



## UNSW Course Outline

# ARTS1900 Gendered Worlds: Introduction to Gender Studies - 2024

Published on the 25 Aug 2024

## General Course Information

Course Code : ARTS1900

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course is an interdisciplinary introduction to the study of women, gender and sexualities

through the frameworks of world history, cross-cultural analysis and social theory. You will begin with questions that are fundamental to gender studies – such as ‘what is gender?’ – and trace them across time and place to demonstrate how gender intersects with race, class, sexuality and other markers in different historical and cultural contexts. You will consider how religion, colonialism, nationalism and cross-cultural contacts have shaped and influenced gender roles and relations. The course will also introduce you to key debates and developments in gender studies, including the question of when and how patriarchies emerged, influential theories of intersectionality and gender performativity, and the emergence of trans studies.

## **Relationship to Other Courses**

ARTS1900 Gendered Worlds is the gateway course for a minor in Gender Studies, and matches well with upper level Gender Studies courses including ARTS2900 Global Feminisms; ARTS2906 History of Sexuality; and ARTS3900 Feminist and Queer Theory: Histories and Debates. All of these courses also count towards a minor or major in History. Students outside of Gender Studies and History are also very welcome, and the cohort is always diverse in all sorts of ways.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply in-depth gender analysis within disciplinary, interdisciplinary and/ or trans-disciplinary contexts.
CLO2 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
CLO3 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
CLO4 : Demonstrate sensitive engagement with diverse cultural and social perspectives.
CLO5 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : Apply in-depth gender analysis within disciplinary, interdisciplinary and/ or trans-disciplinary contexts.	<ul style="list-style-type: none"><li>• Keyword/s Presentation</li><li>• Tutorial Responses</li></ul>
CLO2 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.	<ul style="list-style-type: none"><li>• Class test</li><li>• Keyword/s Presentation</li><li>• Tutorial Responses</li></ul>
CLO3 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.	<ul style="list-style-type: none"><li>• Class test</li><li>• Keyword/s Presentation</li><li>• Tutorial Responses</li></ul>
CLO4 : Demonstrate sensitive engagement with diverse cultural and social perspectives.	<ul style="list-style-type: none"><li>• Class test</li><li>• Keyword/s Presentation</li><li>• Tutorial Responses</li></ul>
CLO5 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none"><li>• Class test</li><li>• Keyword/s Presentation</li><li>• Tutorial Responses</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

## Learning and Teaching in this course

We want this course to be a safe space in the most generative sense - safe to share ideas and respectful dialogue, and free from racism, sexism, homophobia, transphobia and so on.

We aim to support your teaching and learning by recognising that each student has their own distinctive pathway through a course - we encourage you to follow your interests within the

structure provided by our content and guidance.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Keyword/s Presentation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Not Applicable
Tutorial Responses Assessment Format: Individual Short Extension: Yes (3 days)	60%	Start Date: Not Applicable Due Date: End of WK 4, end of WK 10
Class test Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Week 10.

## Assessment Details

### Keyword/s Presentation

#### Assessment Overview

Students will give a 5-minute oral presentation in their allocated week with slides on a chosen source related to the keyword/s of the week.

Feedback via rubric

#### Course Learning Outcomes

- CL01 : Apply in-depth gender analysis within disciplinary, interdisciplinary and/ or trans-disciplinary contexts.
- CL02 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
- CL03 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CL04 : Demonstrate sensitive engagement with diverse cultural and social perspectives.
- CL05 : Act ethically, respectfully and responsibly.

#### Detailed Assessment Description

Each week in the course is associated with a **keyword** or words - e.g. patriarchy, religion, colonialism. These will be listed on Moodle and flagged in lectures and where the gender emphasis is not explicit, 'gender' should be emphasised in the talk itself - e.g 'gender and religion'. (Pro-tip: 'gender' is not shorthand for 'women' though women can be your focus) You are also welcome to focus on keywords which suit the week's themes - e.g the term 'transmisogyny' or 'genderqueer' for the week on 'Beyond the Gender Binary'. Feel free to contact your teacher for reassurance on your chosen keyword in advance if you wish.

