

國立中正大學課程大綱

National Chung Cheng University Syllabus

課號 course code	115_1_3103115_01	全英文授課 EMI	☒ 是 ☐ 否
課程類別 course type	☒ 人文關懷課程 ☐ 競賽專題課程 ☒ 問題導向課程 ☐ 專題導向課程 ☐ 總整課程 ☐ 實作課程 ☐ 實習 ☐ 其他		
課程名稱 (中文) Chinese course name	性別與公共政策：台灣的經驗		
課程名稱 (英文) English course name	Gender and Public Policy in Taiwan		
學年/學期 academic year /semester	115-1	學分 credits	2
學系 (所) department	社會福利學系	必選修 required/selected	☐ 必修 ☒ 選修
上課時間 class hours	TUE 4,5	上課地點 classroom	R241
教師 instructor	盧孟宗	教師 email Instructor's email	mengtsunglu@gmail.com
助教 teaching assistant		助教 email TA's email	
先修科目或 先備能力 prerequisites	無		
課程概述 course descriptions	本課程以台灣社會的政策與制度改革經驗為核心，探討性別、公共政策與社會變遷之間的關係。課程將從性別作為一種社會關係與公共議題出發，探討法律、制度與公共政策如何影響人們的日常生活、社會參與及權力關係，並理解性別如何在公共治理中被制度化、實踐與持續爭論。透過理解台灣的政策與制度改革經驗，培養學生從性別觀點分析公共政策與社會治理的能力，並進一步思考民主社會中的平等參與、代表性與社會正義等重要議題。 課程以台灣近年重要的政策改革與社會議題為主要案例，並於部分主題中對照國際性別平等規範與治理經驗，共分為六個主題，包括性別暴力防治、勞動與職場不平等、照顧政策與性別分工、政治參與及公共領域、LGBTQ+權利，以及 CEDAW 與性別主流化等國際性別治理機制。各主題將安排兩週課程，依議題性質介紹相關法律制度、政策背景、社會爭議、倡議行動及制度改革歷程，並進一步討論相關的性別分析觀點、重要概念與政策辯論，同時安排小組討論與課堂交流，培養學生從性別觀點分析公共政策與社會議題的能力。 課程不預設學生具備性別研究或公共政策分析的背景，也不以英語能力作為主要評量標準，而期望透過共同閱讀、思考與對話，引導學生建立分析當代社會議題與公共政策的能力與視野。課程重視學生積極參與課堂討論，評量方式如下：		

	1. 小組課堂討論（30%）：各主題皆安排一次課堂分組討論，由各組簡要記錄討論內容並進行分享。 2. 分組期末報告（30%）：學生以 2-4 人一組完成期末報告，並須於 Week 9 完成專題諮詢，於 Week 10 繳交一頁期末報告初步構想（proposal），學期末完成口頭報告及書面報告。詳細說明請參閱 Week 9 與 Week 16。 3. 個人作業（25%）：閱讀心得或課程反思，共五篇。學生可自選五週繳交，每篇以一頁為原則，內容可針對當週指定閱讀提出心得，或反思前一週課程內容與相關公共議題。 4. 出席情形與課堂參與（15%）。
課程概述（英文） course descriptions	This course examines the relationship between gender, public policy, and social change through the lens of Taiwan's policy development and institutional reforms. It begins by approaching gender as both a social relationship and a public issue, exploring how laws, institutions, and public policies shape everyday life, social participation, and power relations. Through the study of Taiwan's policy reforms and institutional development, students will develop the ability to analyze public policy and social governance from a gender perspective, while reflecting on issues of equal participation, political representation, and social justice in democratic societies. The course draws primarily on major policy reforms and contemporary social issues in Taiwan, while selected topics also incorporate international perspectives on gender equality and governance. It is organized into six thematic modules covering gender-based violence, work and labor inequality, care policy and the gendered division of labor, political participation and the public sphere, LGBTQ+ rights, and international gender governance, including CEDAW and gender mainstreaming. Each module spans two weeks. The course introduces relevant legal frameworks, policy development, social controversies, advocacy movements, and processes of institutional reform, while examining key gender perspectives, core concepts, and policy debates. Small-group discussions and classroom dialogue are incorporated throughout the semester to strengthen students' ability to analyze public policies and contemporary social issues from a gender perspective. No prior background in gender studies or public policy is required, and English language proficiency is not the primary basis for assessment. Instead, the course emphasizes collaborative reading, critical thinking, and classroom dialogue to help students develop analytical perspectives on contemporary social issues and public policy. Active participation is strongly encouraged, and student performance will be assessed as follows: 1. Group Discussion (30%) Each thematic module includes one small-group discussion. Groups are required to summarize their discussion and share their main ideas with the class. 2. Group Final Project (30%) Students will work in groups of two to four to complete a final project. Each group is required to participate in a project consultation during Week 9, submit a one-page project proposal in Week 10, and complete both an oral presentation and a written final report at the end of the semester. Please refer to Week 9 and Week 16 for detailed requirements. 3. Individual Assignments (25%) Students are required to submit five reading responses or reflective essays during the semester. They may choose any five weeks. Each assignment should be approximately one page and may focus either on the assigned readings for that week or on reflections relating the previous week's class to contemporary public issues. 4. Attendance and Class Participation (15%)

