



**UNSW**

## UNSW Course Outline

# ARTS2909 Gender in South Asia and Southeast Asia - 2024

Published on the 29 Aug 2024

## General Course Information

**Course Code :** ARTS2909

**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

In this course, you will learn about cultural constructions of gender (including non-heteronormative genders), in several countries of the South Asian and Southeast Asian regions with a focus on the more contemporary era from the mid-twentieth century to the present. The

topics covered include: the way religion, culture (including popular culture such as Bollywood), and authoritarian regimes are complicit in fashioning gender, the gendering of politics, sexualities, women's movements and gender activism, gender and work, the impact of migrations, and reproductive rights. We discuss uniquely South Asian and Southeast Asian issues such as dowry-related deaths and discrimination against widows in India, prostitution, sex trafficking, professional girlfriends, entertainers, and mistresses, gender icons such as the Singapore Girl and the strongman politician, gender and the marketplace, Orientalism, 'mail-order' brides, beauty queens, gender and national dress (including the semiotics of veiling), and the marriage imperative.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis through an original project on gender issues.
CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
CLO5 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : 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>• Research Essay</li><li>• Reading Responses</li><li>• Test</li></ul>
CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.	<ul style="list-style-type: none"><li>• Individual Exercise</li><li>• Research Essay</li><li>• Reading Responses</li><li>• Test</li></ul>
CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis through an original project on gender issues.	<ul style="list-style-type: none"><li>• Individual Exercise</li><li>• Research Essay</li><li>• Reading Responses</li><li>• Test</li></ul>
CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.	<ul style="list-style-type: none"><li>• Individual Exercise</li></ul>
CLO5 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none"><li>• Research Essay</li><li>• Reading Responses</li><li>• Test</li><li>• Individual Exercise</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Additional Course Information

Use of generative AI. For all assessments for this course you are not permitted to use Generative AI. If the use of generative AI such as ChatGPT is detected, it will be regarded as serious

academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

**Use of machine translation and grammar tools.** The language of instruction at UNSW is English, and students admitted to UNSW are assumed to possess a level of English competence sufficient to enable them to read academic texts and complete assessment tasks in English. Translation and grammar tools can be very valuable to help you refine and improve your written work and develop your English-language capabilities. You are therefore encouraged to make judicious use of these tools. Such use does not include writing a whole essay in another language and submitting a machine-translated version as your own work. Any such work will be identified as AI-generated and treated accordingly. You should also be aware that Grammarly now incorporates generative AI, so significant volumes of text submitted to Grammarly may be changed significantly from your own ideas to give a false impression of your work and capability. Such work will also be flagged as AI-generated and treated accordingly. After all, the marking rubric for these assessments includes written expression hence, the work must be written by yourself and not a machine.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Research Essay Assessment Format: Individual	40%	Start Date: 13/09/2024 11:00 AM Due Date: 18/10/2024 05:00 PM
Reading Responses Assessment Format: Individual	20%	Start Date: 13/09/2024 11:00 AM Due Date: 27/09/2024 05:00 PM
Test Assessment Format: Individual	20%	Start Date: 15/11/2024 09:00 AM Due Date: 15/11/2024 11:00 AM
Individual Exercise Assessment Format: Individual	20%	Start Date: 13/09/2024 11:00 AM Due Date: 28/10/2024 05:00 PM

## Assessment Details

### Research Essay

#### Assessment Overview

The essay should be 2500 words.

Feedback will be by individual comments to students, and a marking rubric.

## Course Learning Outcomes

- CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis through an original project on gender issues.
- CLO5 : Act ethically, respectfully and responsibly.

## Detailed Assessment Description

Students need to choose an essay question from the file "Essay Questions and Bibliographies" uploaded in the Moodle site.

Students should write an essay (c2500 words) in response to the question.

The marking rubric is in the Moodle site.

All essays should have references and use scholarship.

## Assessment Length

2500 words

## Assessment information

Students must use scholarship and use references (footnotes or in-text references) and include a bibliography.

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Generative AI Permission Level

### **No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

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

**Use of generative AI.** For all assessments for this course you are not permitted to use Generative AI. If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

**Use of machine translation and grammar tools.** The language of instruction at UNSW is English, and students admitted to UNSW are assumed to possess a level of English competence sufficient to enable them to read academic texts and complete assessment tasks in English. Translation and grammar tools can be very valuable to help you refine and improve your written work and develop your English-language capabilities. You are therefore encouraged to make judicious use of these tools. Such use does not include writing a whole essay in another language and submitting a machine-translated version as your own work. Any such work will be identified as AI-generated and treated accordingly. You should also be aware that Grammarly now incorporates generative AI, so significant volumes of text submitted to Grammarly may be changed significantly from your own ideas to give a false impression of your work and capability. Such work will also be flagged as AI-generated and treated accordingly. After all, the marking rubric for these assessments includes written expression hence, the work must be written by yourself and not a machine.

