



MABALACAT CITY COLLEGE

INSTITUTE OF ARTS AND SCIENCES

First Semester A.Y. 2023-2024

Outcome-Based Teaching and Learning Plan and Module Guide for *(Gender, Women & Society-Elective1)*



VISION: Mabalacat City College envisions itself to be the top choice in the community it serves for quality education and training by 2025.

MISSION: The Mission of Mabalacat City College is to meet the needs of its community as a center for learning aiming for open admission policy.

COURSE DESCRIPTION:

This course explores the various perspectives on gender, women, and society. Because gender is socially constructed, key analytical concepts such as sex systems, gender equity and equality, sexual orientation, women empowerment, masculinities, and race/ethnicity, will be examined on how these concepts intersect in the society.

This course draws on insightful discussion in the progress of feminist movements. Consequently, it makes its students use the sociological imagination as a powerful tool in understanding social realities about gender in the Philippines. More so, this plan uses sociological theories and perspectives as an impetus in comprehending gender-related issues within the country. Subsequently, this course aims to make the students be a) gender sensitive, b) culturally competent, c) be critical in studying Filipino social realities. Successively, this course makes its students study different social systems, such as capitalism, and institutions that affect gender through critical conscientious reflections.

Further, this course will use gender transformative approach to address the gender and development issues such as gender-based violence, and violence against women and their children (VAWC).

One of the exciting outputs of this course, the students are mandated to participate and conduct different activities for the celebration of women's month in the Philippines.

PROGRAM INTENDED LEARNING OUTCOMES (PILO) (BASED ON CMO No. 74, Series of 2017, 6.3- Program Outcomes Specific to the Bachelor of Elementary Education with Concentration in General Education Program) :





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At the end of this program, graduates will have the ability to:

1. Demonstrate in-depth understanding of the diversity of learners in various learning areas
2. Manifest meaningful and comprehensive pedagogical content knowledge of the different subject areas
3. Utilize appropriate assessment and evaluation tools to measure learning outcomes
4. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.
5. Demonstrate positive attributes of a model teacher, both as an individual and as professional
6. Manifest a desire to continuously pursue personal and professional development

PRE-REQUISITE: None

NUMBER OF UNITS: 3

LEARNING OUTCOMES:

1. Define and utilize key concepts, terminology, and theoretical frameworks central to the interdisciplinary field of gender studies.
2. Analyze complex interconnections of gender, society, and other categories of power and identity in various spheres of human endeavor ranging from sociopolitical to the aesthetic.
3. Recognize the intersections between gender and other social and cultural identities.
4. Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.
5. Analyze the ways in which societal institutions and power structures impact the material realities of women's lives.
6. Engage in promoting social justice, equality and human rights.





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COURSE OUTLINE

Week	Topic	Learning Materials (with references following OER plagiarism and IPR policies)	Intended Learning Outcomes (ILO)	Assessment Tasks (Requirements with schedule or time allotment)	Sustainable Development Goals (SDG) Coherence
NATIONAL AND GLOBAL KNOWLEDGE					
1	Class Orientation <ul style="list-style-type: none"> School and classroom policies Regulations Course requirements Grading system Vision, Mission, Goals and Objectives 	Online/PowerPoint Presentation Suggested Reading/Reference: Mabalacat City College Student Manual	Introduce self to classmates and teachers. List expectations for the course. Recall course rules. Restate their commitment to the demands of the course by asserting their agreement or expressing their queries for further understanding and clarification.	Students will be asked to restate what they have understood and what they do not understand from the discussion by providing guide questions. For Online, Students' responses will be posted on MS Teams chat or MS Forms where the pertinent materials or documents are posted.	SDG 4 (Quality Education) SDG 17 (Partnerships for the Goals)





