



TQF3 Course Specification

Section 1 General Information

1. Course Code and Title

In Thai ICIR ๒๑๙ เพศและ ความหลากหลายทางเพศในโลกยุคโลกาภิวัตน์

In English ICIR 219 Genders and Sexual Diversity in the Globalized World

2. Number of Credits

4 (4-0-8)

(Theory ... hrs. Self-study ... hrs Practice ... hrs. / week)

3. Curriculum and Course Type

3.1 Program of Study International Bachelor's Degree

3.2 Course Type Major elective

3.3 Please Specify Course's Literacy

MU Literacy (Core Values, SEP, GE for Human Development)

Health Literacy (Health, Sport)

Digital Literacy (ICT, Applied Mathematics)

X Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)

Communication Literacy (language, Academic Communication)

Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)



Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture

- | | |
|---------------------|-----------------------------|
| X M - Mastery | รู้แจ้ง รู้จริง สมเหตุ สมผล |
| X A - Altruism | มุ่งผลเพื่อผู้อื่น |
| X H - Harmony | กลมกลืนกับสรรพสิ่ง |
| X I - Integrity | มั่นคงยิ่งในคุณธรรม |
| X D - Determination | แน่วแน่ทำ กล้าตัดสินใจ |
| O - Originality | สร้างสรรค์สิ่งใหม่ |
| X L - Leadership | ใส่ใจเป็นผู้นำ |

4. Course Coordinator and Instructor

4.1 Course Coordinator William J. Jones

(William J. Jones – Social Science – William.jon@mahidol.edu)

4.2 Instructor Natanaree Posrithong

5. Trimester/Class Level

5.1 Trimester In accordance with Social Science Division Schedule/ Major elective

5.2 Number of Students Allowed Approximately 40 Students

6. Pre-requisite

.....none.....

7. Co-requisites

.....none.....

8. Study Site Location



Major Elective Course
Genders and Sexual Diversity in the Globalized World
Course Code ICIR 219

Bachelor's Degree Program
Mahidol University International College
Social Science Division



Section 2 Aims and Objectives

1. Course Goals

The course aims to explore genders and sexual diversity in the modern society. Students will discuss and investigate challenges in international politics, economics that different gender groups including, men, women, and LGBTQ face as the world becomes globalized. The course will contribute to the development of students' ability to conceptualize their understanding of genders and sexuality with a global perspective.

2. Objectives of Course Development/Revision

2.1 Course Objectives

- Students develop an understanding of diverse, transnational, and transcultural gender identities and sexualities
- Students acquire skills to conceptualize gender and sexuality concepts with a global perspective
- Students acquire analytical skills to establish the relationship between genders and international affairs

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to



1. CLO1 To describe the diversity of genders and sexualities with the focus on the transnational and transcultural contexts
2. CLO2 To demonstrate the historical and contemporary interdependent relationships between the state, society, bodies, and gender expectations
3. CLO3 To discuss the construction of the universal concepts of conformed and non-conformed genders and sexualities and its impact on gender movements around the world
4. CLO4 To examine challenges that different gender groups are facing in the globalized world
5. CLO5 To critique the inequalities between genders groups in achieving justice from a global perspective
6. CLO6 To develop and present oral and written argument in support of gender equality in international affairs

Section 3 Course Description and Implementation

1. Course Description

(In Thai)..... **Course Goals** should be reflected.

.....
.....

(In English)

Explaining the diversity of genders and sexualities in the globalized world; discussing the feminist approaches to international relations; feminist research in international relations; feminist theories; examining challenges and pressures among the marginalized gender groups; movements for LGBTQ rights; LGBTQ advocacy and international affairs; exploring genders and humanitarian crises; sexual and gender-based violence in wars and conflicts

2. Number of Hours Per Trimester



Theory (hours)	Practice (hours)	Self-study (hours)
48		96

3. Number of Hours per Week for Individual Advice

- At least 4 hours per week
- Students can make requests for appointment whenever needed
- Students can email requests for assistance
- Students can approach instructor after class sessions (time appropriate)



Section 4: Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

By the end of the course, students who successfully complete the course will be able to:

1. CLO1 To describe the diversity of genders and sexualities with the focus on the transnational and transcultural contexts
2. CLO2 To demonstrate the historical and contemporary interdependent relationships between the state, society, bodies, and gender expectations
3. CLO3 To discuss the construction of the universal concepts of conformed and non-conformed genders and sexualities and its impact on gender movements around the world
4. CLO4 To examine challenges that different gender groups are facing in the globalized world
5. CLO5 To critique the inequalities between genders groups in achieving justice from a global perspective
6. CLO6 To develop and present oral and written argument in support of gender equality in international affairs

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

ICIR 219	Teaching and learning experience management	Learning outcome measurements
CLO1	Lecture, Class Discussion, Weekly Reading	Participation Midterm Examination Group Presentation Policy Task Force Report
CLO2	Lecture, Class Discussion, Weekly Reading	Participation Midterm Examination



