School of Humanities and Languages

ARTS1900, Gendered Worlds: An Introduction to Women’s and Gender Studies
Semester 2, 2016


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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Isobelle Barrett Meyering</td>
</tr>
<tr>
<td>Room</td>
<td>370</td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:i.barrettmeyering@unsw.edu.au">i.barrettmeyering@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Friday, 2-3pm or email for appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Leah McGarrity</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:l.mcgarrity@unsw.edu.au">l.mcgarrity@unsw.edu.au</a></td>
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<td>Consultation Time</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course is the ‘Gateway’ to the interdisciplinary minor in Women’s and Gender Studies; it is also one of several optional History courses offered in second semester. It introduces students to feminist scholarship, which comprises women’s studies, gender studies and the study of sexualities, through a focus on world history. Hence, the six units of credit (6 UoC) awarded for successfully completing it may be counted towards a major in History or minor in Women’s and Gender Studies. The title ‘Gendered Worlds’ refers to past and present worlds, while also signifying different worlds of gender (roles, identities and relations) at any one point in time. The course considers the situation of women; power relations between men and women; sexuality; and social constructions of gender (masculinity and femininity) in world history and in the contemporary world. Gendered Worlds is distinctive among introductory gender studies course for its historical breadth and depth and its cross-cultural approach.</td>
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There is no study kit for this course – readings will be made available week by week via Moodle and the Library. You can purchase the textbook Gender in World History by Peter Stearns in the UNSW bookshop or access it online through the Library.

Lectures: Wednesdays, 4pm-6pm in Colombo Theatre A
Lectures begin on Wednesday, 27 July, in Week 1. They continue through to Week 12, except for the mid-semester break and Week 10. There is a class test in the final lecture slot in Week 13.

Tutorials:
Tutorials begin in Week 2 and run through to Week 13:
Thursday, 9-10am (Matthews 302) (Leah)
Thursday, 10-11am (Matthews 302) (Leah)
Thursday, 4-5pm (Matthews 312) (Isobelle)
Thursday, 5-6pm (Matthews 310) (Isobelle)
Friday, 10-11am (John Goodsell LG21) (Leah)
Friday, 3-4pm (Morven Brown LG30) (Isobelle)
### Learning Outcomes

1. An understanding of gender analysis and the role of gender constructs in maintaining power relations; also of the ways gender intersects with other categories of difference.

2. A broad understanding of the factors that have contributed to the status of women and how these have varied across time and place, within and across cultures.

3. An introductory knowledge of feminist theory and criticism across a range of disciplines, including history, anthropology and philosophy.

4. A refined ability to evaluate primary evidence and arguments in secondary sources.

5. Critical thinking demonstrated in the development of ideas and arguments in written and verbal form.

6. Independent research skills and ethical scholarly practice, with due acknowledgement of one's sources.

### 3. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

To view course readings, see the tutorial guide on Moodle.

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Women's and Gender Studies</td>
<td>I: Introduction II: Documentary screening (Isobelle)</td>
<td>No tutorial</td>
<td>No readings</td>
</tr>
<tr>
<td>2</td>
<td>Understanding Gender</td>
<td>I: Theories of Gender II: Histories of Gender (Isobelle)</td>
<td>Gender &amp; Gender History</td>
<td>See the tutorial guide</td>
</tr>
<tr>
<td>3</td>
<td>Historical Foundations of Gender</td>
<td>I: Before Patriarchy II: After Patriarchy (Isobelle)</td>
<td>Bargaining with Patriarchy</td>
<td>See the tutorial guide</td>
</tr>
<tr>
<td>4</td>
<td>Gender in World Religions (I)</td>
<td>I: Religion and Gender II: The Gendered Cosmos: Daoism and Confucianism (Leah)</td>
<td>Confucianism and Ban Zhao</td>
<td>See the tutorial guide</td>
</tr>
<tr>
<td>5</td>
<td>Gender in World Religions (II)</td>
<td>I: Goddesses and Shakti: Buddhism and Hinduism II: The Body and Desire: Buddhism and</td>
<td>Buddhism, Women and the Feminine</td>
<td>See the tutorial guide</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Details</td>
<td>Reading Material</td>
<td></td>
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</tbody>
</table>
| 6    | Gender in World Religions (III) | I: Gender and Monotheism: The Judeo-Christian Tradition  
   II: Gender and Monotheism: Islam | ‘Wives of Satan’  
   See the tutorial guide |
| 7    | Gender and Modernity (I) | I: Gender, Work and Citizenship (Isobelle)  
   II: Gender, Orientalism and Nation-Building (Leah) | Gender, Nation, Imperialism  
   See the tutorial guide |
| 8    | Gender and Modernity (II) | I: What is feminism? (Guest: Sophie Robinson)  
   II: Intersectionality (Isobelle) | Feminist Challenges and Challenges to Feminism  
   See the tutorial guide |
| 9    | Gender and the Body (I) | I: Beyond the Gender Binary - Traditional Understandings: The Hijras of South Asia  
   II: Beyond the Gender Binary: Modern Transgender Identities (Leah) | Trans and the ‘Third Gender’ Concept  
   See the tutorial guide |
| 10   | Research Skills | No lecture | Essay Q&A  
   See the tutorial guide |
| 11   | Gender and the Body (II) | Feminism, Philosophy and the Body (Guest: Joanne Faulkner) | ‘Throwing Like a Girl’  
   See the tutorial guide |
| 12   | Contemporary Gender Debates | I: Post-Gender  
   II: Wrap Up (Isobelle) | Post-Gender?  
   See the tutorial guide |
| 13   | Final Test and Feedback | Final Test held during lecture slot | Wrap Up/Essay Feedback  
   No readings |
4. Course Resources