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<p>2-3</p>	<p>Teacher's Guide 1: Gender Roles Across Time</p> <ul style="list-style-type: none"> • Gender Roles • Gender Stereotypes • Women then and NOW 	<p>Powerpoint Presentation and Lecture Discussion</p> <p>Gender Roles and Society Amy M. Blackstone (2003) https://digitalcommons.library.umaine.edu/cgi/viewcontent.cgi?article=1000&context=soc_facpub</p> <p>Blackstone, Amy. 2003. "Gender Roles and Society." Pp 335-338 in Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments, edited by Julia R. Miller, Richard M. Lerner, and Lawrence B. Schiamberg. Santa Barbara, CA: ABC CLIO. ISBN 1-57607-852-3 https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/what-are-gender-roles-and-stereotypes</p> <p>International Labour Office, Women at Work: Trends 2016(2016): p. 22.</p> <p>World Economic Forum: The Global Gender Gap Report 2017: https://www.weforum.org/reports/the-global-gender-gap-report-2017</p>	<ul style="list-style-type: none"> • Demonstrate understanding and compliance on rules and policies intended for the said course. • Define and differentiate gender roles and stereotypes. • Understand and describe the global perspectives and challenges towards equal representation in the society. 	<p>Online/Offline Tasks:</p> <p>See Student Activity Sheets 1</p> <p>ASSESSMENT TASK NO. 01: By group: Students must share their insight about the Gender Stereotypes.</p> <p>Deadline:</p> <p>Submission of worksheets a week after the covered module or topics discussed</p> <p>SAS 1: September 21, 2023</p>	<p>SDG Nos.</p> <p>5. Gender Equality</p> <p>8. Decent Work and Economic Growth</p> <p>10.Reduced Inequalities</p> <p>11.Sustainable Cities and Communities</p> <p>16. Peace and Justice</p> <p>17. Partnerships for the Goals</p>
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		<p>https://www.orbium.com/careers/women-andorbium/women-then-and-now-what-has-changedand-what-we-still-need-to-fight-for/ https://newsinfo.inquirer.net/1383700/duterte-saysdaughter-inday-sara-not-running-for-president</p> <p>https://opentextbc.ca/introductiontosociology/cha-pter/chapter12-gender-sex-and-sexuality/</p>			
4-5	<p>Teacher’s Guide 2: Gender in the 21st Century</p> <ul style="list-style-type: none"> • Gender in the 21st. Century • Gender Challenges • Solutions to Gender Challenges 	<p>Powerpoint Presentation and Lecture Discussion</p> <p>Samson Esudu (Author), 2016, Gender in the 21st Century, Munich, GRIN Verlag,</p> <p>https://www.grin.com/document/333827 http://www.ugandatragelguide.com/iteso-culture.html https://www.frontiersin.org/articles/10.3389/fmars.2017.00231/full https://www.unicef.org/gender-equality https://www.oneyoungworld.com/blog/gender-equality-we-need-new-solutions https://opentextbc.ca/introductiontosociology/cha-pter/chapter12-gender-sex-and-sexuality/</p>	<ul style="list-style-type: none"> • Describe the current generation of 21st century gender, and • Identify solutions to gender challenges towards the acknowledgement of diversity and differences in the society. 	<p>Assessment Task</p> <p>Group Activity via Whiteboard. Each group will have a representative every round of the activity.</p>	<p>SDG Nos.</p> <p>5. Gender Equality</p> <p>8. Decent Work and Economic Growth</p> <p>10.Reduced Inequalities</p> <p>11.Sustainable Cities and Communities</p>





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	Mainstreaming Gender and Development	https://philguarantee.gov.ph/governance/gender-and-development/?fbclid=IwAR0tawnB3vq93UjlVCA8nugnhmwh1-Weykn46jliqtQ3khF0FuO-NwSyNk8 https://psa.gov.ph/statistics/gender-statistics?fbclid=IwAR2VQJo3gk_GE-VNMudwx_vCxe3jkCv52LbCTxu7MT5fB3Odh26dcVx6vKg			<p>16. Peace and Justice</p> <p>17. Partnerships for the Goals</p>
6-7	<p>Teacher's Guide 3:</p> <p>Culture and Gender Role Differences</p> <ul style="list-style-type: none"> • Culture and Role Differences among sexes • Communication in Role Differences 	<p>Powerpoint Presentation and Lecture Discussion</p> <p>Neculaesei, Angelica-Nicoleta. (2015). CULTURE AND GENDER ROLE DIFFERENCES. Cross-Cultural Management. 31-35 file:///C:/Users/Me/Downloads/CMJ_7_4_Cultureandgenderoleifferences.pdf</p> <p>Anghel, P. (2010). Diferențe de sex, genșiculturalăîncomunicare [Culture, Gender and Sexual Differences in Communication] http://www.poezie.ro/index.php/essay/1396046</p>	<ul style="list-style-type: none"> • Understand the cultural influences on thinking, language and human behavior, • Reflect on the importance of communication in gender roles, and • Describe the cultural dimensions that reflect differences in gender roles as well as in ethics of sexual differences. 	<p>Online/Offline Tasks:</p> <p>Reflection task and Assessment (True or False & Fill in the Blanks)</p>	<p>SDG Nos.</p> <p>5. Gender Equality</p> <p>8. Decent Work and Economic Growth</p> <p>10.Reduced Inequalities</p> <p>11.Sustainable</p>





