



**UNSW**  
SYDNEY

Australia's  
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## **ARTS2900**

Global Feminisms: Competing Visions, Varying Histories

Term One // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Zora Simic	<a href="mailto:z.simic@unsw.edu.au">z.simic@unsw.edu.au</a>	By appointment or office hours, Thursday 11:00-1:00	MB 347	02 93851736

### School Contact Information

School of Humanities and Languages

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Women's and Gender Studies*

This course can also be studied in the following specialisations: *History*

This course considers both feminist attempts to organise globally across racial, ethnic and national boundaries, and differences in feminist strategies and visions for the future. You will trace the emergence and continuation of two competing traditions – reform and revolution – from anarchist women's activists through to contemporary transnational and postcolonial feminisms. You will also examine recent feminist activity that has garnered global attention and controversy, such as Islamic feminism and Pussy Riot. Throughout we highlight ongoing critiques of the universalist claims of some forms of feminism, including Indigenous and intersectional critiques.

### Course Learning Outcomes

1. Demonstrate a broad, cross-cultural understanding of global feminisms
2. Identify key themes, debates and concepts in feminist history and scholarship.
3. Construct arguments using gender and/or feminist analysis and research in written and/or verbal form.
4. Articulate an understanding of how class, race and/or sexuality inform feminism/s historically and in the present.

### Teaching Strategies

This course will help you develop a broad historical and cross-cultural understanding of global feminisms and is designed to deepen your skills in critiquing scholarly literature, constructing your own arguments and conducting research. Lectures will provide crucial background information and introduce you to key debates, thinkers and themes in feminist history and gender studies. In tutorials, you will participate in discussion of the scholarship and lecture material, guided by tutorial questions. You will also facilitate one tutorial discussion by introducing new material and/or questions to your classmates, thereby extending your research and analytical skills. My teaching strategy is to encourage your critical engagement with course material and to help develop your written and verbal communication through class discussion and written responses to selected tutorial questions. The course will further develop your research through a research essay which requires you to undertake independent research on a specific topic.

# Assessment

## Requirements for Written Work

### Submission

Tutorial papers and research essays should be submitted electronically to Turn It In on Moodle. Please submit to the Turn It In portal with your tutor's name on it.

### Referencing

All written work must be original (i.e. not plagiarised) and properly referenced using ONE recognised referencing system (e.g. Oxford or Harvard) but not a combination of systems. The preference is for footnote system – Oxford or Chicago.

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

In-text (eg. Stearns 2015, p. 14) is okay provided it includes a page number AND a reference list.

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

Tip: When in doubt, reference. Footnotes, for example, are not only for direct quotations but also for instances in which you paraphrase the work of other scholars.

Tip: Footnotes go in sequence, but should never be placed next to each other. [1] [2] If you want to refer to two sources at one point, insert one footnote and then describe both sources. [3]

Tip: With a footnote, first then surname. In a bibliography/ reference list, arrange in alphabetical order by surname.

### Formatting

All written work must be properly formatted:

- 1.5 or double spaced.
- 12 point font (preferably an easy to read font such as Times New Roman)
- Reasonable margins.

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[1] Peter N. Stearns, *Gender in World History*, 3<sup>rd</sup> edn. New York: Routledge, 2015, p. 13

[2] Incorrect! See footnote 3.

[3] Peter N. Stearns, *Gender in World History*, 3<sup>rd</sup> edn. New York: Routledge, 2015, p. 13; Joan W. Scott, 'Gender: A Useful Category of Historical Analysis', *American Historical Review*, 91:5, 1986, pp. 1053-1075, p. 1054

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Research essay	40%	15/04/2019 04:00 PM	2,3,4
Tutorial Responses	45%	Part I end of WK 4, Part II end of Week 10	1,2,3
Tutorial facilitation and reflection	15%	Weeks allocated in Week 1	2,3

## Assessment Details

### Assessment 1: Research essay

**Start date:**

**Length:** 2000 words

**Details:** Students write a research essay of 2000 words excluding the bibliography. Feedback via rubric and individual comments. This is the final assessment for attendance purposes.

**Additional details:**

**RESEARCH ESSAY, due Monday 15th April by 4pm . Submit to Turn It In on Moodle.**

**Feedback:** Your research essay will be marked electronically with direct feedback on the essay itself and via a rubric that assesses argument and analysis, style and structure and research and referencing. The research essay will be marked within ten days.