Taking the keyword as a starting point, you choose a source and present it to the class through the lens of your keyword. The source need not be academic though it can be (e.g. an extra reading from leganto, a book or article you have sourced independently). You may choose to take your source from popular culture (a film, a song, a Tik Tok) or from art or history or literature or memoir or the news. The source may explicitly focus on the key word (e.g a You Tuber explains intersectionality) or it may generate thoughts/ ideas about the keyword. (e.g Beyonce's 'If I was a Boy' could be used to discuss the keywords 'patriarchy' or hegemonic masculinities). Course content may provide ideas/ suggestions.

**What your five minute talk should address:**

- What is this source, why did you choose it and what keyword/s does it illuminate/ provide a perspective on?
- What is the perspective offered - consider the author / artist etc (if applicable); the historical/ cultural context in which the source was created.

**Essential** - slides to accompany your talk, 3 plus screens. References provided either beneath each slide in the notes section (e.g. links) and/ or a bibliography/ reference list on the final screen. Please send the slides to your teacher before the tutorial.

**Optional** - explicit links to course material; definitions of keyword/s that you find useful for introducing and analysing your source; a question to pose to the class.

**What you are assessed on** - content, delivery, slides. Your teacher will email your feedback within a week.

**Assessment Length**

5 minutes

**Submission notes**

Please send slides to your teacher before the tutorial so they can upload to Moodle.

**Assignment submission Turnitin type**

This is not a Turnitin assignment

**Generative AI Permission Level**

**Not Applicable**

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use. For more information on Generative AI and permitted use please see [here](#).

## Tutorial Responses

### Assessment Overview

Across the term, students answer 6 tutorial questions from 6 different weeks, drawing on tutorial reading; lecture content and/or online material.

Length: ca. 300 words per response x 6. Each response is worth 10%.

Feedback via rubric and individual written comments.

### Course Learning Outcomes

- CL01 : Apply in-depth gender analysis within disciplinary, interdisciplinary and/ or trans-disciplinary contexts.
- CL02 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
- CL03 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CL04 : Demonstrate sensitive engagement with diverse cultural and social perspectives.
- CL05 : Act ethically, respectfully and responsibly.

### Detailed Assessment Description

Across the term, students answer SIX tutorial questions from SIX different weeks, drawing on tutorial reading; lecture content and/ or online material. The assessment is submitted in two parts - three questions from Weeks 1-4 are submitted by end of Week 4; three questions from Weeks 5-10 are submitted by end of Week 10.

Feedback via individual comments and rubric for first submission; by individual comments for second submission.

### ***Additional details:***

Questions: The questions are posted on Moodle in the weekly folders. (Sometimes I will add new questions as the term goes on, but these will be in addition to the existing ones, rather than in place of)

Referencing: We do require references for this assessment - ideally footnotes, but can also use in-text, provided you include page number refs. If using footnotes, you do not need to supply a

bibliography as the footnote contains the information. If using in-text, please provide a reference list.

Research: Mostly, you are not expected to read / listen beyond the set content for the week, nor are you expected to use all the material to answer a question - use the material most relevant to that question. Some questions, for example, may be about one specific text. In some cases, there will be a suggestion to read an extra reading in Leganto relevant to the question or to find some further commentary to help with your answer.

Each week, there is also the option to answer this question. You can take this option twice - i.e. one per each submission. So in other words, do not answer this question every week!

***What would you like to share with your teacher, which relates broadly to this week's themes?***

E.g. it could be an online article, a Twitter thread, a documentary, a Tic Toc - as long as you can provide evidence it exists in the form of a reference - eg. provide a link, a screen shot, whatever is necessary. And of course you must write about it. You can make links to specific readings or you can just discuss whatever you're sharing in broad relation to the week's themes.

#### **Assessment Length**

300 words per response plus references.

#### **Submission notes**

Please submit to Turn It In - if you have any issues, email to Zora and then submit at next available opportunity.

#### **Assessment information**

Our preferred referencing system is footnote and bibliography/ Oxford:

<https://www.student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>

We also accept in-text systems which provide a page number ref- in this case, you also supply a reference list.

<https://www.student.unsw.edu.au/harvard-referencing>

Formatting:

Please write the question in bold up top.

