GEND1600 - An Introduction to Gender Studies

Course Co-ordinator: DR MARGUERITE JOHNSON
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Consultation hours: MONDAYS 4-5 & WEDNESDAYS 1-2

Course Outline

Semester 2 - 2006
Unit Weighting 10
Teaching Methods Lecture & Tutorial

Brief Course Description
Gender will be addressed in terms of its modern historical origins and constructions in the West. The historicity of gender is examined via a study of modernism through to postmodern and poststructural definitions and debates. The course will focus on issues such as feminism; difference and equality; social and cultural specificities; traditions of power; sex and gender; essentialism and constructionism.

Contact Hours
Tutorial for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term

Learning Materials/Texts
All students are required to purchase the GEND1600 Tutorial Reader from the Co-op Bookshop.

Students may also wish to purchase: Bob Connell, Gender: A Short Introduction (Cambridge: 2002)
Course Objectives
This course aims to provide students at an introductory level with the opportunity to:

1. gain a preliminary knowledge of Gender Studies by developing a sound, interdisciplinary-based introduction to the study of gender in the Western world

2. research and evaluate the impact of Gender Studies by:
   2.1 perceiving and developing connections between Gender Studies and other courses they are studying
   2.2 studying and considering the relevance of Gender Studies in relation to the contemporary world

3. establish and development effective communication skills in:
   3.1 oral communication
   3.2 written communication

4. establish and augment effective research skills by:
   4.1 learning the requirements for independent research
   4.2 developing the ability to communicate the products of research in a clear, concise and analytical manner

Course Content
Gender in History: The 20th Century
The Feminist Debate:
   Women and the State;
   Women in the Workforce;
   Women at Home;
   Philosophical and Proactive Writings
The Gay Rights Movement:
   Social Activism;
   The Intellectual Culture;
   Gay Rights and Feminism
Gender and Social Policy
Gender and Creativity

Assessment Items
<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>One Tutorial Paper 1200 words = 25%</th>
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<tbody>
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<td>One Essay: 2500 words = 50%</td>
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</tbody>
</table>

Assumed Knowledge
Nil

Ourimbah Timetable
GEND1600
INTRODUCTION TO GENDER STUDIES
Enquiries: School of Humanities and Social Science
Semester 2 - 2006
Lecture and Tutorial
Monday 14:00 - 16:00 [O_LT2]
Monday 12:00 - 13:00 [O_CN2:1.02] Commencing Week 2
or Monday 13:00 - 14:00 [O_CN2:1.02] Commencing Week 2
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the
prescribed form.
Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

### Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 1 courses: 31 March 2006
- For semester 2 courses: 31 August 2006
- For Trimester 1 courses: 17 February 2006
- For Trimester 2 courses: 9 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

### Contact Details

**Faculty Student Service Offices**

**Faculty of Science and Information Technology**
Room V19 (Mathematics Building)
Phone: 02 4921 5562
The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

The Faculty of Engineering and Built Environment
Room: EF101 (EF Building)
Phone: 02 4921 6065

The Faculty of Health
Level 2 (Student Services Building)
Phone: 02 4921 7140

The Faculty of Business and Law
Room: SRS130 (Social Sciences Building)
Phone: 02 4921 5983

Ourimbah Focus
Room: AB1.01 (Administration Building)
Phone: 02 4348 4030

The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.
If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

**Online Tutorial Registration**

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission**

§ **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.

§ **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

§ **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

§ **Staple the pages** of your assignment together (do not use pins or paper clips).

§ **University coversheet:** All assignments must be submitted with the University coversheet: [http://www.newcastle.edu.au/school/hss/studentguide/index.html](http://www.newcastle.edu.au/school/hss/studentguide/index.html)

§ **Assignments are to be SUBMITTED IN CLASS.**

§ **Any changes to this procedure will be announced during the semester.**

§ **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
Keep a copy of all assignments: All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- 2 TUTORIAL PAPERS
- 1 MAJOR ESSAY

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.
http://www.newcastle.edu.au/study/forms/index.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Students can collect tutorial papers in class. Tutorial papers from week 14 and major essay can be collected from a nominated Student Focus during office hours - students will be informed during class which Focus to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.
Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

**Additional Reading:**

At the end of this document, there is a Reading List. Numerous scholarly works are available in Short Loans. Please refer to the Short Loans catalogue on Newcat to see the full list of resources for this course.

**Assessment Items:**

1. Two Tutorial Papers (based on Course ‘Reader’ and Course Text content only) due immediately after the tutorial on the selected topic. 1000-1250 words each = 25% each = total: 50%

2. One Essay: 2500 words = 50% Due date: 30th October 2005

**Tutorial Paper:**

A critical review of the selected tutorial reading, providing a summation of the reading, its value in contributing to gender studies, and an evaluation of its presentation and argument.

Each student will receive two selected tutorial readings from the Course Reader. Each of these two readings will become the student’s topic for their tutorial paper. The tutorial paper is to be submitted immediately after the class tutorial on the selected topic.

Students will lead the tutorial discussion that corresponds with their Tutorial Paper topic.

Tutorial Papers will be assessed and returned to students in classes the week following submission.

**Essay:**

The essay is due in the last lecture on 30th October.

**Essay Guidelines: Critical Features:**

Has the question or task been answered/analysed completely and thoroughly?

Does the essay reflect analysis rather than description?

Are readings integrated effectively?

Was the assignment well organized?

Introductory paragraph: overview of essay’s contents / argument established

Effective conclusion: the main ideas presented have been drawn together

Well-organized paragraphs

One main idea (or possibly two) per paragraph

Effective transitions between paragraphs
Format

Length: Exceeding or not reaching the word limit by more than 10% will lead to deductions of marks.

Referencing

Spelling and Grammar

Marking Criteria:

The marking system consists of the following grades: Fail, Pass, Credit, Distinction and High Distinction. A numerical mark and letter grade will be given for the essay. The following table indicates the grades that correspond with the qualitative marking criteria.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<tr>
<td>WEEK / DATE</td>
<td>LECTURE</td>
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<tr>
<td>1 July 17</td>
<td>Introduction</td>
<td>Caroline Webb</td>
<td>No Tutorial</td>
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<tr>
<td><strong>PART 1: THE ANCIENT &amp; MEDIEVAL WORLDS</strong></td>
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<td>2 July 24</td>
<td>Ancient Greece</td>
<td>Marguerite Johnson</td>
<td>Introduction</td>
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<tr>
<td>3 July 31</td>
<td>The Middle Ages</td>
<td>Marguerite Johnson</td>
<td>What is Gender?</td>
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<tr>
<td>4 Aug 7</td>
<td>Early Modern Europe</td>
<td>Marguerite Johnson</td>
<td>Ancient Greece</td>
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<tr>
<td><strong>PART 2: ORIGINS OF FEMINISM</strong></td>
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<tr>
<td>5 Aug 14</td>
<td>The Subjection of Women: Mary Wollstonecraft and John Stuart Mill</td>
<td>Caroline Webb</td>
<td>Early Modern Europe</td>
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<tr>
<td>6 Aug 21</td>
<td>What is Woman, What is Man?: Virginia Woolf and Simone de Beauvoir</td>
<td>Caroline Webb</td>
<td>Mary Wollstonecraft and John Stuart Mill</td>
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<td><strong>PART 3: THE 20TH CENTURY</strong></td>
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<tr>
<td>7 Aug 28</td>
<td>Masculinities</td>
<td>Bethne Hart</td>
<td>Simone de Beauvoir</td>
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<tr>
<td>8 Sept 4</td>
<td>Sexuality/Queer Theory</td>
<td>Stephen Tomsen</td>
<td>Masculinities</td>
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<td>9 Sept 11</td>
<td>Queer Performance</td>
<td>Keri Glastonbury</td>
<td>Queer Studies</td>
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<td>10 Sept 18</td>
<td>Sexual Prejudice</td>
<td>Stephen Tomsen</td>
<td>Queer Performance</td>
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<tr>
<td>11 Sept 25</td>
<td>Women in Sport</td>
<td>Terry Ryan</td>
<td>Transgender Issues</td>
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<tr>
<td>12 Oct 16</td>
<td>Women, Politics and Public Policy</td>
<td>Michael Howard</td>
<td>Women in Sport</td>
<td></td>
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<tr>
<td>13 Oct 23</td>
<td>Making male and female: food and cosmology in Melanesia</td>
<td>Deborah Van Heekeren</td>
<td>Women, Politics and Public Policy</td>
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<tr>
<td>14 Oct 30</td>
<td>Conclusion to the Course</td>
<td>Marguerite Johnson</td>
<td>Making male and female: food and cosmology in Melanesia</td>
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</tbody>
</table>
**Essay Questions:**

1. There are a range of theoretical perspectives within interdisciplinary gender studies that guide our thinking about gender, sexuality and social space. Demonstrate your understanding of one perspective, with critical evaluation.


