UNSW Course Outline

ARTS3900 Feminist and Queer Theory: Histories and Debates - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : ARTS3900
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 offers an interdisciplinary survey of key thinkers, debates and developments in

feminist and queer theory, in the Anglophone world and beyond it. You will have the opportunity to engage closely and critically with the ideas of influential scholars such as Gloria Anzaldúa, Sara Ahmed, Judith Butler and Eve Kosofsky Sedgwick, as well as innovative thinkers whose work deserves to be more widely known. We will consider the overlaps and differences between feminist and queer theories and their emergence as part of, and in response, to social movements. You will also be encouraged to make connections between feminist and queer theories and critical race theory, trans studies and Indigenous feminisms. Above all, this course aims to demonstrate the ongoing relevance of feminist and queer theory to gender studies and to the wider world we live in.

Relationship to Other Courses

ARTS3900 follows on well from three previous Gender Studies/ History courses at Levels 1 and 2: ARTS1900 Gendered Worlds, ARTS2900 Global Feminism and ARTS2906 History of Sexuality.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply feminist and queer theory 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 teamwork and leadership skills, including through sensitive engagement with diverse cultural and social perspectives.
CLO4 : Apply high-level skills in feminist and queer theory to address complex problems in professional practice, society and/ or scholarship.
CLO5 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.
CLO6 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.

Course Learning Outcomes	Assessment Item
CLO1 : Apply feminist and queer theory within disciplinary, interdisciplinary and/ or trans-disciplinary contexts.	• Presentation • Seminar Responses • Research Essay
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.	• Seminar Responses • Research Essay
CLO3 : Demonstrate teamwork and leadership skills, including through sensitive engagement with diverse cultural and social perspectives.	• Presentation
CLO4 : Apply high-level skills in feminist and queer theory to address complex problems in professional practice, society and/ or scholarship.	• Presentation • Seminar Responses • Research Essay
CLO5 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.	• Presentation • Seminar Responses • Research Essay
CLO6 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.	• Presentation • Seminar Responses • Research Essay

Learning and Teaching Technologies

Moodle - Learning Management System

Additional Course Information

The course is running as a four hour seminar in 2024 to allow maximum flexibility and a mixed format with time for mini-lecture, presentations, group work and screenings. There will definitely be a break or even a couple. One seminar falls on a public holiday so the four hour format means we can combine two topics in one the following week.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Presentation Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: Not Applicable
Seminar Responses Assessment Format: Individual Short Extension: Yes (5 days)	45%	Start Date: Not Applicable Due Date: Part I - end of Week 4, Part II - end of Week 10.
Research Essay Assessment Format: Individual Short Extension: Yes (5 days)	40%	Due Date: 15/11/2024 11:59 PM Post Date: 26/11/2024 04:00 PM

Assessment Details

Presentation

Assessment Overview

Students deliver a 5-10 minute presentation on a key theory/ theorist/ text relevant to the assigned week.

Feedback via rubric and individual written comments.

Course Learning Outcomes

- CLO1 : Apply feminist and queer theory within disciplinary, interdisciplinary and/ or trans-disciplinary contexts.
- CLO3 : Demonstrate teamwork and leadership skills, including through sensitive engagement with diverse cultural and social perspectives.
- CLO4 : Apply high-level skills in feminist and queer theory to address complex problems in professional practice, society and/ or scholarship.
- CLO5 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.
- CLO6 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.

Detailed Assessment Description

We only have nine weeks to cover key feminist and queer theorists and theories so with that in mind the presentations are designed to bring more theorists, theories and key texts to our collective attention. Students will be assigned a presentation week in the first week, with presentations running in Weeks 2,3,4,7,8,9,10. [WK 5 falls on a public holiday]

The presentation will be linked to the theme of the designated week - e.g. if we are looking at decolonial/ postcolonial theory, the student will present on a relevant key theory/ theorist and/ or text which takes us beyond the set reading.

Presentations will go for 5-10 minutes and will include slides which will be sent to Zora BEFORE the class.

Zora will make suggestions in the weekly folder to ensure students do not double up, but you are also encouraged to pursue your own interests if you wish. It's a good idea to ask Zora first, but this is not necessary.

There is no set format beyond time, slides and relevance to the week's topic - you may choose to focus mostly on a book or key theory with some essential background of the author. You may take a biographical approach and consider how the theorist's work has evolved and details about their life which enhance our understanding of their work. You may want to look at a theory and see how it has travelled - where others have taken it up, including in non-academic contexts.

If you need some prompts - who is the theorist? What is the theory? Where has the theory travelled and/ or how has it been used/ applied/ challenged? Consider arguments for and against this theory/ theorist's work. Where did this theory come from - consider cultural, historical and biographical contexts.

Other possibilities: you may want to highlight how feminist or queer theory has influenced artists, writers, films and / or been used in disciplines other than gender studies. If you're a history student, you may want to historicise a text/ thinker by providing relevant cultural/ political/ social context.

This is a third year course so I really want to encourage you to follow your own interests and to not feel too constrained by a generic presentation format. It is still important to follow essential scholarly conduct - e.g. references on final slide or on notes of slide etc.

Assessment Length

10 minutes

Submission notes

Please send slides to Zora before the class, can be the same day.

Assessment information

Zora will send feedback by email within a week of the presentation.

Assignment submission Turnitin type

Not Applicable

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.

Seminar Responses

Assessment Overview

Students submit 6 x 250-300 words written responses to seminar questions/ tasks from 6 different weeks.

Feedback via rubric and individual written comments.

Course Learning Outcomes

- CLO1 : Apply feminist and queer theory 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.
- CLO4 : Apply high-level skills in feminist and queer theory to address complex problems in professional practice, society and/ or scholarship.
- CLO5 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.
- CLO6 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.