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		<p>Stănculescu, E. (2009). Stereotipurile de gen din perspectivacogniției sociale [Gender Stereotypes in Terms of Social Cognition]. Revista Psihologia, Volume No. 55 (Issue No.3-4), pp. 213-226</p> <p>https://opentextbc.ca/introductiontosociology/cha-pter</p>			<p>e Cities and Communities</p> <p>16. Peace and Justice</p> <p>17. Partnerships for the Goals</p>
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8-9	<p>Teacher’s Guide 4: Gender and Work</p> <ul style="list-style-type: none"> International Labor Office (ILO) Response Gender Equality in the world of work 	<p>Powerpoint Presentation and Lecture Discussion</p> <p>International labour Office (ILO). 2009. Guidelines on gender in employment policies: A resource book (Geneva).</p> <p>http://www.ilo.org/employment/Whatwedo/nstructionmaterials/WCMS_103611/lang--en/index.Htm2010</p> <p>Instructionmaterials/WCMS_103611/lang--en/index. Htm 2010.</p> <p>http://www.ilo.org/empelm/pubs/WCMS_123835/lang--en/index.htm2012</p>	<ul style="list-style-type: none"> Understand and describe the promotion of ILO in the attainment of equal access to employment, and Identify and analyze the challenges of women in terms of equal economic growth and sustainability. 	<p>Assessment task</p> <p>Building slogan for Gender Equality</p> <p>Reflection task</p>	<p>SDG Nos.</p> <p>5. Gender Equality</p> <p>8. Decent Work and Economic Growth</p> <p>10. Reduced Inequality</p>
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		<p>Gender equality and decent work - Selected ILO Conventions and Recommendations that promote gender eEquality as of 2012 (Geneva) http://www.ilo.org/wcmsp5/groups/public/--ed_norm/---normes/documents/publication/wcms_088023.pdf</p> <p>International Labour Office (ILO). 2010. "Women in labour markets: Measuring progress and identifying challenges." Geneva: ILO. http://www.ilocarib.org.tt/images/stories/contentid_o/pdf/Gender/WD%20-Women2010_123835.pdf http://www.ilocarib.org.tt/images/stories/contentid_o/pdf/Gender/WD%20-Women2010_123835.pdf</p> <p>https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/</p>			<p>es</p> <p>11.Sustainable Cities and Communities</p> <p>16. Peace and Justice</p>
MIDTERM EXAM					





