



Program International Relations and Global Affairs
Course title Genders and Sexual Diversity in the Globalized World
Course code ICIR 219

Academic degree level Bachelor Graduate Diploma Master
 Higher Graduate Diploma Doctor
Faculty / College / Institute MUIC
Department Social Science

TQF 3 Course Specification

Section 1 General Information

In Thai ICIR ๒๑๙ เพศและ ความหลากหลายทางเพศในโลกยุคโลกาภิวัตน์

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

2. Number of Credits 4 (4-0-08)
(Theory 48 hrs.)
)

3. Curriculum and Course Type

3.1 Curriculum International Bachelor's Degree

Bachelor Degree Program (International)

3.2 Course Type Specific Course Compulsory Course Electives

4. Course Coordinator and Lecturer

4.1 Course Responsible Lecturers TBA

4.2 Lecturers TBA



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6. Pre-requisite

None

1. Specify a pre-requisite course code, and the course study result that has passed the assessment criteria is required for course registration.
2. The courses represented by the symbols R, M in the curriculum mapping are required to specify pre-requisite courses.
3. One or two important courses taken in the previous year of study prior to taking this course should be selected. This will help to easily manage the study plan because of the available study results.

7. Co-requisites

None

8. Study Site Location MUIC

9. Date of Preparation/Latest Revision of the Course Specifications

Day 12 Month April Year 2022



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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.

Objectives /Goals of Course Management:

1. Explain from an instructor's intention in a broad perspective of principles, knowledge and skills related to the field of study and consider what skills the course responsible person aims to develop so that the learners can apply those skills for further studies and further careers (in correspondence with requirements at the program level).
2. Course goals will determine the course description accordingly.

2. Objectives of Course Development/Revision

2.1 Course Objectives

This course aims to provide knowledge and abilities as follows:

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.

Course Objectives:

- A. Explain from the perspective of the course responsible person on the knowledge, understanding, skills, abilities, responsibilities and characteristics of the learners that the course needs to develop in order to achieve the course goals (as specified in Item 2.1).
- B. Course Objectives may be defined in accordance with educational domains including
 - 1) Cognitive Domain: Cognitive Domain: What knowledge and understanding do the learners need?
 - 2) Affective Domain: What attitudes do the learners need?
 - 3) Social Domain [*Communication & Collaboration / Work with Team*]
- What communication skills do the learners need?



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- What skills do the learners need to collaborate/work with other?

4) Psychomotor Domain: What kinds of psychomotor skills do learners need?

2.2 Course-level Learning Outcomes: CLOs

On completion of the course, the students will be able to (CLOs)

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

Note:

- A. The expected CLOs are similar to a measure of course objective achievement (as specified in Item 2.1). CLOs also have similar characteristics to that of KPI, and the concept of SMART Model may be used to determine a CLO. (SMART: Specific, Measurable, Achievable, Relevant, Time-bound)
- B. Determination of CLOs is therefore performed by converting the course objectives into noticeable behavior of the learners (in terms of knowledge, abilities and skills of learners). As a result, this enables measuring and evaluating the level of abilities (competences) to ensure that the learners who have received the learning experience and passed the course evaluation criteria has achieved the objectives as stated in Item 2.1, with competences not lower than the standards set by the course
- C. A good CLO consists of 3 elements as follows:
 1. **Action Verb:** Action verbs are used to identify abilities or skills that the students are required to demonstrate in order to be measured.
 2. **Learning Content:** The knowledge the course requires the students to acquire and will be used to show their competences (according to the action verbs) as stated in order to be measured. Such knowledge will be useful for learners to continue other courses of the program to achieve PLOs or future career.
 3. **Criteria or Standards** of the performance level set by the course to evaluate and judge whether or not the students have succeeded in the course

This part of a CLO begins with the following phrase:



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“On completion of this course, the students will be able to”

- D. Each CLO may comprise more than one learning domains (action verb and criteria/standard). However, only one action verb should be used; if two action verbs are used, they should be in the same domain.
- E. The suitable number of CLOs in each course is approximately 4-8 CLOs

**** Examples and guidelines for writing course goals, course objectives, and CLOs are available in the Course MUGE 100.**

Section 3 Course Description and Implementation

1. Course Description

(Thai)

(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.