學習目標 learning objectives	透過台灣經驗與國際性別平等概念的對照，學習從性別觀點理解公共政策與社會治理，並進一步思考民主社會中的平等參與、代表性與社會正義等議題。並達成幾項學習目標： 1. 對台灣社會政策在性別平等面向與意涵有初步認識 2. 理解政策的不同選擇與價值預設 3. 提升並熟悉相關領域的英語辭彙與表述能力 Through comparisons between Taiwan's experiences and broader global perspectives on gender equality, students will learn how to understand public policy and social governance from a gender perspective, while also reflecting on issues such as equal participation, representation, and social justice in democratic society. The course aims to achieve the following learning objectives: 1. To develop a basic understanding of gender equality issues and their implications in Taiwan's social policies. 2. To understand the different policy choices and value assumptions behind public policies. 3. To improve familiarity with English vocabulary and expressions related to gender, public policy, and social issues.
教科書及參考書 textbooks and references	本課程無指定教科書。主要摘選 <i>"Gender and Political Analysis."</i>; <i>"Politics, Gender, and Concepts: Theory and Methodology"</i>; <i>"The Oxford Handbook of Gender and Politics."</i> 等書之部分相關章節，亦視課程相關補充其它閱讀資料。指定閱讀的文章數量不會太多，但期待同學能學習細讀並理解。每個主題會有兩到三篇文章，老師的講述會引導學生閱讀文章，並提出重要議題以利小組討論。
教學要點概述	
教材編選 teaching materials	☒自製簡報(ppt) ☒課程講義 ☐自編教科書 ☐教學程式 ☐自製教學影片 ☐其他
教學方法 teaching methods	☒講述 ☒小組討論 ☒學生口頭報告 ☐問題導向學習 ☐個案研究 ☐其他
評量工具 Evaluation tools	☐期中考 ☐期末考 ☐隨堂測驗 ☒隨堂作業 ☒課後作業 ☐期中報告 ☒期末報告 ☐專題報告 ☐評量尺規 ☐其他
教學資源 teaching resources	☒課程網站 ☒教材電子檔供下載 ☐實習網站
與 SDGs 目標的關聯 related to objectives of SDGs	☐SDG 1 終結貧窮 ☐SDG 2 消除飢餓 ☐SDG 3 健康與福祉 ☐SDG 4 優質教育 ☒SDG 5 性別平權 ☐SDG 6 淨水及衛生 ☐SDG 7 可負擔的潔淨能源 ☐SDG 8 合適的工作及經濟成長 ☐SDG 9 工業化、創新及基礎建設 ☒SDG 10 減少不平等

