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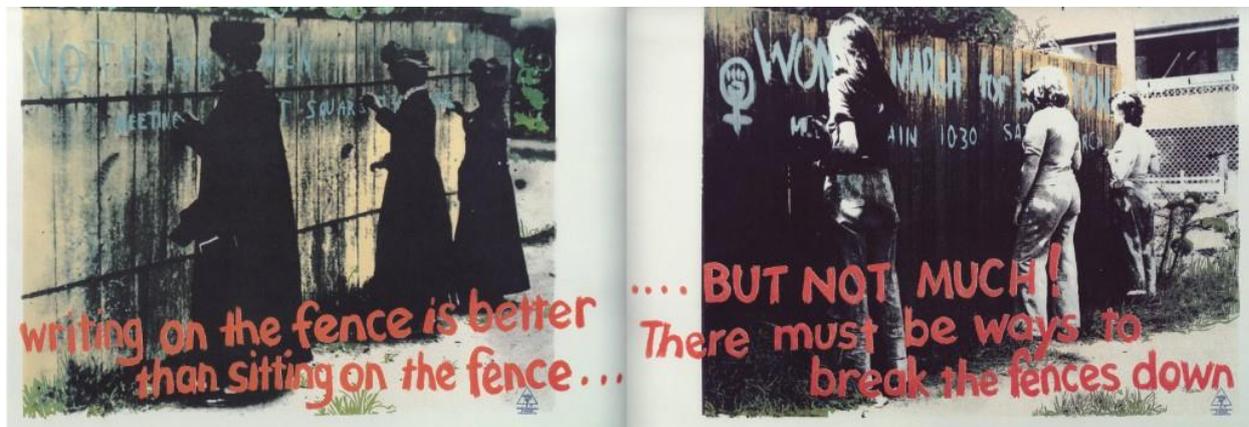
Arts & Social  
Sciences

School of Humanities and Languages

ARTS3900

Gender and Queer Critiques: Rethinking History and Other  
Studies.

Semester 2, 2018



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Sophie C Robinson	sophie.robinson@unsw.edu.au	Mon 2-3pm; 3-4pm. Or email to make appointment.	Morven Brown Building, TBC.	-

#### School Contact Information

School of Humanities and Languages

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

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

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

#### 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

This seminar course acts as a 'Capstone' for students in the WGS minor. It is very useful to History majors as well, including those doing Education degrees; other majors with an interest in WGS also find it instructive. A central emphasis of the course is on helping students with an interest in WGS topics to prepare for honours research.

Course topics include: feminist (eg., 'gender') and queer challenges to History and other academic disciplines: positioned versus 'impartial' scholarship; writing sceptical/experimental histories; gender and life-writing; intersectional (gender, race, class etc) analysis; the 'Who can [legitimately] speak for whom?' debate and feminist ethics in the use of oral testimonies by the 'Other' woman; and the multiple challenges to academic studies posed by the Linguistic Turn/poststructuralism. These include critiques of essentialism in traditional perceptions of cultural/individual identity, which in Queer Theory today extends to a critique of conventional (for eg., gay and lesbian) identity politics.

### At the conclusion of this course the student will have

1. A refined awareness of feminist and queer scholarship in relation to historiography and interdisciplinary critical theory.

### Teaching Strategies

Note: The consecutive lecture and tutorial (Seminar) begins on **Monday 23rd July** in Morven Brown Building, LG 2 (9am-12pm) and run from Weeks 1 through to 9 (followed by Mid Semester Break from 24<sup>th</sup> – 30<sup>th</sup> September, and then **no class in Week 10 as our seminar falls on a public holiday!**) Class then resumes in Week 11 until Week 13. **We have a class in Week 13 and this is when your Peer Assessment task takes place.**

Moodle will be the first port of call for all readings, lecture powerpoints, other resources, updates and media links from Sophie.