The course description should reflect the course goals, and it is a concept-based description instead of a teaching topic to facilitate the flexibility of adjusting the lesson plan to keep pace with changes.

2. Number of hours per trimester

Theory (hours)	Practice (hours)	Self-study (hours)
48	0	96

3. Number of Hours per Week for Individual Advice

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Identify the following information: The process or method that the person in-charge uses and time allocated for individual students.

At least 4 hours per week



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- Students can make requests for appointment whenever needed
- Students can email requests for assistance
- Students can approach instructor after class sessions (time appropriate)



หลักสูตร.....
 ชื่อรายวิชา.....
 รหัสวิชา.....

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 คณะ/วิทยาลัย.....
 ภาควิชา.....

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)

On completion of the course, students 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 217	Teaching and learning experience management	Learning outcome measurements
CLO1	Lectures and class discussions, individual meetings if necessary	Evaluation of students contributions in class; exams and assignments
CLO2	Lectures and class discussions, individual meetings if necessary	Evaluation of students contributions in class; exams and assignments
CLO3	Lectures and class discussions, individual meetings if necessary	Evaluation of students contributions in class; exams and assignments
CLO4	Lectures and class discussions, individual meetings if necessary	Evaluation of students contributions in class; exams and assignments
CLO5	Lectures and class discussions, individual	Evaluation of students contribu-



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	meetings if necessary	tions in class; exams and assignments
CLO6	Lectures and class discussions, individual meetings if necessary	Evaluation of students contributions in class; exams and assignments

- Specify the methods for management of learning experience and the methods or tools used to measure the learning outcomes used for course management in the table:
 - The methods for managing learning experience including lectures, group discussion, demonstration, group work, etc.
 - The methods for measuring learning outcomes including written exams (specify types of exam papers: MCQ, MEQ, short answer, etc.), practice exams, behavior assessment in group work, group reports, individual report, etc.
- In each CLO, put a sign/or X in the table to specify the methods for managing learning experience and the tools for measuring learning outcomes.
- This table shows information to support the course design in compliance with the constructive alignment principles at the course level.
- Move the information specified in Section 4 to show in Sections 5 accordingly.

SECTION 5 LESSON PLAN AND EVALUATION

1. Lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	Introduction: What is gender, sexuality, feminism, intersectionality?	4			TBA
2 3	The social construction of genders and sexualities Gendered citizenship in the West	4		Lecture and class discussion Lecture, Powerpoint presentation and class discussion	
4	Waves of feminist movements	4		Lecture, Powerpoint presentation and class discussion	



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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
5 6 7	Feminist approaches and theories in international relations The queer theories LGBTQ rights and humanitarian crises: case study of Thailand	4		Lecture, Powerpoint presentation and class discussion Lecture, Powerpoint presentation and class discussion Lecture, Documentary movie and class discussion	
8 9	LGBTQ advocacy and international affairs Benevolent sexism and globalization	4		Class discussion Lecture, Powerpoint presentation and class discussion	
10	Gender, globalization, and security	4		Lecture, Powerpoint presentation and class discussion	
11	Gender challenges and global economy	4		Lecture, Powerpoint presentation and class discussion	
12	Globalization and gender inequalities	4		Lecture, documentary movie and class discussion	
13	Field trip and conclusion				
		48	xx		

Theory* refers to learning activities for development of knowledge and skills on cognitive, affective, and social domains.

Practice* refers to learning activities for developing psychomotor skills or workplace-based experience.

Methods* refer to how to organize learning experience such as lectures, presentation, group projects seminars, individual works online studies, etc.

Also verify the consistency of the information in Section 5 with the methods of teaching and learning management specified in Section 4.