**Submission:** Essays should be FULLY referenced, ideally using the preferred School Style – footnote and bibliography (Chicago or Oxford), see:

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

If you use in-text, please use Havard (as it includes page numbers):

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

**Essay Question:** Essay questions have been set for Weeks 2-8. You can choose one of these, or if you prefer, develop an essay question with Zora's assistance and approval. You may find this an appealing option if there is an area of feminist history you can to research that is not covered by the set questions. If you do take this option, make sure you get in touch with Zora over email ([z.simic@unsw.edu.au](mailto:z.simic@unsw.edu.au)) by the end of Week 6.

Further readings for each question will be in LEGANTO - an essay guide will also appear in the relevant assessment folder on Moodle by Week 4.

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

## **Assessment 2: Tutorial Responses**

**Start date:**

**Length:** 6 x 200 words

**Details:** Across the semester, students will answer six questions in written form based on their engagement with tutorial readings and course content. Each response is approximately 200 words. Two are due at the end of Week 5 (15% or 7.5% each) and four are due at the end of Week 13 (30% or 7.5% each). Feedback via individual comments, rubric and in-class discussion.

**Additional details:**

**TUTORIAL RESPONSES Parts I and II, to be submitted to Turn It In on Moodle by 4pm on the Friday of Week 4 (Part I) and Friday of Week 10 (Part 2) *NB these are the correct submission dates based on new term.***

**Weight:** 7.5% per response x 6 = 45%

**Feedback:** The tutorial responses will be marked in Turn It In and your grade and feedback will be available via Moodle within ten days. You will be assessed on how successfully you answer the question (argument and analysis), style and structure and research and referencing (i.e. engagement with relevant material and appropriate references).

**Description:**

Each week, our tutorials are organised around three to four questions based on essential readings and the lecture. These questions are designed to engage you with the key themes of the course and feminist scholarship. While we will aim to discuss all questions in class (including in lectures), this assessment is more specific: ***over the course of semester you are to answer SIX questions from different weeks – i.e. one question from six different weeks (so never answer two questions from the same week).*** This assessment will be submitted in two parts – the first at the end of Week 4 will address TWO questions from Weeks 1-4. The second submission is on the Friday of Week 10 and will consist of FOUR responses from Weeks 5-9. The responses should be approximately 200 words and referenced with footnotes, though no bibliography is necessary (if you choose to use in-text/ Harvard or similar you will provide a reference list).

**Note: you answer ONE question from SIX different weeks all up** - not all questions from six different weeks.

As you will see, there is a mix of questions – some invite a more descriptive response, others focus on analysis and informed opinion, others a mix of both (i.e. you demonstrate you have understood a concept or argument and then you engage with it critically, that is you assess it fairly). It is not always necessary to engage with each reading for that week if the reading is not directly relevant to the question. Do get into the habit of referring to scholars by their name rather than using the generic term 'the reading/s'. Sometimes the lecture will help you answer the question, but again it is not necessary to mention the lecture if this is not the case. Extra reading is not expected but if you do find material

relevant to the question you can include it, but not at the expense of the essential reading. (And always reference if you do).

**Submission notes:** There are two due dates: Part I is due on Friday of Week 4 by 4pm, Part II by Friday of Week 10 by 4pm. You can submit before these dates if you wish.

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

### **Assessment 3: Tutorial facilitation and reflection**

**Start date:**

**Length:** 5 minutes

**Details:** This assessment has two parts. First, students will launch discussion with a brief talk (no more than five minutes) about their own engagement with designated readings/topics (10%). Secondly, they will write a brief reflection (150-200 words) about the process of preparing, conducting, and receiving feedback on the facilitation (5%). Feedback via individual comments on both components.

**Additional details:**

**TUTORIAL FACILITATION, week assigned in first tutorial, in class assessment.**

**Weight:** 10% for facilitation and 5% for reflective response to email feedback to the facilitation – total 15%

**Description:** From Week 2, each tutorial will have one to three designated facilitators (assigned in first tutorial). The facilitator will launch discussion with a BRIEF (no more than five minutes) talk about their own engagement with the reading/ topic. The idea is use your own unique pathway through the material to open up discussion not only of the content, but also of its wider utility.