3. What conclusions are drawn by the ‘medical’ writers of antiquity concerning women’s bodies? How do the authors connect the female body with an explication of the social and familial roles of women? In your answer, please refer to one-three ancient writers.

   
   Sex in classical Athens ... was not ... simply a collaboration in some private quest for mutual pleasure that absorbed or obscured, if only temporarily, the social identities of its participants. On the contrary, sex was a manifestation of personal status, a declaration of social identity; sexual behaviour did not so much express inward dispositions or inclinations (although, of course, it did also do that) as it served to position social actors in the places assigned to them, by virtue of their political standing, in the hierarchical structure of the Athenian polity.

   Discuss the above quotation and analyse to what extent Halperin's Foucauldian reading of male-male relations in Classical Athens is persuasive.

5. From a reading of Part One, Question Six of the Malleus discuss the views of Kramer and Sprenger on women. What qualities (physical, emotional, psychological and ethical) are cited as an explanation for women’s attraction to and practice of witchcraft?

6. Mary Wollstonecraft has sometimes been criticised for catering to white middle-class women – the suggestion being that her feminism was little more than an attempt at equality with bourgeois men. How accurate are such criticisms?

7. Women's history is crucial to the emancipation of women. Critically evaluate this statement, using one illustration from your readings in gender studies.

8. "The weaknesses of sex-role theory are now well understood, and the concept should be regarded as obsolete" (Connell, RW 1996:55-56). Discuss this statement with reference to understandings of masculinity.

9. Post-structuralist theories have significantly influenced developments within interdisciplinary gender studies. Illustrate this statement.

10. Queer theory presents major challenges to current modes of social theory and social life. What are some of the major characteristics of queer theory and how may these contribute to social analysis?

11. Define Queer Theory and briefly trace its emergence. Critically evaluate the contribution of Queer Theory to the analysis of contemporary social life.


13. In asking the question ‘What is masculinity?’ Halberstam examines cultural constructions and deconstructions of maleness and femaleness. Using three [3] cultural representations (television, film, literature, theatre, music, art etc), examine the ways that female and/or male stereotypes are
challenged or reinforced.

14. "The social construction of gender will continue to be a vital part of the preparation of future citizens of Australian Society" (Wearing, B 1996:113). Exploring one sphere of gender inequality, consider ways in which social justice may be achieved.

15. Analyse the 'performance' of gender in a film of your choice. Are there any moments where that performance is 'queered'?


17. In what ways are alterporn sites such as Suicide Girls creating spaces where female sexuality can nakedly change shape? Do you think these models view their sexuality as a performance, and if so, what are their aesthetic influences?

18. The Anthropologist Margaret Jolly has written that "Throughout many parts of the Pacific and Southeast Asia, food bears an intimate relation to the human body". Discuss this statement in light of the gender issues raised in the lecture and readings on Melanesia.
READINGS


---. The Men and the Boys. St Leonards, 2000. 305.31 CONN
Dover, K. J. Greek Homosexuality. London, 1978. 306.76609495 DOVE c.2
Dreger, Alice. Hermaphrodites and the Medical Intervention of Sex. Cambridge, 2000. 616.694 DREG
Dworkin, A. Women Hating. New York, 1974. 305.42 DWOR


Grimshaw, J. Philosophy and Feminist Thinking. Minneapolis, 1986. 305.42/101


Halperin, D. M. One Hundred Years of Homosexuality and Other Essays on Greek Love. New York, 1990. 306.7662 HALP c.2


Hughes, K. P. Contemporary Australian Feminism 2. Melbourne, 1997. 305.420994 HUGH c.2


Kaplan, G. The Meagre Harvest: The Australian Women’s Movement 1950s-1990s. Sydney, 1996. 305.420994 KAPL-1 c.2


McNair, B. Mediated Sex: Pornography and Postmodern Culture. New York, 1996. 363.47 MCNA


Ramet, Sabrina. Gender Reversals and Gender Cultures. Anthropological and Historical Perspectives. London, 1996. 305.3 RAME