Please use reader-friendly font and 12 pt size, plus 1.5 or double spacing.

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

We recognise the lure of AI and its positive qualities. But what we want to see most of all if you engaging with the material. AI will provide generic answers - we don't want to see these. We want your unique answer, based in course material.

## **Class test**

### **Assessment Overview**

Students sit up to a 1.5-hour class test in the final week. The test will be in the form of short answers and a short reflective essay and will test knowledge of the course as a whole.

Feedback via marks.

### **Course Learning Outcomes**

- CL02 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
- CL03 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CL04 : Demonstrate sensitive engagement with diverse cultural and social perspectives.
- CL05 : Act ethically, respectfully and responsibly.



### Detailed Assessment Description

We will provide more details of the class test as we get closer to the time. Rest assured you will have plenty of support and what we want to see is reflection on the course and feedback about our approach.

### Assessment Length

1-1.5 hours

### Submission notes

TBA

### Assignment submission Turnitin type

This is not a Turnitin assignment

### Generative AI Permission Level

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	What is Gender? What is Gender History?
	Tutorial	What is Gender? What is Gender History? Introductory Tutorial - presentations assigned.
Week 2 : 16 September - 22 September	Lecture	Historical Foundations of Gender: Before and After Patriarchy
	Tutorial	Bargaining with Patriarchy
Week 3 : 23 September - 29 September	Lecture	From Goddesses to Gods: Gender and Religion; Witch-hunts
	Tutorial	Witch-hunts: What did religion (or gender) have to do with it?
Week 4 : 30 September - 6 October	Lecture	Gender, sex and colonialism ; Veiling/ Unveiling
	Tutorial	The Veil; Aboriginal women and colonial legacies
	Assessment	First set of tutorial responses due end of Week 4 - please submit to Turn It In.
Week 5 : 7 October - 13 October	Lecture	Beyond the Gender Binary
	Tutorial	Trans : local/ global perspectives
Week 6 : 14 October - 20 October	Reading	No classes this week - time to catch up on your reading!
Week 7 : 21 October - 27 October	Lecture	Modern Masculinities; Hegemonic Masculinity
	Tutorial	Hegemonic Masculinity
Week 8 : 28 October - 3 November	Lecture	Feminist challenges and challenges to feminism
	Tutorial	Sisterhood?
Week 9 : 4 November - 10 November	Lecture	Gendering Bodies/ Gendering Science
	Tutorial	Gendering Bodies/ Gendering Science
Week 10 : 11 November - 17 November	Lecture	Wrap up and class test preparation
	Tutorial	Reflections

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Lectures are held each week (except week 6 reading week) in Patricia O-Shane G04. There is a break in the middle of the two-hour lecture slot. Lectures are recorded and available on Moodle after the lecture. Zora will upload lecture slides onto Moodle prior to the lecture. Lecture attendance is not compulsory, but encouraged - we'd love to see you!

Tutorials are held each week, except week 6 and go for 1.5 hours. You are encouraged to attend ALL tutorials, or at minimum 80% to get the most out of the course. Zora will take the Wednesday tutorial (Mathews 105) directly after the lecture, while Dr Samantha Murray will take all tutorials on Thursday and Friday.

# Course Resources

## Prescribed Resources

There is no set text for this course. We have essential readings each week which are listed on Moodle and available via Leganto or PDFs in dedicated folders for each week.

## Recommended Resources

Peter Stearns, Gender in World History - various editions, available as e-book via UNSW Library.

## Course Evaluation and Development

As long as Zora has been teaching it, ARTS1900 has been a very high-performing course. We routinely refresh material and this year have introduced a different suite of assessment to better accommodate the diverse range of students in the course - some of whom are gender studies and history students, but many who are not.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Zora Simic		MB347		By appointment and/or via email	No	Yes
Tutor	Samantha Murray				By appointment and/or via email	No	No

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;

- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to

introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone,

you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## **School Contact Information**

### **School of Humanities & Languages**

**Email:** [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

**Location:** School Office, Morven Brown Building, Level 2, Room 258

**Opening Hours:** Monday - Friday, 9am - 5pm