



## GEN 160 Sex, Gender & Culture Fall 2025

**IMPORTANT: This document provides all essential information about the class. Keeping up with the reading and assignment schedules is your responsibility!**

### Course Introduction

Course Title	Sex, Gender & Culture
Course Code	GEN 160
Credit Hours	3/45
Semester & Year	Spring 2025
Pre-requisites	None

Class Type	Section	Days	Time	Room
Lecture	001	Mondays	1-4	701

### Instructor

Instructor	Dr. Marilyn LaFay
Office	W19 217
Consultation Hours	TBD & by appointment
Email	mlafay@endicott.ac.kr

This course introduces students to contemporary narratives of the social construction of gender. While many of the readings we will consider were written from an American perspective, students should be prepared to bring in interpretations of gender from their own cultures, and consider culturally-specific gender claims. To reinforce the idea that gender is a global concern, we will integrate the United Nations' Sustainable Development Goals into the course material. Specifically, you will be asked to consider how globalization and development goals have both neglected, and been informed by, gendered concerns. Central to this course is the student's independent research which will highlight how a gender perspective intersects with one of the United Nations' Sustainable Development Goals. To this end, students will prepare a policy recommendation proposal that uses a gender lens to address one of the UN SDGs.

## Course Materials and Readings

No textbooks are required.

All study materials will be supplied via the LMS and lecture ppts.

*Recommended:*

Michael Kimmel, The Gendered Society, Sixth Edition. New York: Oxford University Press. 2017.

Michael Kimmel & Amy Aronson, The Gendered Society Reader. Sixth Edition. New York: Oxford University Press. 2017.

**\*\*More information on assignments and the research project will be posted on the course page in the Woosong LMS ([www.smart.wsu.ac.kr](http://www.smart.wsu.ac.kr)).**\*\*

**IMPORTANT: CHECK THAT ALL YOUR CONTACT INFORMATION IN THE LMS IS CORRECT AND IN USE. ALSO, IT IS YOUR RESPONSIBILITY TO REGULARLY CHECK THE LMS FOR ASSIGNMENTS AND ANNOUNCEMENTS.**

## Assessment Method & Grading

*These are the components of the evaluation scheme for this course:*

Attendance (University Standard)	20%
Assignments (in-class work uploaded to LMS)	20%
Homework UNITAR (due Week 5)	10%
Midterm Exam	10%
Final Project <i>of which:</i>	40%
<i>individual:</i>	20%
<i>group:</i>	20%

### Attendance (20%)

Attendance is required. Students are expected to come to class on time. Entering the classroom after attendance is taken counts as being late. Any student absent for more than a 1/3 of the course will receive an F. Valid, documented reason for absence may be presented to Academic Affairs for attendance correction (excused absence).

Students are expected to participate in class workshops and discussions. Each student is expected to come to class having read the assigned readings and be able to work with the materials either individually or in-groups. Discussion is expected.

### Assignments (20%)

Written assignment work must be posted to LMS for full participation points. Assignments will consist of in-class follow-up to material presented during the lecture portion of the class, including readings for that session.

### UNITAR (10%)

<https://event.unitar.org/full-catalog/gender-matters-tp202516>

This is a free, online course delivered by the UN. Upon completion, you will receive a badge [https://www.youtube.com/watch?v=HgLLq7ybDtc&ab\\_channel=ChicagoArtDept](https://www.youtube.com/watch?v=HgLLq7ybDtc&ab_channel=ChicagoArtDept) in addition to points toward your final grade.

### **Midterm Exam (10%)**

The midterm will be an in-class written exam covering Weeks 1-7, including material from assigned texts, the UNITAR “Gender Matters” online course, videos, and class discussion/the instructor.

### **Final Project (40%)**

The final project will be a group project that examines the intersection of gender, broadly considered, and one of the UN Sustainable Development Goals. Students will decide upon and research a topic of their choice. This topic needs to be targeted and specific. Based on that research, the group will prepare a policy proposal that addresses how gender considerations can inform solutions to the specified problem. If the class size is 40 or less, an oral presentation component will be included. More details will be given following the midterm exam.

**PLEASE NOTE: All final grades are subject to a relative distribution (“the curve”) set by the University.**

**A/A+ = 30%**

**B/B+ = 40%**

**C/C+/D/D+ = 30%**

**Students must achieve a score of 60% to pass (D) the course.**

The objectives of this course are:

- To understand various expressions of gender identity
- To understand gender constructs within a global context
- To analyze gendered issues from an international development perspective
- To apply UN SDGs to global gendered concerns

### **Learning Outcomes**

Following successful completion of the course, the participant would be able to:

- CO 1: Understand how gender, broadly understood, is a significant concern in international development.
- CO 2: Analyze the intersection of SDGs when applied to gender issues.
- CO 3: Apply local knowledge to global issues.
- CO 4: Create a proposal that advances a gender issue within a framework of international development.

