desai
10. Black Feminism

#### Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 marks)

11. Discuss the meaning and concept of Women's Studies and how it addresses the question of gender.
12. Analyze Simone de Beauvoir's contributions to feminist theory with reference to her work *The Second Sex*

13. Explain the various types of gender identities such as agender, androgyne, bigender, cisgender, and transgender.
14. Evaluate the differences between sex and gender, and discuss the role of gender socialization and stereotyping in shaping gender roles.
15. Examine the construction of femininity and the politics of masculinity. How do these concepts influence power dynamics in society?
16. Discuss the concept and history of matriarchy and patriarchy. How do these systems operate in different cultures, specifically with examples like the matrilineal system in Kerala and patriarchal systems globally?
17. Critically assess the main tenets of Liberal Feminism and Marxist Feminism. How do these ideologies address issues of gender inequality?
18. Describe the role and impact of early Indian feminists such as Savitribai Phule and Pandita Ramabai in the women's rights movement in India.

### **Section C**

[Answer any one. Each question carries 10 marks]                      (1x10=10 marks)

19. Critically analyze the impact of feminist ideologies on contemporary gender issues.
20. Examine the historical development and societal impact of matriarchal and patriarchal systems, with a focus on the matrilineal system in Kerala and the patriarchal systems discussed by Sylvia Walby.