Detailed Assessment Description

Each week will be guided by questions - typically around four questions. These form the basis of our discussions in class. These questions can be found on Moodle in the Weekly Folder.

Over the course of the term, you will submit SIX written responses to SIX different questions from SIX different weeks - totalling SIX responses in all. So you pick one question from six different weeks (just to make it as clear as possible). **Length is 250-300 words, with references.**

The basic requirement is to answer the question on its own terms - some questions will be specifically about a chosen reading or readings, in which case you do need to do the reading in order to answer the question (obviously). Other questions will be more general or reflective. Pick the questions which most interest you. In all cases, I want to see how you've engaged with course content and themes.

Each week you also have the option to answer this general free form question:

What would you like to share with your teacher, which broadly relates to this week's theme/ content? (or you can turn this into your own question)

The responses are referenced (ideally with footnotes, if using in-text please provide page number/s where relevant and a reference list), and no further reading beyond essential readings is required (unless question asks for it).

The responses are submitted in two batches to Turn It in Link on Moodle - two responses at the end of Week 4 from Weeks 1-4 and four responses at end of week 10 from Weeks 5-10.

Assessment Length

25-300 words per response

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

Please state questions in bold

Please use footnote/ bibilography system:

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

If your preference is in-text, please use a system which directs reader to page number:

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

Please format in reader friendly fashion: 12 pt font, 1.5 -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.

Research Essay

Assessment Overview

Drawing on at least eight sources, students respond to a set essay question and /or develop their own after consultation with the convenor.

Essay length: 2500-3000 words, plus references.

Feedback via rubric and individual written comments.

Course Learning Outcomes

- CLO1 : Apply feminist and queer theory 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.
- CLO4 : Apply high-level skills in feminist and queer theory to address complex problems in professional practice, society and/ or scholarship.
- CLO5 : Display initiative and self-direction to continuously acquire knowledge and skills in gender studies and analysis.
- CLO6 : Communicate effectively both orally and in writing, using a variety of media, for diverse audiences and purposes.

<u>Detailed Assessment Description</u>

Students will choose one essay question from following options:

Question linked to specific weeks - to be found on Moodle.

Question designed to encompass specific course themes/ concerns - to be found on Moodle.

Question designed by the student in consultation with Zora. The question can flow from the presentation or one of the tutorial questions.

They will draw on at least eight sources - e.g. combination of books, book chapters, journal articles, other relevant material (can be from the internet, but this component should make up no more than 20% - scholarly e-books and journal articles are not internet sources).

<u>Assessment Length</u>

2500-3000 words

<u>Submission notes</u>

Please submit to Turn It In

<u>Assessment information</u>

Please use footnote/ bibilography system:

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

If your preference is in-text, please use a system which directs reader to page number:

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

Please format in reader friendly fashion: 12 pt font, 1.5 -double spacing.

<u>Assignment submission Turnitin type</u>

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<u>Generative AI Permission Level</u>

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For more information on Generative AI and permitted use please see here.

General Assessment Information

Further guidance on all assessment will be provided in class and on Moodle.

Please use footnote/ bibilography system:

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

If your preference is in-text, please use a system which directs reader to page number:

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

Grading Basis

Standard

Requirements to pass course

To pass the course, combined assessment must total at least 50% overall

To help pass the course, please come to class - we only meet eight time due to public holiday in Week 5 and Reading Week in Week 6. It will be fun!

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Seminar	What is Feminist Theory? What is Queer Theory?
Week 2 : 16 September - 22 September	Seminar	Feminist Theory and the category of 'woman'
Week 3 : 23 September - 29 September	Seminar	The emergence of Queer Theory
Week 4 : 30 September - 6 October	Seminar	Part 1: Intersectionality, before and after Part 2: The coloniality of sex and gender
	Assessment	Seminar responses Part 1 due end of this week.
Week 5 : 7 October - 13 October	Reading	The seminar falls on the Labor Day public holiday - we cover Week 5 material in Week 4, but you can continue reading this week.
Week 6 : 14 October - 20 October	Reading	
Week 7 : 21 October - 27 October	Seminar	The shifting terrain of Queer Theory: from heteronormativity to homonormativity to homonationalism
Week 8 : 28 October - 3 November	Seminar	What is an archive? : Feminist, queer and trans perspectives
Week 9 : 4 November - 10 November	Seminar	The emergence of transgender studies
Week 10 : 11 November - 17 November	Seminar	Feminist and Queer Theory Now
	Assessment	Research Essay due Friday 15th November by 11:59pm
	Assessment	Seminar responses part II due this week.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

General Schedule Information

The format of this course is a weekly four hour seminar. We may sometimes finish early, but please try and attend for the duration. You will get a break.

Week 4 will cover Week 4 and Week 5 content as there is a public holiday on seminar day in Week 5.

Zora will present context via short informal lectures and make the slides available on Moodle, but these are not recorded.

Course Resources

Prescribed Resources

Each week there are set readings which will be listed and available via weekly folders in Moodle and Leganto.

Lecture/ seminar slides for each week will also be loaded onto Moodle.

Recommended Resources

Leganto is a fabulous curated resource for this course, with additional readings and generally useful material provided for each week and the course as a whole.

There are lots of great online resources for feminist and queer theory - some will be showcased on Moodle.

Course Evaluation and Development

This is the second time this course has been taught - in 2023, there was a very high degree of student satisfaction - yay!

Some constructive feedback was provided and has been used to further improve the course this year - some readings have been replaced, and more short lectures will be incorporated into seminars to provide context to the readings.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Zora Simic		MB347	N/A	By appointment and/ or via email	No	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 Plagarism

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

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