As a course informed by the discipline of Women's and Gender Studies, ARTS3900 encourages a collaborative and inclusive learning environment. Seminars do not follow typical two-hour lecture/one-hour tutorial format. They will be semi-structured, designed to promote teacher, student and peer feedback, class interaction and self-generated

knowledge. There will be lecture components where students have a chance to listen and note-take, small group work as well as big class discussion.

As a course designed to help Third Year (and above) students develop a research focus, ARTS3900 also enables students to consider the usefulness of different archives, research methodologies and multiple sources, including their own experience. It is hoped that by the end of the course, students will understand the transformative role (and potential) of feminist, gender and queer studies and the importance of their own innovations and contributions to these disciplines.

Students are expected to prepare for seminars by doing the set readings each week and through analysing an extra reading/resource of their own choosing to discuss with their workgroup.

Each week, students are expected to:

- Interrogate and reflect on the ideas brought up in the readings and your chosen extra source. One way to do this is to make notes and highlight interesting sections as you read and prepare for class each week.
- Jot down two or three sentences summarising the readings and share them with your peers each week.
- Keep in mind that at the end of the course your peers will be assessing your preparation and weekly contributions in the Peer Assessment task.
- Groupwork (these groups will be formed in Week One) will especially help students develop confidence and clarity when dealing with what can be challenging course material and concepts. Peer collaboration is also essential to this course. Gender and queer critiques are best interrogated and analysed in discussion with others and applied practically.

**If you have a preferred name, pronunciation of your name and/or preferred pronoun that corresponds with your gender identity, please let me know.**

## Assessment

### Assessment Tasks

Assessment Task	Weight	Due Date	Student Learning Outcomes Assessed
Oral Presentation of Proposed Research Topic	20%	Weeks 4 – 9	1
Research Proposal and Bibliography	30%	Week 6, Tuesday 28 <sup>th</sup> August, 8pm.	1
Research Paper/Thesis Introduction	40%	Week 12, Friday 19 <sup>th</sup> October 8pm.	1
Peer Assessment	10%	Week 13, Monday 22 <sup>nd</sup> October	1

## Assessment Details

### Assessment 1: Oral Presentation of Research Topic

**Length:** 5-7 minutes.

**Details:** In the seminars from Week 4 to Week 9, students will deliver a five to seven-minute oral presentation of their proposed research topic. This enables space to receive feedback from your peers and I, and to express your preliminary ideas beyond formal writing.

You will be marked according to how you:

- explain the topic of your research, whether you have considered the available sources and archives you will work from.
- explain the importance of your research, and answered the ‘**So What?**’ question (that is, why does this research matter/what gap it is filling in our knowledge?)
- identify any specific issues, limitations or ethical dilemmas that may crop up when conducting your research.
- Keep to the time allocated
- Discuss your presentation research focus with the group. It is a good idea to prepare for questions from your audience.

**Turnitin setting:** No.

### Assessment 2: Research Proposal and Bibliography

**Length:** 750 words (not including references and bibliography)

#### Details:

By the Tuesday of Week 6 you will submit a written research proposal or plan (750 words max) with a tentative bibliography. In effect, this is just like a research proposal you might be expected to submit with an honours or postgraduate application where you identify your research topic, questions and the ‘gap’ that you are filling with your original research. It represents the first step toward the ‘thesis introduction/research paper’ required as your major written assignment for ARTS3900.

Submitting the plan will enable me to give you written feedback on the feasibility of the research project of your choice— the availability of sources, workable approaches, and so on.

The plan must be no more than about 750 words. In it you simply set out:

- your general topic (eg. Women in Contemporary Iran; Gender Histories of Colonial Australia; ‘Sex-positive’ Feminism; Queer Challenges to Conventional Identity and Identity politics...)
- state the central issue or question you will address
- comment on sources or the available literature
- comment on the historiographical, scholarly and/or political significance of the issue

- your theorisation (i.e. your likely approach and who/how/what has helped you think through this topic.)