Textbook Details

Journals – accessible via Library catalogue/ databases – log in with UNSW ID

- *Australian Feminist Studies*
- *Feminist Studies*
- *Feminist Review*
- *Gender and History*
- *Hecate*
- *History and Theory*
- *History Workshop*
- *Intersections* (Asia-focused gender studies)
- *Journal of Family History*
- *Journal of Feminist Studies of Religion*
- *Journal of Interdisciplinary Gender Studies*
- *Journal of Women’s History*
- *Journal of World History*
- *Journal of the History of Sexuality*
- *Lilith*
- *Outskirts*
- *Past and Present* (history theory)
- *Rethinking History* (history theory)
- *Sexualities*
- *Signs*
- *Women’s Historical Review*
- *Women’s Studies International Forum* (good on global gender issues and feminisms)

Additional Readings

- Sue Morgan (ed.), *The Feminist History Reader*, London and New York: Routledge, 2006 [High Use]

Websites

- Primary sources:
  - Internet Women’s History Sourcebook: [http://legacy.fordham.edu/halsall/women/womensbook.asp](http://legacy.fordham.edu/halsall/women/womensbook.asp)
  - Diotima: Materials for the Study of Women and Gender in the Ancient World: [http://www.stoa.org/diotima](http://www.stoa.org/diotima)
  - Monastic Matrix: A Scholarly Resource for the Study of Women’s Religious Communities from 400-1600 CE: [https://monasticmatrix.osu.edu](https://monasticmatrix.osu.edu)

Digital libraries:
Women’s Knowledge Digital Library:  
https://www.library.wisc.edu/gwslibrarian/research-help/wkdl/

World Wide Web Virtual Library: Women’s History:  
http://www.iisg.nl/w3vlwomenshistory

Online indexes to serials and essays:  
ViVa: A Bibliography of Women's History in Historical and Women's Studies Journals:  
http://www.iisg.nl/womhist/vivahome.php  
Feminae: Medieval Women and Gender Index:  
http://inpress.lib.uiowa.edu/Feminae/Default.aspx

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Facilitation</td>
<td>5 mins</td>
<td>10%</td>
<td>All, esp 4, 5</td>
<td>Assigned in week 2</td>
<td>No</td>
</tr>
<tr>
<td>Tutorial Paper</td>
<td>750 words</td>
<td>30%</td>
<td>All, esp 4, 5, 6</td>
<td>Friday, 26 August by 4pm (Week 5)</td>
<td>Yes</td>
</tr>
<tr>
<td>Research Essay*</td>
<td>2000 words</td>
<td>40%</td>
<td>All, esp 4, 5, 6</td>
<td>Tuesday, 11 October by 4pm (Week 11)</td>
<td>Yes</td>
</tr>
<tr>
<td>Class Test</td>
<td>90 minutes</td>
<td>20%</td>
<td>All</td>
<td>Wednesday, 26 October (Week 13) in lecture slot</td>
<td>No</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

Further details on assessments can be found on Moodle and below.

Please Note: The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at:  
https://student.unsw.edu.au/attendance
The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Assessments in more detail

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 two 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.

