



UNSW
SYDNEY

Australia's
Global
University



ARTS2906

History of Sexuality

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|------------|--|---|----------|----------|
| Zora Simic | z.simic@unsw.edu.au | Monday 2:30-3:30; Tuesday 11-12 or by appointment | MB 347 | 93851736 |

Tutors

| Name | Email | Availability | Location | Phone |
|-------------|--|--------------------|----------|-------|
| Luke Vitale | l.vitale@unsw.edu.au | By email/ in class | | |

School Contact Information

School of Humanities and Languages

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

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

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

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 specialisation: *History*

Sex is a constant through time, but 'sexuality' has a history. By starting in the Ancient world, you will learn that people and societies have not always understood sexual behaviour to equate with a sexual identity, such as 'homosexual' or 'heterosexual'. 'Sexuality' then is a modern phenomenon. To comprehend this, we will examine why masturbation suddenly became a very big 'problem' in the 18th century and why sex was increasingly regulated from the 19th century. We chart the growth of new forms of sexual knowledge and ponder feminist critiques of Freud and other sex 'experts'. We wind up in the twentieth century, with not one but several sexual revolutions. The course is designed for students in Women's and Gender Studies and in History, but should appeal to anybody with an interest in one of the most studied and discussed aspects of modern life.

Course Learning Outcomes

1. Demonstrate a broad historical knowledge of the history of western sexuality.
2. Identify key debates, thinkers and concepts in the interdisciplinary field of the history of sexuality.
3. Locate and contextualise primary material relevant to the history of sexuality.
4. Construct arguments using interdisciplinary scholarship - for example, from history and from gender studies - in written and/ or verbal form.
5. Submit original work, properly referenced.

Teaching Strategies

This course is designed to develop your skills at critiquing scholarly literature, constructing your own arguments and conducting scholarly research. The lectures provide essential background information and introduce theoretical concepts and debates, drawing from both Gender Studies and History. Course content also includes documentary material from the ever expanding visual archive of the history of sexuality. In class we will discuss set readings and other course content, guided by tutorial questions. My teaching strategy is to encourage your critical engagement with course material through class discussion and written responses to selected tutorial questions. The course will also help you develop your research and written and verbal skills through a sexual knowledge presentation and a research essay which requires you to undertake independent research on a specific topic.

Assessment

Written work is assessed according to three main criteria - argument and analysis; style and structure; research and referencing.

We prefer the footnote/ bibliography reference

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

If using in-text please use a system that includes a page number for in-text,

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

Marks are out of 100.

Grade definitions are:

HD

High Distinction: An outstanding performance; mark range 85-100. Indicates that the student has produced outstanding work, and has demonstrated a high level of understanding across the entire content of the course.

DN

Distinction: A superior performance; mark range 75-84. Indicates that the student has demonstrated superior ability to consider the course and its assessment requirements from a number of perspectives and to explore their interrelation.

CR

Credit: A good performance; mark range 65-74. Indicates that the student has demonstrated the ability to think analytically and contextually about the course and its assessment requirements, and to understand/present alternative points of view/perspectives and supporting evidence.

PS

Pass: An acceptable level of performance; mark range 50-64. Indicates that the student has addressed the assessment requirements of the course and has demonstrated an acceptable understanding of the issues entailed.

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|-------------------------------|--------|---|------------------------------------|
| Sexual Knowledge Presentation | 15% | Not Applicable | 3,4 |
| Tutorial & Lecture Responses | 45% | Part 1 end of WK4, Part 2 at end of WK 11 | 1,2,4,5 |
| Research Essay | 40% | 08/11/2019 12:31 PM | 1,2,3,4,5 |

Assessment Details

Assessment 1: Sexual Knowledge Presentation

Start date: Allocated in first tutorial

Length: 5 minutes

Details: Students present a five-minute presentation on a source of sexual knowledge, broadly related to the week's topic, to the class during the two-hour tutorial. Weeks are allocated in the first tutorial. Their presentation should engage with assessment questions (instructions provided in the course guide). Students will also send their tutor (via email) the power-point/ Google Slides of their presentation no later than 9am of the morning of their presentation for the tutor to load on Moodle. The presentation is worth 15% and students are assessed on content, delivery, analysis and the presentation slides. Students will receive written feedback via email within a week of their presentation.