## Reading Responses

### Assessment Overview

One response to readings worth 20%. Readings are two chapters from two separate books per week or two articles. Response should be ca. 600 words.

Feedback is given through individual written comments to students, a marking rubric, and oral discussion of the readings in class.

### Course Learning Outcomes

- CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis through an original project on gender issues.
- CLO5 : Act ethically, respectfully and responsibly.

### Detailed Assessment Description

Students write a response of c600 words to the questions posed in the tutorial for week 3 on sexuality. Students must watch the film *Etiquette for Mistresses* (to be discussed in the seminar that same week) and the chapter by Linda Rae Bennett on sexuality in Mataram Java and answer all the questions. The total word length for the response to all questions should be only 600 words.

## Assessment Length

600 words

## Assessment information

The marking rubric for this assessment includes a class participation mark for this particular tutorial in week 3. See the marking rubric in the Moodle site.

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Generative AI Permission Level

### **No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

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

**Use of generative AI.** For all assessments for this course you are not permitted to use Generative AI. If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

**Use of machine translation and grammar tools.** The language of instruction at UNSW is English, and students admitted to UNSW are assumed to possess a level of English competence sufficient to enable them to read academic texts and complete assessment tasks in English. Translation and grammar tools can be very valuable to help you refine and improve your written work and develop your English-language capabilities. You are therefore encouraged to make judicious use of these tools. Such use does not include writing a whole essay in another language and submitting a machine-translated version as your own work. Any such work will be identified as AI-generated and treated accordingly. You should also be aware that Grammarly now incorporates generative AI, so significant volumes of text submitted to Grammarly may be changed significantly from your own ideas to give a false impression of your work and capability. Such work will also be flagged as AI-generated and treated accordingly. After all, the marking rubric for these assessments includes written expression hence, the work must be written by yourself and not a machine.

# Test

## Assessment Overview

Length of test is two hours, students write approximately 200 words per essay question and there are four essay questions. The test is based on lectures and each lecture comes with a lecture handout that summarises each lecture in detail. These lecture handouts are what the test is based on so students can consult them after the test and this works as both a rubric and a feedback tool.

Feedback: Class tests are not returned to students.

## Course Learning Outcomes

- CLO1 : Articulate how gender is a constitutive feature of societies and cultures and how it intersects with other categories such as race, class and sexuality.
- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis through an original project on gender issues.
- CLO5 : Act ethically, respectfully and responsibly.

## Detailed Assessment Description

Students will write a response to four questions out of a choice of about eight questions. It will be a face-to-face in-person test which is closed book (no notes allowed). It will be in week 10 during the lecture time Friday November 15, from 9-11am.

The marking rubric for this assessment includes class participation in all seminars and tutorials excluding the tutorial in week 3 which is already counted in the response to readings assessments. Participation will boost the class test mark.

The marking rubric is in the Moodle site.

## Assignment submission Turnitin type

Not Applicable

## Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

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

This is a face-to-face, closed book test done in class during the lecture time in week 10.

## Individual Exercise

### Assessment Overview

Students choose any South Asian or Southeast Asian gender issue that is relevant to the course, and analyse what is uniquely South Asian or Southeast Asian about it and discuss why it is an issue in the region. Students submit a one-page annotated bibliography on the sources they consulted. The 3-minute presentation may be oral or a submission in Turnitin.

This is an original research project. Feedback is by individual comments.

### Course Learning Outcomes

- CLO2 : Demonstrate cross-cultural, historical and culturally specific understandings of gender and sexuality.
- CLO3 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis through an original project on gender issues.
- CLO4 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.
- CLO5 : Act ethically, respectfully and responsibly.

### Detailed Assessment Description

Students will write a 600 analysis of a South Asian or Southeast Asian gender issue. They should discuss: 1) what the issue is, 2) what is uniquely South Asian or Southeast Asian about it, and 3) why it is important. They need to accompany this 600 word analysis (submitted to turnitin) with an annotated bibliography.

This is an original research project. Ideally, students should use a combination of scholarship on their issue (articles, book chapters or books) and primary sources (newspaper articles etc available through the internet).

This is an opportunity for students to do research and focus on a country or issue not covered in the course. In fact, this is deliberately designed so that students who want to do a topic in both regions that is not covered in the course will have the chance to do research on it.

I suggest that students choose an issue from one a country from South Asia (India, Nepal, Pakistan, Bangladesh, Sri Lanka) or Southeast Asia (Philippines, Indonesia, Singapore, Malaysia, Brunei, Myanmar, Thailand, Laos, Cambodia, Vietnam, East Timor) and do a deep dive into it for

their original project.