Feel free to ask me for advice on the proposal. If you are uncertain of how to proceed with your topic or are facing any potential problems with sources remember that this is merely a plan, and I don't expect it to be 'set in stone'. It is in the nature of research projects that you will refine your focus and approach as you gain more familiarity with the field, sources and issues debated. And to reiterate: don't forget that ALL academic writing must be referenced (with footnotes or in-text notes, as well as a bibliography)

**Turnitin setting:** Yes. Students will be also able to see their originality report.

### **Assessment 3:** Research Paper/Thesis Introduction

**Length:** 3000 words.

**Details:** Research Paper/Introduction to Thesis (40%, due Friday of Week 12)

The research paper (3000-word max) accounts for a significant proportion of the assessment, since learning how to prepare for advanced research in Women's and Gender Studies/History is a major rationale for the course. Students will have ample opportunity to prepare for the research paper, through writing the proposal for me to look over and give written feedback on; through discussing problems with your peer group, through your oral presentation; and through discussion of possible research topics and questions in seminars. I expect the research essay to be, essentially, a thesis introduction: that is, you write the essay as if it were really an introduction to an honours or postgraduate thesis.

#### **Example:**

You might decide to write a thesis on Queer Activist Movements in Australia. Beyond explaining in a thesis introduction what has inspired the topic (its scholarly significance, your interest in it, etc), you would also want to comment on the scholarship in the field at both the general and more specific level. That is, how much research has been done on issues surrounding queer politics and activism in an Australia context? And what about scholarship generally on queer activism, or indeed the politics surrounding the word 'queer', how it has emerged historically and been claimed/reclaimed/rejected by some. You would then need to situate your own work in relation to or, invariably, partly in opposition to the available literature, since one is expected to demonstrate the originality of a thesis, with respect to topic and/or approach.

In order to do this, you'd need to introduce readers to the sort of theoretical, methodological and/or political issues raised by such a topic. For example, social movement theory, Queer Theory and Southern Theory would all be applicable to a topic such as queer activism in Australia (particularly if taking as a point of comparison and contrast other Western queer activist traditions in the Northern Hemisphere. You could also bring in feminist activist and scholarly debates on queer activism as West-centric, as well as male-dominated. Have queer activists themselves challenged these assumptions? How can you be sure you won't be continuing them? What other political/ethical considerations are there? For eg., will it be based on oral sources such as the memoirs/memories of activists?

On that note, in a thesis introduction, one would be expected to comment on sources—in a history thesis, primary vs secondary sources, unless the thesis is to be a purely historiographical/theoretical work where secondary sources are your 'primary' ones. Finally, typically toward the end of an introduction, thesis introductions contain at least a brief explanation of what each of the thesis chapters will contain (and why and how each are pertinent to the central topic and your approach).

You would benefit by looking over the Introduction to existing theses. I will link a selection to Leganto (the **Weekly Readings** link I have created on Moodle), and you can also contact the School office to enquire about accessing past theses by former Honours students. Let me know if you have trouble accessing them.

**Turnitin setting:** Yes. Students will be also able to see their originality report.

#### **Assessment 4: Peer Assessment**

**Length:** 10 -15 minutes.

**Details:** Peer Assessment is a crucial skill for any scholar, and from a Women's and Gender studies perspective it encourages collaborative, self-reflexive and accountable practice.

On the Monday of Week 13 you will assess your workgroup peers' contribution to seminar learning (via written feedback and a mark out of 10). Information and guidance on how to undertake a peer assessment and offer constructive feedback will be provided during semester.

**Turnitin setting:** No.

### **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](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one.

Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with

alternative submission details.