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<p>10-12</p>	<p>Teacher's Guide 5:</p> <p>Gender and Sexuality</p> <ul style="list-style-type: none"> • Intersection of Gender and Sexuality • Sexual Rights 	<p>Powerpoint Presentation and Lecture Discussion</p> <p>https://www.bridge.ids.ac.uk/reports/CEP-Sexuality-OR.pdf</p> <p>Armas, H. (2005) 'Whose Sexuality Counts? Politic Visions of The Poor and the Possibilities of Rights Based Approach and Participation', paper for 'Realising Sexual Rights' workshop, Institute of Development Studies. Available at: http://www.siyanda.org/docs/armas_whosesexuality.doc</p> <p>Bondyopadhay, A. (2002) Statement to the UN Commission on Human Rights, 8 April 2002. Available at: http://www.iglhrc.org</p> <p>UN Committee on Economic, Social and Cultural Rights (ESCOR) (2003) Report on the TwentyEighth and Twenty-Ninth Sessions, Supp. No. 2, at 125, UN Doc. E/2003/22. UN Economic and Social Council (ECOSOC) (2001) Report of the Special Rapporteur on Extrajudicial, Arbitrary and Summary Executions, E/CN.4/2001/9. Available at:</p>	<ul style="list-style-type: none"> • Understand how sexuality and gender can combine to make a huge difference in people's lives, between well-being and ill-being, and sometimes between life and death, and • Identify approaches that can be taken to promote justice around sexuality and gender. 	<p>Assessment task</p> <p>Think, Pair, Share</p>	<p>SDG Nos.</p> <p>5. Gender Equality</p> <p>8. Decent Work and Economic Growth</p> <p>10.R educ ed Ineq ualiti es</p> <p>11.Sust ainable Cities and Comm unities</p> <p>16. Peace and Justice</p>
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		http://www.unhcr.ch/Huridocda/Huridoca.nsf/70ef163 https://opentextbc.ca/introductiontosociology/chapter12-gender-sex-and-sexuality			17. Partnerships for the Goals
13-16	<p>Teacher's Guide 6:</p> <p>Gender Roles, Socialization and Family</p> <p>Gender Roles in Family, Peers and Mass Media</p> <p>Violence Against Women and Children</p>	<p>Powerpoint Presentation and Lecture Discussion</p> <p>https://www.ark.ac.uk/schools/resources/GenderandFamilyRoles.pdf</p> <p>https://link.springer.com/chapter/10.1007/978-3-319-72356-3_4</p> <p>https://www.prokerala.com/relationships/family/gender-roles-in-family.htm</p> <p>https://courses.lumenlearning.com/boundless-sociology/chapter/gender-socialization/</p> <p>https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/</p> <p>https://www.who.int/news-room/fact-sheets/detail/violence-against-women</p>	<ul style="list-style-type: none"> • Define gender roles in the context of socio-cultural norms in the society, and • Understand and describe the intersection of gender roles to family, peers and mass media 	<p>Assessment Task</p> <p>Building Advocacy for Violence Against Women and Children (by pair)</p>	<p>SDG Nos.</p> <p>5. Gender Equality</p> <p>8. Decent Work and Economic Growth</p> <p>10. Reduced Inequalities</p> <p>11. Sustainable Cities</p>





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		https://pcw.gov.ph/republic-act-9262-anti-violence-against-women-and-their-children-act-of-2004/			and Communities 16. Peace and Justice
FINAL EXAM/ OUTPUT					
17-18	Make a short film using any chosen platform with a theme "Gender Equality" (By Group)				

SUMMARY OF REVISIONS:

Revision	Date	Updated by	Short Description of Changes
1.0 (Sample)	September 4, 2023 (Sample)	Juan C. Dela Cruz (Sample)	Inclusion of Sustainable Development Goals Statement (September 2023) (Sample)





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GENERAL GUIDELINES AND POLICIES:

As the College currently follows Hybrid Delivery of Learning on its instruction, the following general guidelines and policies are set by the School to be followed by the faculty-in-charge and the students of the course.

Attendance

Checking of attendance during face-to-face classes is a requirement and will be strictly observed.

Academic Integrity

Observance of the outmost academic integrity shall be observed by the students of the course. Plagiarism, cheating, and other forms of academic dishonesty shall not be tolerated by the faculty-in-charge nor the Institute.

Accomplishment of Requirements

All requirements given by the instructor/faculty-in-charge of the course to the students shall be called/referred to/addressed as “**work output**”. Each work output must be accomplished by the students until the schedule set by the instructor/faculty-in-charge. Final student’s output must also be accomplished by the schedule set by the instructor of the course.

Line of Communication

The course’s official line of communication shall be through the following:

The outmost respect and courtesy must be observed by students in communicating to their instructor/faculty-in-charge of the course and to their classmates and vice versa. Any form of disrespectful and discourteous way of communication shall not be tolerated by the School.

Instructional Materials (IMs)





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Working students may avail of the modular type of teaching. MS Teams on-line platform may be utilized by the instructor/faculty-in-charge of the course to the students – adapting the flexible learning scheme.