'Wider utility' could mean making connections between the reading/ topic and contemporary feminisms; using the material as a jumping off point to explore particular themes/ questions/ examples/ thinkers/ feminisms in a little more detail; or as a means to reflect on how scholars develop arguments (eg. you could discuss the reading as an example of a particular approach/ style that you found useful or unproductive).

Try not to think about this as a narrowly defined exercise in which there are 'right' and 'wrong' responses to the material. Rather it is hoped that this exercise encourages us to think and talk about the processes and possibilities of scholarly engagement. It is also hoped that this exercise encourages students to explore their own curiosity, eg. by 'googling' a concept/ feminist etc for further information.

***IN SHORT: Do not answer the tutorial questions – that is for whole group – rather offer us your original thoughts and navigation of the material and its wider significance.***

You can speak to a number of dot points and / or read out verbatim what you have prepared in advance (the first approach normally works better in terms of generating discussion). You do not have to submit anything in writing but you do have access to the lecturn, i.e. computer, if you wish, for example to show

a You Tube clip or a website or to use a powerpoint. It is also hoped that this exercise encourages you to speak more generally in this tutorial and in your other classes. Finally, as the aim of facilitation is to open up discussion, it is a good idea to open up your reflections to wider discussion, which could mean directing your classmates to a particular tutorial question or posing your own.

**Note: if you choose to use a powerpoint for your facilitation please bring on a USB and/ or send to your tutor at least an hour before the tutorial.**

Facilitators may end up focussing on the same or similar aspects of the reading, which is fine: this will give us a springboard to discuss as a class why this particular theme sparked such interest. Did anyone else in the class for example find themselves drawn to that particular aspect of a reading or theme across the readings? In no more than FIVE minutes try and demonstrate / respond to the following:

**1. Meaningful engagement with tutorial reading/s** – it is up to you how you do this: you could address one reading, some of each, a theme running across a number of them, an extra reading: it really is up to you. This is not a summary, but a direct engagement with one or more arguments raised in the scholarship/ primary sources. General example: ‘What I found most interesting / troubling/ inspiring about x article or z source was the argument that...’ or as course moves along, facilitators in later weeks may identify links with earlier readings and examples.

**2. What further thinking the reading/ topic inspired** – eg. sparked a connection with contemporary feminisms/ debates; inspired you to find out more about x feminist or feminist group or type of feminism; got you thinking more about the strengths and limitations of a particular form of feminism; a reflection on how particular examples speak to course theme of feminism as a ‘global’ movement. If you choose, this could make up bulk of your talk – for example, the week on left wing feminisms may have inspired you to do more research on a particular feminist or group.

**3. What questions/ issues this reading/ topic raised that you want to share with class.** General example: this topic made me question ....did anyone else have this response or similar? Or: I was not quite sure what the writer meant when they argued ‘x’ – what do others think?

How this is assessed. Your tutor will give you a mark out of 100 for your facilitation sent via email with some feedback by the end of the week for people in the Monday tutorial or following Wednesday for people in the Friday tutorial. Note:

**50-64 (Pass)** – Student did well to meet the basic requirements of the task, but may have only addressed one or two of the objectives. The presentation could have been too short or too long and vaguely or poorly expressed. (NB consideration will be made for students whose first language is not English).

**65-74 (credit)** – Student did well to demonstrate each objective in a clear and concise fashion, but the overall quality may have been uneven, i.e. some parts stronger than others.



**75-84 (distinction)** – a very good facilitation in which the student came well prepared and offered insightful commentary in addition to sending discussion in interesting directions.

**85-100 (high distinction)**- an exceptional facilitation in which the student presented with flair and insight, challenging both the teacher and students to approach the topic in new and meaningful ways.

**REFLECTION:** (5%) (approximately 150 words)

**Due:** up to a week after your tutor sends feedback to the facilitation.

**Submission:** Send to tutor directly by email or via Moodle. You can attach as a word file or write directly into the email.

**Aim:** Write reflectively about the process of researching, presenting and receiving feedback on your facilitation . You can choose to emphasise one part of the process over the others, for example:

- having received written feedback, you may choose to reflect on what you could have done differently to improve your result OR
- you may use the opportunity of reflection to ruminate on the research process: eg. by further elaborating on how you why you chose to do some more research on a particular aspect of the topic OR
- you may reflect on the assessment and its utility as a whole, eg. provide feedback on whether or not this assessment has been a useful way to explore global feminisms OR
- a general reflection on the topic/ course itself using your facilitation as a spring board.