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.

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. 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.

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?

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 by the end of the week in which you present. 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.

2. Tutorial Paper (30%) – up to 750 words, due on Friday, 26 August by 4pm (Week 5)

Students are to answer ONE of the tutorial questions from Weeks 2-5 using the tutorial readings and 2-3 further readings from the extra readings list. Part of this task is identifying
which readings are most directly relevant to the question (e.g. question may address one set reading but not the other; not all extra readings are directly relevant to each question). You may also find material not on the list useful to the task, but it is recommended that you use at least one source from the extra readings list.

Tutorial papers constitute a ‘practice-run’ for the major (research) essay. We aim to have the papers back to you by the beginning of Week 8 in order to provide constructive feedback prior to essay submission in Week 11.

See also requirements for written work below.

3. Research Essay (40%) – up to 2000 words, due on Tuesday, 11 October by 4pm (Week 11)

The research essay is the major assessment task for this course. Students are to answer ONE question from the list of essay questions that will be available on Moodle from Week 1. Do not answer a question that is similar to your tutorial paper, i.e. in same area.

The basic requirement for the research essay is that you answer the question by drawing on at least 6-8 academic sources. This could be a book chapter, journal article or scholarly book. You are also encouraged to use primary material (e.g. a memoir, political manifesto, speech). 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.

A full essay guide with suggested extra reading will be available on Moodle by Week 5. This guide will also provide extra assistance with how to research, write and structure good research essays.

See also requirements for written work below.

4. Class Test (20%) – 90 minutes, to take place on Wednesday, 26 October (Week 13) in the lecture slot

The final assessment for the course is a class test. The test will include a mix of multiple choice, short answers and a short essay. The wrap up lecture the week before will provide lots of guidance on how best to prepare for the test.

The class test will take place in the usual lecture theatre. Those who fail to attend must provide evidence of a class clash in advance of the test or medical certificate in order to set up an alternative arrangement (of which there are limited options).

Requirements for written work

Submission
Tutorial papers and research essays should be submitted electronically to Turn It In on Moodle and (if tutor requests) hard copy submission to the School Office on Level 2, Morven Brown Building.

Referencing
All written work must be original (i.e. not plagiarised) and properly referenced using ONE recognised referencing system (not a combination of systems). The preference is for the Chicago footnote/bibliography system:
http://www.chicagomanualofstyle.org/home.html
You may also use any of the systems listed on the following UNSW site: https://student.unsw.edu.au/referencing

**Formatting**
All written work must be properly formatted:
- 1.5 or double spaced
- 12 point font
- reasonable margins.

**Word count**
Tutorial papers and researchers that are *significantly* longer or shorter than required will be penalised. As a general guide, up to 10% above or below the specified word length is acceptable.

**Grades**
All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**
Assignments must be submitted electronically through Moodle (http://moodle.tei.tu.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section "Course Assessment" for details of assessment tasks that are to be submitted via Moodle.

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.
If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

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

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on 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 essential component of the course.
6. Learning and Teaching Rationale and Strategies

Our approach to women’s and gender studies is ambitious and hopefully inclusive. We aim to provide a history of gender that is cross-cultural, interdisciplinary, theoretically engaged and that speaks to the contemporary world. As well as introducing students to gender theory and scholarship, we encourage them to critique how knowledge is created and to consider its effects. We also recognise that students bring with them their own knowledge about gender drawn from multiple sources and their own experience. It is hoped that by the end of the course, apart from a familiarity with gender analysis, students will also have developed a more critical and sophisticated understanding of women’s social situation, globally and historically, and of the cultural and historical specificity of gender and sexuality.

From its inception, Women’s and Gender Studies has challenged traditional modes of learning, i.e. the hierarchical model whereby a lecturer speaks and students listen, passively taking in knowledge and reproducing it via assessments. While Gendered Worlds follows the format of lectures and tutorials that will be familiar to you by now, we aim to make these interactive and a form of dialogue. In tutorials in particular, students are encouraged to learn from their peers as well as their teachers. We assume students embark on their studies expecting and wanting to be challenged intellectually and that students come to class prepared, i.e. having done the reading and attended the lectures. We encourage students to bring their own material to class if they think it is relevant to class discussion. Finally, we recommend regular lecture attendance. Lectures will be available online, but listening at home is not as stimulating and engaging as attending in person. They also often include audio visual material that may not translate well outside the lecture context.

7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many
forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

14. Other Information
myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.