Grading System:

Assessment and Outputs	60%
Midterm and Final Examinations	40%

References:

- Anghel, P. (2010). Diferențe de sex, gen și cultură în comunicare [Culture, Gender and Sexual Differences in Communication], http://www.poezie.ro/index.php/essay/1396046_1/Diferen%C5%A3e_de_sex,_gen_si_cultur%C4%83_%C3%AEn_comunicare
- Armas, H. (2005) 'Whose Sexuality Counts? Politic Visions of The Poor and the Possibilities of Rights Based Approach and Participation', paper for 'Realising Sexual Rights' workshop, Institute of Development Studies. Available at: http://www.siyanda.org/docs/armas_whosesexuality.doc
- Blackstone, Amy. 2003. "Gender Roles and Society." Pp 335-338 in Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments, edited by Julia R. Miller, Richard M. Lerner, and Lawrence B. Schiamberg. Santa Barbara, CA: ABC-CLIO. ISBN I-57607-852-3
- Bondyopadhyay, A. (2002) Statement to the UN Commission on Human Rights, 8 April 2002. Available at: <http://www.iglhrc.org>
- Gender equality and decent work - Selected ILO Conventions and Recommendations that promote gender eEquality as of 2012 (Geneva) http://www.ilo.org/wcmsp5/groups/public/--ed_norm/---normes/documents/publication/wcms_088023.pdf
- International Labour Office, Women at Work: Trends 2016(2016): p. 22.





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- International Labour Office (ILO). 2010. "Women in labour markets: Measuring progress and identifying challenges." Geneva: ILO. http://www.ilocarib.org.tt/images/stories/contenido/pdf/Gender/WD%20-Women2010_123835.pdf
- Neculaesei, Angelica-Nicoleta. (2015). CULTURE AND GENDER ROLE DIFFERENCES. Cross-Cultural Management. 31-35 file:///C:/Users/Me/Downloads/CMJ_7_4_Cultureandgenderroledifferences.pdf
- Stănculescu, E. (2009). Stereotipurile de gen din perspectivacognițieisociale [Gender Stereotypes in Terms of Social Cognition]. RevistaPsihologia, Volume No. 55 (Issue No.3-4), pp. 213-226
- Samson Esudu (Author), 2016, Gender in the 21st Century, Munich, GRIN Verlag, <https://www.grin.com/document/333827>
- UN Committee on Economic, Social and Cultural Rights (ESCOR) (2003) Report on the TwentyEighth and Twenty-Ninth Sessions, Supp. No. 2, at 125, UN Doc. E/2003/22.
- UN Economic and Social Council (ECOSOC) (2001) Report of the Special Rapporteur on Extrajudicial, Arbitrary and Summary Executions, E/CN.4/2001/9. Available at: <http://www.unhcr.ch/Huridocda/Huridoca.nsf/70ef163b25b2333fc1256991004de370/e59821c5ac60f708c1256a0f0051829b?OpenDocument>
- Women in labour markets: Measuring progress and identifying challenges (Geneva). http://www.ilo.org/empelm/pubs/WCMS_123835/lang--en/index.htm 2012.
- World Economic Forum: The Global Gender Gap Report 2017: <https://www.weforum.org/reports/the-global-gender-gap-report-2017>
- Other online references:
<https://www.ark.ac.uk/schools/resources/GenderandFamilyRoles.pdf>
<https://www.ark.ac.uk/schools/resources/GenderandFamilyRoles.pdf>
<https://www.prokerala.com/relationships/family/gender-roles-in-family.htm>
<https://courses.lumenlearning.com/boundless-sociology/chapter/gender-socialization/>
<https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/>
<https://www.who.int/news-room/fact-sheets/detail/violence-against-women>





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SUMMARY OF REVISIONS

REVISION	DATE	UPDATED BY	SHORT DESCRIPTION OF CHANGES
1.0	February 07, 2023	Edmon Y. Sampana, LPT, PhD	Created the 1st OBE version based on the CMO 74-82, s. 2017
2.0	August 17, 2023	April Ann L. Galang	Changed some of the Assessments and Final Examination

Prepared by:

April Ann L. Galang
April Ann L. Galang, LPT
Instructor

Reviewed by:

Marilyn S. Arcilla
Marilyn S. Arcilla, RN, LPT, MAN
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cc:

Romeo D. Erese III, LPT, Ph.D.
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Cf:

