ARTS1900

Gendered Worlds: Introduction to Women's and Gender Studies

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Zora Simic	z.simic@unsw.edu.au	By appointment & scheduled contact hours (Thu 1:30-3:30)	Morven Brown 347	02 9385 1736

Tutors

Name	Email	Availability	Location	Phone
Leah McGarrity	l.mcgarrity@unsw.edu.au	Email		
Luke Vitale	luke.vitale@unsw.edu.au	Email		

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

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Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/

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*

This course is an introduction to the study of women, gender and sexualities through the frameworks of world history and cross-cultural analysis. We begin with questions that are fundamental to gender studies – such as 'what is gender?' – and trace them across time and place to demonstrate how gender intersects with race, class, sexuality and other markers in different historical and cultural contexts. You will consider how religion, colonialism, nationalism and cross-cultural contacts have shaped and influenced gender roles and relations. The course also introduces you to key debates and developments in gender studies and gender history, from the question of the role of gender in early modern witch-hunts, through Judith Butler's influential theorising of gender and embodiment, and the emergence of trans studies and intersectional theory.

At the conclusion of this course the student will be able to

1. Recognise how class, race and/or sexuality intersects with gender in different historical and cultural contexts.
2. Identify key concepts in gender and feminist studies in written and/or verbal form.
3. Construct arguments drawing on feminist and gender scholarship in written and/or verbal form.

Teaching Strategies

This course is an introduction to women's and gender studies in which we take a historical and cross-cultural approach to help you understand how gender roles and dynamics have emerged, changed and varied across time and place. It is also 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 women's and gender studies. In tutorials, you will participate in in-depth 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 responses 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

OR:

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

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

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,* 3rd edn. New York: Routledge, 2015, p. 13

[2] Incorrect! See footnote 3.

[3] Peter N. Stearns, *Gender in World History,* 3rd 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
Tutorial Responses	45%	Part I due end of Week 5, Part II end of Week 13	1,2,3
Research essay	40%	08/10/2018 04:00 PM	1,2,3
Tutorial facilitation / Reflection	15%	Assigned in WEEK 2 Tutorial	2,3

Assessment Details

Assessment 1: Tutorial Responses

Start date: Not Applicable

Length: 6 x 200 words = 1200 words

Details: Across the semester, on two due dates (end of week 5, end of week 13) students answer six questions based on tutorial readings of approximately 200 words each. 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 5 (Part I) and Friday of Week 13 (Part 2).
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 a fortnight from submission. 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).

Each week, our tutorials are organised around three to four questions based on essential readings and the lecture (and occasionally, documentaries). These questions are designed to engage you with the key themes of the course as well as gender studies and feminist scholarship. While we will aim to discuss all or at least some 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 5 will address TWO questions from Weeks 1-5. The second submission is at the end of Week 13 and will consist of FOUR responses from Weeks 6-13. The responses should be approximately 200 words and referenced with footnotes, though no bibliography is necessary (if you choose to use MLA or similar you will provide a reference list).

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 of course any extra material that you use must be properly referenced]

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

Assessment 2: Research essay

Start date: Not Applicable

Length: 2000 words

Details: Students write an essay (approximately 2000 words) based on independent research. Feedback via individual comments and rubric. The essay is the final assessment for attendance purposes.

Additional details:

Research Essay – worth 40% - 2000 words - due by 4pm Monday October 8 - – electronic submission to Turn It In on Moodle. Feedback: Via Turn It In, rubric and comments.

Students are to answer ONE essay questions – these will be available via Moodle in by end of Week 4 (some tutorial questions are also available as essay questions but not to double dip - i.e. you cannot write your essay on the same theme as your tutorial response).

A full essay help guide with suggested extra reading will be available on Moodle by WK5. This guide will also provide extra assistance with how to research, write and structure good research essays.

The basis requirement for the research essay is that you answer the question by drawing on at least 6-8 sources. A source would be a book chapter, journal article or substantive piece of primary material (eg. a memoir, selection of sources addressing a particular topic). You can use internet sources, but only sparingly. Some of the lectures provide context to essays, but independent research is the key to success in this assignment.

See below for instructions for submission of written work.

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

Assessment 3: Tutorial facilitation / Reflection

Start date: Not Applicable

Length: 5 minute presentation

Details: Students facilitate one tutorial during semester, with instructions provided on how to best engage the rest of the class with both the week's set readings and the wider themes examined. After students receive feedback on moodle for the presentation, they are invited to reflect on the feedback on moodle in approximately 150 words. Teacher responds to reflection on moodle.

Additional details:

1. Tutorial Facilitation (10%) – assigned in Week 2 tutorial

Each week there will be up to THREE designated 'facilitators' who will launch discussion with a BRIEF talk about their own engagement with the tutorial reading/topic. As the term implies, tutorial 'facilitation' is a little more than mere 'participation'. The emphasis is on students helping to encourage class discussion in an effort to avoid the standard teacher-student (repeated) question-answer format.