	☐SDG 11 永續城鄉 ☐SDG 12 責任消費及生產 ☐SDG 13 氣候行動 ☐SDG 14 保育海洋生態 ☐SDG 15 保育陸域生態 ☐SDG 16 和平、正義及健全制度 ☐SDG 17 多元夥伴關係 ☐無關聯
教師 相關訊息 instructor's information	
每週課程內容 weekly scheduled contents	
Week 1 Course Orientation (09/08) The introductory session provides an overview of the course objectives, structure, assessment, and classroom expectations. Students will become familiar with the major themes, learning activities, and final project requirements. The session also introduces the relationship between gender, public policy, and social change, explaining why Taiwan's policy experience serves as the primary context for this course. Students will have opportunities to get to know one another, form discussion groups, and begin thinking about possible topics for their final projects. 本週將介紹課程的教學目標、課程安排、評量方式及課堂規範，使學生了解本學期的主要主題、學習活動與期末報告要求。課程將初步說明性別、公共政策與社會變遷之間的關係，並介紹本課程以台灣政策與制度改革經驗作為主要討論脈絡的原因。同時，學生將透過課堂活動彼此認識、完成分組。	
Week 2 Overview: Understanding Gender and Public Policy (09/15) The introductory week explores the relationship between gender, society, and public policy in contemporary Taiwan. The course begins by asking several basic questions: What is gender? Why do gender issues become public issues? How do laws and public policies shape social relationships and everyday life? The class will also introduce the main themes and learning goals of the course. 課程導論將說明性別、社會與公共政策之間的關係，並討論幾個基本問題：什麼是性別？為何性別議題會成為公共議題？法律與政策又如何影響社會關係與日常生活？透過台灣近年社會爭議與政策案例，初步理解性別平等、公共政策與社會變遷之間連結。 ▪ Required reading: Lombardo, Emula and Petra Meier. 2016. Policy. Pp. 610-631 in <i>the Oxford Handbook of Feminist Theory</i>, edited by Lisa Jane Disch and Mary E. Hawkesworth. Oxford University Press. ▪ Further reading: Policy. 2017. Pp. 160-182. in <i>Gender and political analysis</i>, eds by Kantola, Johanna, and Emanuela Lombardo.	
Week 3 Gender-Based Violence (I): Law, Policy, and Social Change (09/22) This week introduces the development of Taiwan's major legal framework against gender-based violence. Through several important social incidents and policy debates, we will examine how gender violence gradually became recognized as a public issue requiring state intervention and legal protection. The class will also briefly discuss the recent development of anti-stalking legislation and its social background. 本週介紹台灣防治性別暴力的重要法律制度，包括《家庭暴力防治法》、《性侵害犯罪防治法》與《性騷擾防治法》等「防暴三法」的形成背景與主要內容。透過重要社會事件，說明性別暴力如何由私人問題轉變為國家必須介入的公共議題，。 ▪ Required reading: 張秀鴛、吳冠穎 (2016) 〈臺灣性別暴力防治回顧與前瞻〉；Policy Updates 《家庭暴力防治法》修法懶人包、性騷擾防治新制懶人包 (online resources)。 ▪ Pre-class Exploration: Please look up and briefly explore the full texts of the following three laws:	

- Domestic Violence Prevention Act (家庭暴力防治法)
- Sexual Assault Crime Prevention Act (性侵害犯罪防治法)
- Sexual Harassment Prevention Act (性騷擾防治法)

The purpose is to gain a basic understanding of Taiwan's violence-prevention framework and become familiar with how these policies are expressed in English. You do not need to read every article or memorize the legal provisions.

Week 4 Gender-Based Violence (II): Violence and Gender Equality Perspectives (09/29)

This week explores several key perspectives for understanding gender violence and sexual violence from the viewpoint of gender equality. The class will discuss how gender stereotypes, unequal power relations, and social norms influence the understanding of violence and victimization. Students will examine concepts such as public and private boundaries, victim-blaming, sexual autonomy, and gender sensitivity through contemporary social debates and public discussions in Taiwan.