2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

1. Active class participation
2. Reading presentation
3. Midterm examination
4. Group debates
5. Final essay paper



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B. Summative Assessment

(1) Tool and weight for measurement and evaluation

Note*

1. Show the methods/tools and weight for measuring and evaluating each CLO.
2. Total the weight from every tool and CLO to 100
3. Verify the information to be consistent with the evaluation methods shown in Section 4 Table.

Also verify the consistency of the information in Section 5 with the evaluation methods specified in Section 4.

(2) 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 gender movements around the world	Participation	2	17
	Midterm Examination	5	
	Group Presentation	3.3	
	Policy Task Force Report	6.7	
CLO4 To examine challenges that different gender groups	Participation	2	
	Midterm Examination	5	



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

A, B, C, D, F

Judgment of the learning outcomes in the general education courses

- a. Use the symbols O, S, and U or the A, B, ... and F.
- b. Identify the judgment standard for each symbol.
- c. Identify the symbol deemed as "pass."

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

N/A - (Not applicable with MUIC)

Re-examination: Explain the situation in which the course will provide students with re-examination and the judgement of the re-examination results.

3. Students' Appeal

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Identify the following information: The method or channel the students will appeal to the



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course, the staff member who receives the appeals and processes or procedures

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) 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.

1. 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) Chàvez, 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.



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- 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

Examinations and take-home assignments

Group debates

Student 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

Remarks:

- a. Identify ways to gain information used as input to evaluate the course effectiveness. The information includes teaching assessment, such as data from classroom observers and a teaching team or the student's academic performance. Also identify the analysis methods of the input data for teaching and course management improvement.
- b. Describe mechanisms and methods to improve the course teaching and effectiveness such as an Executive Board Meeting to review and improve the course (which is reported in the TQF5 in every trimester), classroom research, and workshops for teaching improvement.



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Appendix

Relations between the course and the program

Table 1 Relations between the course and the PLOs

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

Remarks: Show the level of the course management with the symbols I, R, P, and M. This must correspond to the curriculum mapping written in the TQF2

Table 2 Relations between CLOs and PLOs

(Course Code) ICIR 217	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1 understand and describe the dynamic relationship of power and culture	1.1			4.2	3.2		5.2	
CLO2 understand and explain the cultural dynamics of political power on the global, national, communal		2.1	3.2		4,1		5.1	



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and personal level								
CLO3 explore and discuss issues of domination and resistance	1.2				1.1			
CLO4 analyze and critically discuss the politics of cross-cultural dialogue and the troubled relationship between cultural relativism and universal Human Rights	1.4		2.1		3.2		7.3	
CLO5 To critique the inequalities between genders groups in achieving justice from a global perspective	1.1		2.2		4.1		5.1	
CLO6 To develop and present oral and written argument in support of gender equality in international affairs		2.2			3.1			

Remarks:

- a. Each CLO should clearly correspond to the PLO at the SubPLO level to show a clear connection.
- b. Describe the PLOs and SubPlos only referred to in the course in “Table 3 PLOs that the course is responsible for”.



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Table 3 PLOs and SubPLOs that the course is responsible for

PLOs	Sub PLOs
PLO1 Graduates will be able to describe and explain key features of and issues concerning the current world order, with particular attention to the Asia-Pacific region, using appropriate terminology	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
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
	2.2 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems
	5.1 identify the national & global challenges associated with current economic, political, and social systems
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.	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
	2.2 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems



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<p>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.</p>	<p>1.1 demonstrate an understanding of the principles upon International Relations and the Asia-Pacific region are built</p>
	<p>2.1 identify concepts related to the context of learned issues/topics</p>
	<p>4.1 collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problem</p>
	<p>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</p>
	<p>7.3 apply principle of ethical leadership, collaborative engagement, and respect diversity</p>
<p>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.</p>	<p>5.3 work effectively in diverse team (and multicultural settings)</p>
<p>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.</p>	<p>7.1 identify ethical issues and recognize different viewpoint and ideologies</p>
	<p>7.2 guide & lead others</p>
	<p>7.3 apply principle of ethical leadership, collaborative engagement, and respect diversity</p>