There are three components to this task. You need to:
1. Present your own reflections on the tutorial reading by:
 i) Presenting an analysis of one or more argument in the reading, and
 ii) Discussing the wider implications of the reading.

AND 2. Highlight several questions this reading/topic raised that you want to share with class and/or present a short activity for the class to participate in.

3. Provide a reflection on the exercise after your tutor sends you feedback/ grade via email or Moodle. (You have a week to do this, from when you receive the feedback)

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 you to think and talk about the processes and possibilities of scholarly engagement. It is also hoped that this exercise encourages you to explore your own curiosity, e.g. by 'googling' a concept/thinker for further information. It is also hoped that this exercise encourages you to speak more generally in this tutorial and in your other classes.

I**N 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. Some examples of how to do this are given below.

Practicalities:
You can speak to a number of dot points and/or deliver a presentation 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. Students often prefer to use Powerpoint.

You should aim for your tutorial facilitation to run for up to FIVE minutes. However, if the questions or activity you have prepared lead to a longer class discussion that is fine. The tutor will help to wrap up discussion if necessary, especially if there are other facilitators assigned for the week.

You can choose to liaise with the other members of the class who are facilitating in your week if you choose but do not need to do so. It is possible that facilitators may end up focusing on the same or similar aspects of the reading. This will give us a springboard to discuss as a class why this particular theme sparked such interest; e.g. Did anyone else in the class find themselves drawn to that particular aspect of a reading or theme across the readings?

[NB tutors will have a folder for each class on Moodle which lists the designated speakers for the facilitations]

Examples:

There are many different ways of approaching this task. Some examples are provided here to give you some guidance, but the idea is use your own unique pathway through the material to open up discussion in the tutorial.

Part 1(i): Presenting an analysis of one or more argument in the reading

The aim of this task is to encourage you engage in a meaningful way with the tutorial reading. Rather than providing a summary of the reading, you should focus on responding to one or more arguments raised by the author. 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.

General example: 'What I found most interesting/troubling/inspiring about x article/z source was the argument that….' Specific example: 'Both RW Connell and Joan Scott note limitations to approaching 'gender' as a product of grammar and language – for instance Connell argues that '[l]anguage is an important aspect of gender, but does not provide a consistent framework', i.e. because particular qualities and traits are not consistently gendered in different cultures and languages. 'Terror' is feminine in French and masculine in German. English is not especially gender neutral.

What caught my attention however is that both authors briefly mention that many languages feature what Connell calls a trichotomy of classes: masculine, feminine and neuter' – even if the third class is typically repressed in favour of a dichotomy. Scott says that the connection between gender and language is 'full of unexamined possibilities because in many Indo-European languages there is a third category – unsexed or neuter'.

Part 1(ii): Discussing the wider implications of the reading.

Another objective of this task is to encourage you to go beyond the specific content of the reading and consider its wider implications. This could mean:
• making connections between the reading/topic and contemporary society (e.g. making a comparison with a current debate about gender)
• using the material as a jumping off point to explore particular themes/questions/examples/thinkers/schools of thought in a little more detail raised by the author (e.g. sharing some further research on the author or this historical period that you have undertaken)
• reflecting on how scholars develop arguments (e.g. you could discuss the reading as an example of a particular approach/style that you found either useful or unproductive).

Specific example: 'This focus on how gender is used in language got me thinking about a term that neither author use because it came after the period in which they were writing. I decided to follow up with a little research on the term 'cisgender' which has entered critical vocabularies in recent times. I have heard people refer to themselves as 'cisgendered'. To do this means to acknowledge that the gender that you were assigned at birth matches the gender with which you identify. 'Cisgendered' people use pronouns 'she' for female, 'he' for male etc. Most definitions I found online were similar – whether Wiki or Urban Dictionary or Oxford or gender studies primers – but the 'Queer dictionary' expanded theirs to clarify some of the issues about cisgender in relation to 'transgender'.
i.e. The colloquial use of cisgender suggests that it is the opposite of transgender. If you're not trans*, then you're cis (abbreviated form of cisgender). This is not entirely true, because there are people who transition (e.g. take hormones, identify as a different gender than what they were assigned with at birth, surgeries, etc.) who do not identify as trans* or transgender.

This qualification took me back to Joan Scott's idea that the grammatical usage of gender is full of unexamined possibilities – and what possibilities have emerged since she was writing in 1986.

Part 2: Proposing questions or a short activity

As the aim of facilitation is to open up discussion, either during or at the end of your presentation, you should try to open up your reflections to wider discussion or propose a short activity for the class to participate in.