課程從性別平等與性別敏感度的觀點出發，討論理解性別暴力與性暴力的幾個核心概念。將說明性別刻板印象、權力關係與社會文化如何影響人們對暴力與受害經驗的理解，並透過近年台灣的社會爭議與公共討論，探討責備受害者、性自主、公共與私人界線等重要議題。

- **Required reading:** Sweeny, Brian N. 2020. **Gender-Based Violence and Rape Culture**. Pp. 285-302 in *Companion to Women's and Gender Studies*, edited by Nancy A. Naples. John Wiley & Sons.
- **Further reading:** Menon, Sudha. 2023. **Women, Violence and Male Power**. Pp. 129-159. in *Introduction to Women Studies: The Feminist Perspective*. Burlington: Society Publishing

Week 5 Work and Labor (I): Gender Equality in Employment Act (10/06)

This week examines gender inequality in Taiwan's labor market and workplace experiences. The class will introduce the Gender Equality in Employment Act and discuss how public policies address issues such as gender discrimination, parental leave, workplace harassment, and work-family balance. Students will also explore major gender differences in labor participation, wage gaps, occupational segregation, and employment patterns in contemporary Taiwan.

本週探討台灣勞動市場中的性別不平等現象與職場經驗，介紹《性別工作平等法》與相關制度如何回應性別歧視、育嬰留職停薪、職場性騷擾與工作家庭平衡等議題。也將討論當代台灣勞動中的性別差異，包括勞動參與率、薪資落差、職業區隔與就業型態等問題，思考性別如何影響工作與經濟生活。

▪ **Required reading:**

1. 性別平等工作法 (*Gender Equality in Employment Act*)

Please focus on Articles 1, 7–21, 26, and 31–32. You do not need to read or memorize every provision.

- [Chinese Version](#)
- [English Version](#)

2. Twenty Years of the Gender Equality in Employment Act: Are Workplace Gender Rights Fully Protected in Taiwan?

[Women's Awakening Foundation](#)

3. Top 10 Questions about the Gender Equality in Employment Act

[Ministry of Labor](#)

4. Gender Equality Case Analysis

[Employment Equality Website, Ministry of Labor](#)

5. Gender at a Glance in R.O.C. (Taiwan)

[Gender Equality Committee, Executive Yuan](#)

- **Further reading:** Alvesson, Mats, and Yvonne Due Billing. 2009. **Division of labour and Sex typing**. Pp. 49-69 in *Understanding gender and organizations*. SAGE Publications Ltd.,

Week 6 Work and Labor (II): Gender, Organization and Workplace Culture (10/13)

In this week we discuss how workplace organizations and institutional cultures shape gender inequality in everyday working life and how organizations are often built upon assumptions about the “ideal worker,” work commitment, and family responsibilities, which may reproduce unequal gender expectations. Students will examine issues such as work-family balance, the gender division of labor, glass ceilings, and motherhood penalties, and consider how organizational practices influence gender equality in the workplace.

本週將從組織與職場文化的角度，探討性別不平等如何在日常工作環境中被持續再生產。課程將介紹組織制度中對「理想工作者」、工作投入與家庭責任的預設，如何形成性別化的職場期待與勞動分工。學生也將討論工作家庭平衡、玻璃天花板、母職懲罰與性別分工等議題，並思考組織實作如何影響職場中的性別平等。

- **Required Reading:** Wong, Yan Ling Anne and Maria Charles. 2020. **Gender and Occupational Segregation**. Pp. 303-325 in *Companion to Women's and Gender Studies*, edited by Nancy A. Naples. John Wiley & Sons.
- **Further Reading:** Ferguson, Lucy. 2013. **Gender, Work, and the Sexual Division of Labor**. Pp. 337-361 in the *Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola and S. Laurel Weldon. Oxford University Press.