Submission notes: Please send your PP/ Google slides to your tutor and Zora in advance so they can load onto Moodle.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Tutorial & Lecture Responses

Start date: Not Applicable

Length: 200 words x 6 = 1200 words

Details: Across the term, students answer six questions in writing based on tutorial readings and/ or lecture content of approximately 200 words each. Students receive written feedback via a rubric and individual comments (Turn It In/ Moodle) and also general feedback in tutorials within ten days of submission.

Additional details:

Each week's tutorial is organised around 4-5 questions. Over the course of the term you answer SIX tutorial questions from SIX different weeks (i.e no two questions from same week). You submit the questions in two batches - 2 responses at end of Week 4, 4 responses at end of Week 11.

Please footnote your tutorial responses. No bibliography necessary.

If using in-text, reference list must be included.

See Moodle for more details.

Submission notes: Please submit to Moodle in two instalments, in one file each time.

Assessment 3: Research Essay

Start date:

Length: 2000 words

Details: Students write an essay (approximately 2000 words) based on independent research. The essay is the final assessment for attendance purposes. Feedback via individual comments and rubric (Turn It In/ Moodle) no later than ten days after submission.

Additional details:

Essay questions will be posted on Moodle early in the course. Other resources will be provided - an essay guide and recommended/ suggested resources in Leganto. It is recommended that you **use at least 6-8 secondary sources**, plus primary material, for a research essay. Essays should be fully and properly referenced and presented in requested format (1.5 to double spacing, 12 point font).

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

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: 16 September - 20 September | Lecture | 1. Theorising/ Historicising Sexuality 2. Same-Sex in Ancient Greece |
| | Tutorial | Introduction Did the Greeks Invent Homosexuality? |
| Week 2: 23 September - 27 September | Lecture | 1. Sex and Sin: The Christian Inheritance 2. The 18th century masturbation panic |
| | Tutorial | Onanism, God and the Enlightenment |
| Week 3: 30 September - 4 October | Lecture | 1. Were the Victorians Sexually Repressed? 2. From Prostitution to Sex Work. |
| | Tutorial | Prostitution: necessary evil? |
| Week 4: 7 October - 11 October | Web | Due to public holiday on Monday there is no in person lecture - however Zora will upload material for the week's theme Sex and Colonialism on Moodle. |
| | Tutorial | Sex and Colonialism: White Men/ Aboriginal Women; Aboriginal Men/ White Women Screening: <i>Nice Coloured Girls</i> (1987) |
| | Assessment | First two tutorial responses are due at the end of Week 2. Please submit to Turn It In/ Moodle. |
| Week 5: 14 October - 18 October | Lecture | Freud, feminism and female sexuality |
| | Tutorial | Freud and the 'myth' of the vaginal orgasm |
| Week 6: 21 October - 25 October | Lecture | 1. Sexology and Kinsey 2. Twentieth century sexual revolutions |
| | Tutorial | Kinsey and sex research |
| Week 7: 28 October - 1 November | Lecture | Twentieth century sexual revolutions |
| | Tutorial | Sexual Revolution for whom? |
| Week 8: 4 November - 8 November | Reading | There are no lectures or tutorials this week - you are to focus on your research essay, due Friday November 8. |

| | | |
|---------------------------------------|----------|---|
| Week 9: 11 November - 15 November | Lecture | Feminist 'Sex Wars' Pornography |
| | Tutorial | Feminism and Porn |
| Week 10: 18 November - 22 November | Lecture | Gay Liberation to Queer Nation AIDS: A Short History |
| | Tutorial | HIV-AIDS in Australia |

Resources

Prescribed Resources

There is no set text for this course, although Veronique Mottier's *Sexuality: A Very Short Introduction* (2008) provides a good, fast overview - see Leganto for other recommended readings.

The key readings each week will be available on Moodle/ Leganto.

Leganto will also include recommended readings for essays.

Recommended Resources

Not available

Course Evaluation and Development

We take student feedback very seriously and will seek it out formally (MyExperience) and informally (in class discussion). We're very proud to have received overwhelmingly positive feedback in the past - this course has been among the most highly ranked in the School / Faculty since its inception. Students love the content, class discussion, the sexual knowledge presentation and the type and level of assessment - we hope you do too.

Submission of Assessment Tasks

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, 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/>

Image Credit

Nan Goldin, Self Portrait in Kimono with Brian, 1987

CRICOS

CRICOS Provider Code: 00098G