How to approach this assessment: **this is not a formal research and writing exercise** (i.e. not an essay). Rather it is designed to get you to reflect on how your research, presentation and/ or interpretative skills are developing as the course progresses. Provided you communicate your ideas clearly and demonstrate genuine reflection, you will receive full marks for this assessment.

**Feedback:** Your reflection will be responded to via email within a week of receiving it.

**Submission notes:** Verbal assessment, written feedback/ reflection.

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

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

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Lecture	Introduction  Western feminisms and post-colonial critique
	Tutorial	1: Meet and Greet/ facilitation allocation  2. Western feminisms and post-colonial critique
Week 2: 25 February - 3 March	Lecture	Global histories of suffrage
	Tutorial	Global histories of suffrage  Screening: <i>Suffragette</i> (2015)
Week 3: 4 March - 10 March	Lecture	Left feminisms: Socialism and Anarchism  Spotlight: Alexandra Kollontai, Emma Goldman and Claudia Jones
	Tutorial	Tutorial topic: Left feminisms  Workshop: How to write a tutorial response
Week 4: 11 March - 17 March	Lecture	Feminist internationalisms  1: Between the Wars  2: WIDF, the Cold War and anti-colonialism
	Tutorial	1: Feminist Internationalism between the wars  2. Feminist internationalism, the Cold War and anti-colonialism
	Assessment	2 x 200 word tutorial responses due by 4pm Friday.
Week 5: 18 March - 24 March	Lecture	Women's Liberation  Screening: <i>She's Beautiful When She's Angry</i> (2014)
	Tutorial	Women's Liberation & the 'origins' of intersectionality  In class exercise: finding primary sources in the <i>Spare Rib</i> archive
Week 6: 25 March - 31	Lecture	Arab/ Islamic feminisms

March		Screening: <i>Feminism Inshallah: A History of Arab Feminism</i> (2014)
	Tutorial	Secular and / vs religious feminisms in the Middle East and North Africa
Week 7: 1 April - 7 April	Lecture	What is Global Feminism? The UN Women's Decade
	Tutorial	What is Global Feminism? The UN Women's Decade
		Workshop: Essay writing
Week 8: 8 April - 14 April	Lecture	Indigenous/ Native feminisms
	Tutorial	Decolonising feminisms
Week 9: 15 April - 21 April	Lecture	Post-Soviet feminisms: Pussy Riot and Femen
		Wrap up: Contemporary feminisms in the era of #me too
	Tutorial	Pussy Riot, Femen and contemporary feminisms
	Assessment	Research essay due on Monday 15th April (Turn It In/ Moodle) by 4pm
Week 10: 22 April - 28 April	Reading	We have no face to face classes in Week 10 due to Anzac Day public holiday
	Assessment	Tutorial responses Part II (4 x 200 words) is due by 4pm Friday 26th April

## Resources

### Prescribed Resources

There is no set textbook for this course. Set readings for each week will be available in designated folders on Moodle.

An essay guide will be provided on Moodle, with suggested readings for specific essay questions.

Extensive use will be made of Leganto - including readings and sources for the essay.

### Recommended Resources

**Journals:** *Australian Feminist Studies; Feminist Studies; Feminist Review; Gender and History; Gender and Society;* *Journal of Women's History; Journal of the History of Sexuality; History Workshop; Lilith (Aust., feminist history); Sexualities; Signs; Women's Historical Review Women's Studies International Forum); Women's Studies Quarterly* – all available via Library Catalogue. When using Google Scholar make sure you are logged into the Library, that way you can download articles.

In terms of resources, I highly recommend the amazing new ***Routledge History of Feminism*** data base available via the Library catalogue (link of Leganto) – it contains primary and secondary sources spanning the globe, our whole time period.

### Course Evaluation and Development

This is the third time that I have taught the course, but the first time I have taken the tutorials - I am very excited about this! I have taken care to respond to suggestions made from feedback received in 2017/ 2018 via My Experience/ email/ class discussion - these include setting essay questions on decolonising feminism and the UN Women's Decade, screening more documentary footage and more time devoted to assessment preparation.

## **Submission of Assessment Tasks**

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### **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, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## 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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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