Week 7 Care (I): Policy and the Division of Labor (10/20)

This week examines care as a social and policy issue rather than simply a private family responsibility. The class will introduce major care-related policies in Taiwan, including long-term care programs, childcare policies, parental leave systems, and migrant care work. Students will discuss how care labor is divided among families, the state, and the market, and explore how gender expectations continue to shape the unequal distribution of care work in contemporary society.

本週將從社會分工與公共政策的角度，探討照顧如何成為一項超越家庭私人責任的重要公共議題。課程將介紹台灣的重要照顧相關制度，包括長照政策、托育公共化與準公共化、育嬰留職停薪制度，以及移工照顧勞動等內容，並討論家庭、國家與市場如何共同分配照顧責任，以及性別期待如何持續影響照顧勞動的不平等分工。

- **Required Reading:** 王舒芸、王兆慶、覃玉蓉，2026，從雙養家到雙照顧的未竟轉型：婦運擾動、資本掣肘與國家角色。頁 217-239，收錄於伍維婷、黃淑玲、葉德蘭主編，《擾動：性平運動與國家》。高雄：巨流。
- **Further reading:** Todaro, Rosalba and Irma Arriagada. 2020. **Global Care Chains**. Pp. 347-364 in *Companion to Women's and Gender Studies*, edited by Nancy A. Naples. John Wiley & Sons.

Week 8 Care (II): Care Politics and Social Equality (10/27)

This week explores the political and ethical dimensions of care in contemporary society. We will discuss why care work has often been undervalued or treated as a private responsibility, and how gender norms shape the unequal distribution of care labor. Then examine ideas such as care ethics, the politics of care, and the democratization of care, and consider how care is connected to social equality, labor, and welfare in modern societies.

本週將進一步探討照顧在當代社會中的倫理與政治意涵。包括照顧勞動為何長期被低估或視為私人責任，以及性別規範如何影響照顧工作的不平等分配。也將引介照顧倫理、照顧政治等觀點，並進一步思考照顧如何與社會平等、勞動分工與福利制度相互連結。

- **Required Reading:** Sainsbury, Diane. 2013. **Gender, Care, and Welfare**. Pp. 313-336 in the *Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola and S. Laurel Weldon. Oxford University Press.
- **Further reading:** Bergeron, Suzanne. 2016. **Formal, Informal, and Care Economies**. Pp. 179-206 in the *Oxford Handbook of Feminist Theory*, edited by Lisa Jane Disch and Mary E. Hawkesworth. Oxford University Press.

Week 9 Midterm Project Workshop: Final Project Consultation and Proposal Development (11/03)

During the midterm week, students will work in groups to develop an initial plan for their final project. Each group may attend the scheduled class session to discuss its ideas with group members and consult with the instructor or arrange a separate consultation with the instructor during the same week. All groups are required to submit a one-page preliminary project proposal at the beginning of Week 10. The proposal should include a tentative topic, the main question or issue to be examined, the policy case or social debate to be discussed, and an initial plan for the project.

期中考週將作為期末報告的構想發展與諮詢時間。學生需以小組為單位討論期末報告的初步方向，並可選擇於原定上課時間到課堂進行小組討論及與教師確認構想，或另行與教師於該週約定時間進行討論。所有小組均須於第 10 週上課時繳交一頁的期末報告初步構想，內容應包括暫定主題、主要問題或欲探討的議題、預計分析的政策案例或社會爭議，以及初步的報告規劃。

Week 10 Political Power (I): Representation and Participation (11/10)

In this week the class will introduce the evolution of the gender quota system and discuss gender differences in political representation across different levels of elected office. Students will also explore grassroots experiences of women's political participation, including local women leaders and community politics, as well as the Gender Equality Policy Guidelines on gender, power, decision-making, and influence in public affairs.