#### **Assessment Length**

600 words

#### **Assessment information**

1. In weeks 8-10 students will volunteer to present their findings in a mock "Gender Studies Conference" at tutorials. This means students can present their work orally in class. This is part of your training as a gender specialist in South Asian and Southeast Asian Studies. First you do original research, then present it at a conference and finally,
2. the 600 word analysis will be 'published' in the Padlet for the course in the Moodle site. Much like scholarly work is published. It would be nice if students would put a relevant photo in the first page so that it will look nice in the Padlet. Students can use the like button in the Padlet to encourage each other.

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### **Generative AI Permission Level**

##### **No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

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

**Use of generative AI.** For all assessments for this course you are not permitted to use Generative AI. If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

**Use of machine translation and grammar tools.** The language of instruction at UNSW is English, and students admitted to UNSW are assumed to possess a level of English competence sufficient to enable them to read academic texts and complete assessment tasks in English. Translation and grammar tools can be very valuable to help you refine and improve your written work and develop your English-language capabilities. You are therefore encouraged to make judicious use of these tools. Such use does not include writing a whole essay in another language and submitting a machine-translated version as your own work. Any such work will be

identified as AI-generated and treated accordingly. You should also be aware that Grammarly now incorporates generative AI, so significant volumes of text submitted to Grammarly may be changed significantly from your own ideas to give a false impression of your work and capability. Such work will also be flagged as AI-generated and treated accordingly. After all, the marking rubric for these assessments includes written expression hence, the work must be written by yourself and not a machine.

## General Assessment Information

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Cultural Constructions of Gender Part 1: Southeast Asia Part 2: South Asia
	Seminar	Introduction, assessments explained, division of class into seminar leaders for each week, maybe Trivial Pursuit
	Tutorial	Discussion of the short story "Deadline for Love", week 1 reading
Week 2 : 16 September - 22 September	Lecture	Sexualities Part 1: Southeast Asia Part 2: South Asia
	Seminar	Discrimination Against Widows in India
	Tutorial	Masculinities and Migration in Bangladesh
Week 3 : 23 September - 29 September	Lecture	Subordinated Sexualities Part 1: Southeast Asia Part 2: South Asia
	Seminar	The Mistress Issue in the Philippines: Discussion of the Film Etiquette for Mistresses
	Tutorial	Sexuality in Mataram Java
	Assessment	Response to Readings Due in Week 3 based on the readings for the seminar and tutorial (the Film Etiquette for Mistresses and the reading by Linda Rae Bennett). 600 word analysis due Friday, September 27 at 5pm.
Week 4 : 30 September - 6 October	Lecture	Part 1: Religion and Gender in Southeast Asia Part 2: Gender Violence in South Asia
	Seminar	The Bissu of Sulawesi
	Tutorial	Vietnamese Women Dominate the Marketplace as "Generals of the Interior"
Week 5 : 7 October - 13 October	Lecture	Authoritarian Regimes or the State Defines the Feminine Part 1: Southeast Asia (Indonesia, Vietnam, Singapore) Part 2: South Asia (Pakistan, India)
	Seminar	Pious Populist Masculinities in India and Pakistan: Narendra Modi and Imran Khan
	Tutorial	Buddhist Nuns in Myanmar
Week 6 : 14 October - 20 October	Lecture	Reading Week: No lectures
	Seminar	Reading Week: No Seminars
	Tutorial	Reading Week: No Tutorials
	Assessment	Essay Due: Friday, October 18, 2024 at 5pm.
Week 7 : 21 October - 27 October	Lecture	Part 1: Gender, Power, and Politics in Southeast Asia Part 2: Popular Culture (including film and Bollywood and dress), gender and Nation in South Asia
	Seminar	Women in Politics in Burmese History
	Tutorial	Homophobia in Indonesia
Week 8 : 28 October - 3 November	Lecture	Gender Activism Part 1: Southeast Asia Part 2: South Asia
	Tutorial	Loitering as a Feminist protest in India
	Tutorial	Individual Presentations
	Assessment	Individual Exercise (600 words) due on Monday October 28, 2024 at 5pm.
Week 9 : 4 November - 10 November	Lecture	Part 1: Gender and Migration (Philippines) Part 2: Gender and Migration (South Asia)
	Seminar	Gender and Migration: A Diary and a Memoir
	Tutorial	Individual Presentations Continued
Week 10 : 11 November - 17 November	Lecture	Class Test
	Seminar	The Obsession with Beauty Contests and Skin Lightening Products
	Tutorial	Individual Exercise Presentations Continued

	Assessment	Class test is during the lecture time this week, Friday 9-11 am on November 15, 2024 at the normal lecture theatre.
--	------------	---

## Attendance Requirements

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

## Course Resources

### Prescribed Resources

All the readings for this course are available through the Leganto Library Link in the Moodle Site.

### Recommended Resources

See my list of bibliographies in the handout on the essays.

## Course Evaluation and Development

This is a brand new course so this will be the first time I will receive feedback from students in the course evaluation as well as on the many individual emails I receive from students throughout the course.

I pay attention to the feedback and consider what I can do to improve the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Mina Roces		Morven Brown 359			Yes	Yes

## 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

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

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