		Group Presentation Policy Task Force Report
CLO3	Lecture, Class Discussion, Weekly Reading	Participation Midterm Examination Group Presentation Policy Task Force Report
CLO4	Lecture, Class Discussion, Weekly Reading	Participation Midterm Examination Group Presentation Policy Task Force Report
CLO5	Lecture, Class Discussion, Weekly Reading	Participation Midterm Examination Group Presentation Policy Task Force Report
CLO6	Lecture, Class Discussion, Weekly Reading	Participation Midterm Examination Group Presentation Policy Task Force Report



Section 5 Lesson Plan and Evaluation

1. Lesson Plan

Week	Topic/Details	Number of hours		Teaching activities/ media	Instructors
		Classroom sessions	Practice sessions		
1	Introduction: What is gender, sexuality, feminism, intersectionality?	4		Lectures, Discussions	
2	The social construction of genders and sexualities	4		Lectures, Discussions	
3	Gendered citizenship in the West	4		Lectures, Discussions	
4	Waves of feminist movements	4		Lectures, Discussions	
5	Feminist approaches and theories in international relations	4		Lectures, Discussions, Reading Reflections	
6	The queer theories	4		Lectures, Discussions, Reading Reflections	
7	LGBTQ rights and humanitarian crises: case study of Thailand	4		Lectures, Discussions, Case Studies	



8	LGBTQ advocacy and international affairs	4		Lectures, Discussions	
9	Benevolent sexism and globalization	4		Lectures, Discussions, Case Studies	
10	Gender, globalization, and security	4		Lectures, Discussions	
11	Gender challenges and global economy	4		Lectures, Discussions	
12	Globalization and gender inequalities	4		Lectures, Discussions	
13	Field trip and conclusion	2	8	Field trip, Lectures, Discussions	
	Total	50	8		

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

Participation and Attendance 10%

Midterm Examination 30%

Group Presentation 20%

Policy Task Force Report 40%

b. Summative assessment

(1) Tool and weight for measurement and evaluation



Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1 To describe the diversity of genders and sexualities with the focus on the transnational and transcultural contexts	Participation	2	17
	Midterm Examination	5	
	Group Presentation	3.3	
	Policy Task Force Report	6.7	
CLO2 To demonstrate the historical and contemporary interdependent relationships between the state, society, bodies, and gender expectations	Participation	2	17
	Midterm Examination	5	
	Group Presentation	3.3	
	Policy Task Force Report	6.7	
CLO3 To discuss the construction of the universal concepts of conformed and non-conformed genders and sexualities and its impact on	Participation	2	17
	Midterm Examination		
	Group Presentation	5	
	Policy Task Force Report	3.3	
		6.7	



gender movements around the world			
CLO4 To examine challenges that different gender groups are facing in the globalized world	Participation	2	17
	Midterm Examination	5	
	Group Presentation	3.3	
	Policy Task Force Report	6.7	
CLO5 To critique the inequalities between genders groups in achieving justice from a global perspective	Participation	2	17
	Midterm Examination	5	
	Group Presentation	3.3	
	Policy Task Force Report	6.7	
CLO 6 To develop and present oral and written argument in support of gender equality in international affairs	Midterm Examination	5	15
	Group Presentation	3.3	
	Policy Task Force Report	6.7	

(2) Measurement and evaluation



Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

(3) Re-examination (if the course allows any)

N/A - (Not applicable with MUIC)

3. Students' Appeal

- Students may appeal to Social Science Division Chair for consideration
- Students may appeal to Office of Academic Affairs
- Student appeal is handled and stipulated in MUIC student handbook



Section 6 Teaching Resources

1. Required Texts

- 1) Tickner, J. A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. Columbia University Press.
- 2) Brown, S. (1988). Feminism, international theory, and international relations of gender inequality. *Millennium*, 17(3), 461-475.
- 3) Jones, A. (1996). Does 'gender' make the world go round? Feminist critiques of international relations. *Review of International Studies*, 22(4), 405-429.
- 4) Scott, J. W. (2007). Gender as a useful category of historical analysis. In *Culture, society and sexuality* (pp. 77-97). Routledge.

2. Suggested Materials

- 1) Chow, E. N. L. (2003). Gender matters: Studying globalization and social change in the 21st century. *International Sociology*, 18(3), 443-460.
- 2) Kofman, E., & Youngs, G. (Eds.). (2008). *Globalization: Theory and practice*. A&C Black.
- 3) Chavez, M., Cobble, D., Fernandes, L., Garrison, E., Gilmore, S., Gold, R., ... & Taylor, U. (2010). *No permanent waves: Recasting histories of US feminism*. Rutgers University Press.
- 4) Jackson, P. A. (2000). An explosion of Thai identities: Global queering and re-imagining queer theory. *Culture, Health & Sexuality*, 2(4), 405-424.
- 5) Walker, R. (2001). Becoming the third wave. *Identity politics in the women's movement*, 3(13), 78-80.