本週將探討台灣關於女性在政治代表的政治平權發展，介紹婦女保障名額與性別配額制度的演變，並討論不同層級民意代表中的性別比例差異。學生也將進一步了解基層女性參政與女里長行動經驗，以及《性別平等政策綱領》中關於性別權力、決策與影響力等重要議題，思考民主政治中的代表性與性別平等之間的關係。

- **Required Reading:** 黃長玲，2025，性別配額的體制建立與發展。頁 69-88，收錄於伍維婷、黃淑玲、葉德蘭主編，《擾動：性平運動與國家》。高雄：巨流。
- **Further reading:** Childs, Sarah and Joni Lovenduski. 2013. **Political Representation**. Pp. 489-513 in the *Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola and S. Laurel Weldon. Oxford University Press.

Week 11 Political Power (II): Gender and the Public Sphere (11/17)

The class will discuss how politics and public life have often been structured around unequal gender norms and assumptions, influencing who can speak, participate, and be recognized in society. Students will examine the relationship between gender and the public/private divide and consider why equal participation and representation are important for democratic society.

課程將討論政治與公共生活如何長期受到不平等性別規範與社會期待的影響，進而形塑不同群體在社會中的發聲、參與與被看見的機會。學生也將探討性別與公私領域界線之間的關係，並進一步理解女性主義對民主社會中不平等參與與代表性的批判觀點。

- **Required Reading:** Strolovitch, Dara Z. and Erica Townsend Bell 2013. **Sex, Gender, and Civil Society**. Pp. 367-389 in the *Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola and S. Laurel Weldon. Oxford University Press.
- **Further reading:** Fraser, Nancy. 1990. "Rethinking the public sphere: A contribution to the critique of actually existing democracy." *Social text* 25/26 : 56-80.

Week 12 Sexuality and Citizenship (I): LGBTQ+ Rights and Legal Reform (11/24)

This week examines the development of LGBTQ+ rights and legal reforms in Taiwan, with a focus on the legalization of same-sex marriage and related public debates. The class will discuss how legal recognition, constitutional interpretation, and social movements have shaped the expansion of sexual citizenship and gender equality in contemporary Taiwan. Students will also consider the relationship between legal reform, public opinion, and democratic participation in the process of social change.

本次課程將介紹台灣 LGBTQ+ 權利的發展與相關法律改革，並以同婚合法化與平權運動及相關社會爭議為核心案例，延伸考法律承認、憲法解釋與社會運動如何共同影響當代台灣性公民權與性別平等的發展，並進一步討論法律改革、公共意見與民主參與在社會變遷中的關係。

- **Required Reading:** 官曉薇，2019，〈臺灣民主化後同志人權保障之變遷—法律與社會運動的觀點〉。《中研院法學期刊》特刊 1: 551-615。

Week 13 Sexuality and Citizenship (II): Diversity and Inclusion (12/01)

This week explores issues of gender diversity, social inclusion, and cultural recognition in contemporary society. The class will discuss how social norms and cultural expectations shape the experiences of LGBTQ+ communities and gender-diverse individuals in everyday life. Students will examine public debates surrounding diversity, inclusion, and equality, and consider how democratic society responds to changing understandings of gender and sexuality.

主題延伸至當代社會中的性別多元、社會包容與文化承認等議題。討論社會規範與文化期待如何影響少數性別的日常經驗，並進一步分析多元、包容與平等等公共討論。共同思考民主社會如何回應性別與性傾向觀念的變遷，以及群體在社會中的交織性與差異處境。

- **Required Reading:** Strolovitch, Dara Z. and Erica Townsend Bell 2013. **Sex, Gender, and Civil Society.** Pp. 367-389 in the *Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola and S. Laurel Weldon. Oxford University Press.
- **Further reading:** Lister, Ruth. 1997. "Citizenship: Towards a feminist synthesis." *Feminist review* 57.1: 28-48.

Week 14 Transnational Norms and Local Policies (I): CEDAW (12/08)

This week introduces the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). We will examine the background, major principles, and monitoring mechanisms of CEDAW within the United Nations system and discuss how international gender norms have shaped local policy development and institutional reform. Students will also explore Taiwan's unique experience of implementing CEDAW through domestic legislation, national reports, and the growing institutionalized dialogue between government agencies and civil society organizations.