## **Teaching Methodology**

This class requires students to become active, critical, participants in the learning process. Students will build a knowledge base from textual sources and in-class lecture materials. They will then be required to process and analyze these ideas by working together to respond to issues raised by the source materials. Discussion is a central feature of building class knowledge and understanding. Ideas and comments will be shared with the class as a whole, and students are expected to learn from their peers (flipped learning).

## Session Plan

Assignments will be updated throughout the semester. Please pay attention to the LMS and 'Reading Schedule' document.

DATE	TOPIC	ASSIGNMENT
Week 1: Sept. 1	Introduction	
Week 2: Sept. 8	1) Thinking about <i>gender</i> 2) Thinking Globally - <i>TED Talk: What the Social Progress Index Can Reveal About Your Country</i>	Read Beauvoir, <i>The Second Sex</i> , "Introduction" (on LMS)
Week 3: Sept. 15	TED Talk: <i>What Does My Headscarf Mean to You?</i>	<i>Culture Constructs Gender Difference</i>
Week 4: Sept. 22	Gender and Identity	Candace West and Don E. Zimmerman, "Doing Gender" in <i>Kimmel and Aronson</i> and "Beyond Sex-Role Theory" in <i>Kimmel</i>
Week 5: Sept. 29	Sex and Gender  TED Talk: <i>The Gender-fluid History of the Philippines</i>	<b>UNITAR certificates due</b>  Redressing the Gendered Political Realm in <i>Kimmel</i>  'Gender as an Institution'; and Gendered Communication in <i>Kimmel</i>
Week 6: Oct. 6	<b>CHUSEOK</b>	Make up Class Required
Week 7: Oct. 13	Gender Politics  Video: <i>Interview with Nora Cortiñas, founding member of Madres de Plaza de Mayo, Línea Fundadora, Argentina</i>	Paula England, "The Gender Revolution: Uneven and Stalled" in <i>Kimmel and Aronson</i>
Week 8 Oct. 20	Masculinities  TED Talk: <i>Why Gender Equality is Good for Everyone — Men Included</i>  TED Talk: <i>3 Things Men Can Do to Promote Gender Equity</i>	
Week 9:	<b>Midterm Exam</b>	

Oct. 27		
Week 10: Nov. 3	<p>Women in the Global Economy Women and Human Development</p> <p>Introducing the Final Project</p> <p>TED Talk: <i>Empower a Girl, Transform a Community</i></p>	<p>Read selections from Nussbaum; capabilities list is the priority</p> <p><a href="https://blogs.lse.ac.uk/medialse/2021/09/02/afghanistan-and-the-colonial-project-of-feminism-dismantling-the-binary-lens/">https://blogs.lse.ac.uk/medialse/2021/09/02/afghanistan-and-the-colonial-project-of-feminism-dismantling-the-binary-lens/</a></p>
Week 11: Nov. 10	The SDGs and the Social Progress Index, Part II	<b>Finalize groups &amp; brainstorm topics for project</b>
Week 12: Nov. 17	Topics in Contemporary Gender Issues	
Week 13: Nov. 24	Topics in Contemporary Gender Issues	<b>Prepare and submit outline for final project</b>
Week 14: Dec. 1	Feedback Session	
Week 15: Dec. 8	<b>(Presentations) SUBMIT FINAL PROJECT</b>	
	<b>Make up Session (Chuseok) TBD</b>	

## Mission Map

<b>Mission Based Goals</b>	<b>Approximate % of Course Content</b>
Global Perspective	25%
Asian Expertise	
Creative Management Foundation	20%
Cross Cultural Competence	25%
Social Responsibility	30%
<b>Total</b>	<b>100%</b>

## SolBridge Mission & Course Objectives

The prime goal of the course is to deliver the promise of SolBridge. SolBridge has the mission of educating the next generation of Asian Thought leaders. The school aims to instill in our graduates a Global Perspective, Asian Expertise, Creative Management Foundation, Cross Cultural Competence and a sense of social responsibility.

**Course Outcome – SolBridge Mission Matrix**

Course outcomes	Learning level	Course Outcome Statement	AoL competency Goal (code and the brief description)	SolBridge Mission Goals					Assessments
				Global Perspective	Asian Expertise	Creative Management Foundation	Cross Cultural Competence	Social Responsibility	
<b>CO 1</b>	<b>L2</b>	Understand how gender, broadly understood, is a significant concern in international development.	<b>N/A</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	assignments midterm exam
<b>CO 2</b>	<b>L4</b>	Analyze the intersection of SDGs when applied to gender issues.	<b>N/A</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	assignments final project
<b>CO 3</b>	<b>L3</b>	Apply local knowledge to global issues.	<b>N/A</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>	final project
<b>CO 4</b>	<b>L5</b>	Create a proposal that advances a gender issue within a framework of international development.	<b>N/A</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	final project