- 6) Gilley, J. (2005). Writings of the third wave: Young feminists in conversation. *Reference & User Services Quarterly*, 44(3), 187-198.
- 7) Wood, E. J. (2009). Armed groups and sexual violence: When is wartime rape rare?. *Politics & Society*, 37(1), 131-161.
- 8) Lorber, J. (1996). Beyond the binaries: Depolarizing the categories of sex, sexuality, and gender. *Sociological Inquiry*, 66(2), 143-160.
- 9) Tice, K. E. (1995). *Kuna crafts, gender, and the global economy*. University of Texas Press.
- 10) Kofman, E., & Raghuram, P. (2006). Gender and global labour migrations: Incorporating skilled workers. *Antipode*, 38(2), 282-303.
- 11) Glick, P., & Fiske, S. T. (2018). The ambivalent sexism inventory: Differentiating hostile and benevolent sexism. In *Social Cognition* (pp. 116-160). Routledge.
- 12) Phelps, E. S. (1972). The statistical theory of racism and sexism. *The American Economic Review*, 62(4), 659-661.
- 13) Halberstam, J. (2019). *Female masculinity*. Duke University Press.
- 14) Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829-859.
- 15) Munro, E. (2013). Feminism: A fourth wave?. *Political Insight*, 4(2), 22-25.

3. Other Resources (if any)

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Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

MUIC SKY system course feedback and evaluation

2. Strategy for Teaching Evaluation

MUIC SKY system course feedback and evaluation

3. Teaching Improvement

MUIC SKY system course feedback and evaluation

Overall student performance and satisfaction

4. Verification of Standard of Learning Outcome for the Course

Quizzes

Midterm and final examinations

Group presentations

Participation in class activities

Performance assessment on student centered in-class activities

5. Revision Process and Improvement Plan for Course Effectiveness

Student feedback and course evaluation

TQF5 review

Social Science Division curriculum committee

Appendix
 Alignment between Courses and Program

Table 1 The relationship between course and Program Learning Outcomes (PLOs)

Genders and Sexual Diversity in the Globalized World	Program Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
ICIR 219	✓	✓	✓	✓	✓		✓

Note: Indicate the level of CLOs by letter I, R, P or M. Using the information as shown in the Curriculum Mapping of TQF2

Table 2 The relationship between CLOs and PLOs

ICIR 219	Program Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1 To describe the diversity of genders and sexualities with the focus on the transnational and transcultural contexts	✓	✓	✓	✓	✓		✓
CLO2 To demonstrate	✓	✓	✓	✓	✓		✓

the historical and contemporary interdependent relationships between the state, society, bodies, and gender expectations							
CLO3 To discuss the construction of the universal concepts of conformed and non-conformed genders and sexualities and its impact on gender movements around the world	✓	✓	✓	✓	✓		✓
CLO4 To examine challenges that different gender groups	✓	✓	✓	✓	✓		✓

are facing in the globalized world							
CLO5 To critique the inequalities between genders groups in achieving justice from a global perspective	✓	✓	✓	✓	✓		✓
CLO6 To develop and present oral and written argument in support of gender equality in international affairs	✓	✓	✓	✓	✓		✓

Table 3 The description of PLOs and Sub Los of the course

PLOs	Sub PLOs
PLO1 Graduates will be able to describe and explain key features of and issues concerning the current world order, with particular	1.1 demonstrate an understanding of the principles upon International Relations and the Asia-Pacific region are built

attention to the Asia-Pacific region, using appropriate terminology	1.2 identify the national & global challenges associated with current economic, political, and social systems
	2.1 identify concepts related to the context of learned issues/topics
PLO2 Graduates will be able to discuss and apply major theories, approaches and methodologies in the field of international relations and global affairs in order to analyze the current world order and how it has evolved over time	1.1 demonstrate an understanding of the principles upon International Relations and the Asia-Pacific region are built
	2.1 identify concepts related to the context of learned issues/topics
	2.3 synthesize information to arrive at logical reasoning
PLO3 Graduates will be proficient readers who are able to locate, evaluate, analyze and synthesize different forms of data and source materials relevant to international relations and global affairs	4.1 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problem
PLO4 Graduates will be able to develop and present arguments about and solutions to issues in international relations and global affairs using written, oral and/or visual forms; in doing so they will consider different perspectives, show respect for evidence, and engage in constructive debate	4.2 communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report
	4.3 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the

	listeners' attitudes, values, beliefs, or behaviors
PLO5 Graduates will demonstrate knowledge of and respect for cultural differences, particularly in the Thai context, and be able to work in culturally diverse groups effectively	5.1 identify the national & global challenges associated with current economic, political, and social systems
	5.2 exhibit characteristics of responsible citizenship
	5.3 work effectively in diverse team (and multi-cultural settings)
PLO7 Graduates will demonstrate knowledge of internationally recognized ethical standards and apply principles of ethical reasoning to decision-making, civic engagement, and research, consistently crediting the work of others	7.1 identify ethical issues and recognize different viewpoint and ideologies
	7.2 guide & lead others