本週將介紹《消除對婦女一切形式歧視公約》(CEDAW)的形成背景、重要原則與聯合國監督機制，並探討國際性別平等規範如何影響台灣的政策發展與制度改革。課程也將說明台灣在特殊國際處境下，如何透過國內法化、國家報告與審查制度推動 CEDAW 的實踐，以及政府與民間團體之間逐漸制度化的對話與互動機制。

- **Required Reading:** 官曉薇，2020，**CEDAW 的臺灣實踐：回顧與檢討**。台灣國際法學刊，16(2)，59-84。
- **Online Sources:** <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

Week 15 Transnational Norms and Local Policies (II): Gender Mainstreaming (12/15)

Gender mainstreaming is an internationally recognized strategy for gender equality and policy reform. We will introduce how the idea of gender mainstreaming has been translated from an abstract global norm into concrete policy practices, administrative tools, and institutional mechanisms, and consider how gender governance has influenced the development of gender equality policies in Taiwan. The course will also reflect on the achievements, limitations, and challenges of gender mainstreaming in contemporary governance.

本週將介紹性別主流化作為國際間重要的性別平等政策改革策略，並探討其如何從抽象的國際規範逐步轉化為台灣在地的政策實作、行政工具與制度機制，進一步思考性別治理如何影響台灣性別平等政策的發展，並將討論性別主流化在當代治理中的成果、限制與實際挑戰。

- **Required Reading:** Walby, Sylvia. 2011. **Gender Mainstreaming.** Pp.80-100 in *The Future of Feminism*. Cambridge: Polity Press.
- **Further reading:** Lombardo, Emanuela, Petra Meier and Mieke Verloo. 2013. **Policy Making.** Pp. 679-702 in the *Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola and S. Laurel Weldon. Oxford University Press.

Week 16 Final Report (12/22)

For the final project, students are required to select one topic related to the course themes and develop an analysis based on course materials, policy issues, or contemporary social debates. During the final class session, students will give an oral presentation to share their topic, main arguments, and findings with the class. In addition, a written final report must be submitted by the assigned deadline as the final course assignment.

期末報告將由學生自行選擇本學期課程中的任一主題，結合課堂內容、政策案例或相關社會議題進行分析與討論。學生需於最後一次上課時進行口頭報告，與同學分享研究主題、主要觀點與分析內容，並參與課堂交流與討論。此外，學生亦須於指定期限內繳交期末書面報告，以作為本課程的期末成果。

The report should demonstrate students' ability to apply concepts introduced in class rather than conduct original academic research.

- Group size: 2–4 students
- Length: 4,000–6,000 words (excluding references and appendices)
- Presentation: 15–20 minutes per group, followed by Q&A
- Submission: Written report in English
- Suggested structure:
 - Introduction
 - Background of the policy issue
 - Gender perspectives and policy analysis
 - Discussion
 - Conclusion
 - References

Week 17 Flexible and Independent Learning (12/29)

Week 18 Flexible and Independent Learning (01/05)

核心能力

core competencies

核心能力 Core competency		本課程與核心能力關聯強度 Degrees of related to core competencies				
		1	2	3	4	5
專業能力 Specific competency	1.具備對於國內外社會問題關懷熱忱與探究興趣之能力。				○	
	2.具備持續自主學習與運用社會、政治、經濟等社會科學基本知識之能力。				○	
	3.具備邏輯思考與分析問題，理解與運用社會科學研究方法之能力。				○	
共通能力 General Competence	1.具備社會福利資訊與資料分析之能力。			○		
	2.具備社會福利政策、方案設計之評估與執行能力。				○	
	3.具備社會福利實務與運用之能力。			○		

註：關聯強度以五點量表標示，1 表示沒有關聯，5 表示非常有關聯。