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?'

Specific example: While neither Connell nor Scott refer to the term 'cisgender' in their essays, I wonder whether people in the class are aware of the term, or use the term, or are critical of it or find it a productive way to theorise and address gender, e.g. by acknowledging 'cisgender' privilege. What contexts if any have you come across the term 'cisgender' in?

Activity example: Present a hypothetical scenario for the class to debate.

Assessment of the facilitation Your tutor will give you a mark out of 100 sent via email with some feedback within a week of your presentation.

Note: 50-64 (pass): Student did well to meet the basic requirements of the task, but may not have addressed all components. 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 component of the task 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.

Reflective component

Tutorial facilitation reflection (approximately 150 words)
Due: up to a week after you receive feedback from your tutor via email or Moodle.
Submission: Send to your tutor via 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 and/ or to make more effective use of facilitation OR
- you may use the opportunity of reflection to ruminate on the research process: eg. by further elaborating on how you came to take x approach, and what other options you considered (in this case, do not repeat the content of your presentation if you already covered this) OR
- you could reflect on how you may use your facilitation as a stepping stone to your research essay (in the past, students have found this assessment a useful way to begin their research essay) 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 gender and gender history OR
- a general reflection on the readings chosen - could even propose alternatives or direct the tutor to links on related material (it does not have to be academic).

IN SHORT: This is an exercise of genuine reflection and engagement - there is no right or wrong answer and you will receive full marks if you get into the spirit of the task in a timely fashion.

Turnitin setting: This is not a Turnitin assignment

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

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)

Course Schedule

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Understanding Gender: Theories of Gender, Histories of Gender
Week 2: 30 July - 5 August	Lecture	Historical Foundations of Gender Before and After Patriarchy
	Tutorial	Gender and Gender History
Week 3: 6 August - 12 August	Lecture	Gender and World Religions: Goddesses, Bodies and Desire: Buddhism and Hinduism (Leah McGarrity)
	Tutorial	Bargaining with Patriarchy
Week 4: 13 August - 19 August	Lecture	Gender in World Religions II I: Judeo-Christian Tradition (Leah) II: Witch-craze (Zora)
	Tutorial	Gender in Buddhism and Hinduism
Week 5: 20 August - 26 August	Lecture	Gender and World Religions Part III I: Islam and Gender II: The Veil
	Tutorial	'Wives of Satan': Gender and witch hunts
	Assessment	Tutorial responses Part I due by 4pm Friday 26th August.
Week 6: 27 August - 2 September	Lecture	I: Gender and Modernity (Leah) II: Modern Masculinities (Zora)
	Tutorial	The Veil
Week 7: 3 September - 9 September	Lecture	Gender and Modernity (Part II) I: What is Feminism? II: Intersectionality
	Tutorial	Modern masculinities Key concepts: hegemonic masculinity, patriarchal dividend
Week 8: 10 September -	Lecture	Trans and third genders (Leah)

16 September	Tutorial	Feminist Challenges and Challenges to Feminism
Week 9: 17 September - 23 September	Lecture	Gender and Childhood
	Tutorial	Trans and the 'Third Gender' concept
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Tutorial	This is a reading week to focus on essays so there is no lecture. However tutorials will continue for those wanting to come along for assistance with their essays.
Week 11: 8 October - 14 October	Lecture	Gendering Bodies, Gendering Science
	Tutorial	Gender and Childhood
	Assessment	Research Essay due by 4pm Monday 8 October.
Week 12: 15 October - 21 October	Lecture	Gender: new and emerging concepts and terminology
	Tutorial	Gendered Bodies, Gendering Science
Week 13: 22 October - 28 October	Tutorial	Gender: new and emerging concepts and terminology
	Assessment	Tutorial Responses Part II due by 4pm Friday 28th October.

Resources

Prescribed Resources

Peter Stearns, *Gender in World History*, London & New York, Routledge 2006 (Second Edition) or 2015 (Third Edition). Chapters from this textbook form part of the key reading for several tutorials and provide useful background for others and for several essay topics. Available from UNSW Bookshop or as an e-book through the library.

Recommended Resources

We will use Leganto for this course - this links each week and essay topic to resources available in the Library.

Course Evaluation and Development

We really value your feedback in this course, whether through formal mechanisms (e.g. filling out MyExperience at the end of semester) or informal avenues (e.g. in class or via email). We do revise the course in response to feedback. For example, this year we no longer have a written exam in the last week. Instead, we are introducing the tutorial responses assessment, a form of assessment that has proven popular in second year gender studies courses (namely ARTS2900 and ARTS2906).

Image Credit

Paula Rego, 'The Company of Women', 1997

https://theartstack.com/artist/paula-rego/the-company-of-women

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CRICOS Provider Code: 00098G