### **Late Assessment Penalties**

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  $17 - [25 (0.05 \times 3)] = 13.25$

#### ***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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**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

## Course Schedule

Date	Seminar Topic	Content
Week 1: 23 July - 29 July	<b>Introductions and Key Concepts of ARTS3900</b>	- Intro to the course and colleagues. - Forming work groups - Intro to key concepts/approaches for theorising sex, gender and sexuality.
Week 2: 30 July – 5 August	<b>From Women's to Gender to Queer Studies - The evolution of gender as a category of interdisciplinary analysis.</b>	- The history of feminist interventions into academia - The emergence of Women's and Gender Studies. - Gender as a category of analysis and its application in interdisciplinary scholarship.
Week 3: 6 August - 12 August	<b>Feminist theories of <i>difference</i> and <i>intersectionality</i>.</b>	- Expressing, understanding and researching 'difference'. - Intersectionality as an analytical and interdisciplinary approach.
Week 4: 13 August -19 August	<b>Sex, Gender and <i>Sexuality</i> - a new category of analysis?</b>	- The emergence of gay and lesbian studies. - Theorising sexuality.
Week 5: 20 August – 26 August	<b>Queer Theory</b>	- Queer as activism, as politics, as theory.
Week 6:	<b>Queer(y)ing Race and Gender</b>	- Postcolonialism - Gender and Queerness beyond 'the West'.

27 August – 2 September	<b><u>Research Proposal and Bibliography due Tuesday 28 Oct, 8pm.</u></b>	
Week 7: 3 Sep. - 9 Sep.	<b>Embodiment and disability</b>	- Feminist and queer critiques of corporeality and 'affect'. - Exploring and challenging ableism in Gender and Queer Studies. - Queer disability studies.
Week 8: 10 Sep. – 16 Sep.	<b>Trans histories and identities.</b>	- Historicising Trans. - Trans masculinities and femininities. - Trans as an expanding area of critical enquiry
Week 9: 17 Sep. – 23 Sep.	<b>Feminist and Queer methods and ethics.</b>	- Feminist and queer uses of oral history. - How to enact and theorise oral histories, ethnographies and other immersive studies
Break: 24 Sep. - 30Sep.		
Week 10: 1 October - 7 October	<b>PUBLIC HOLIDAY – NO CLASS</b>	
Week 11: 8 October - 14 October	<b>Feminist and queer archives.</b>	- Theorising archives. - Conventional and unconventional archives - Locating and understanding your archive.
Week 12: 15 October -21 October	<b>Queer cultures and communities</b> <b><u>Research Papers due by Friday 19 Oct, 8pm.</u></b>	Exploring gender and queer critiques across art, music, media and popular culture.
Week 13: 22 October – 28 <sup>th</sup> October	<b>New Directions for Gender and Queer Studies.</b> <b><u>Peer Assessment Due</u></b>	- Spaces, places and environments. - Gender and queerness across urban, regional and rural settings.

## Resources

### Prescribed Resources

Moodle contains all readings, lecture powerpoints, other resources, updates and media links from Sophie.

Compulsory course readings are accessed via Moodle through the Leganto link titled '**Weekly Readings**'. Clicking on the link will take you through to a special list of uploaded book chapters, journal articles and other resources that will be framing our weekly seminar discussions. These are clearly marked in the appropriate week.

### Recommended Resources

For some this will be the first-time interrogating gender and queer critiques in real depth, and for others they may be already more familiar with them.

For all students, this course will hone your skills as Women's and Gender Studies and History scholars, to deepen your understanding of feminist, gender and queer thinking. **This will come through your engagement with set academic readings, articles, recommended extra reading, and your own perusal of blogs, social media and other mediums that speak to gender and queer politics.**

### **Helpful texts/collections/readers to get you started:**

Annamarie Rustom Jagose, *Queer theory* (Carlton: Melbourne University Press, 1996).

Sue Morgan (editor), *The Feminist History Reader* (London: Routledge, 2006).

Reina Lewis and Sara Mills (editors), *Feminist Postcolonial Theory: A Reader* (Edinburgh, Edinburgh University Press, 2003).

Riki Wilchins, *Queer theory, gender theory: an instant primer* (Los Angeles: Alyson Books, 2004).

Patrick E. Johnson and Mae G Henderson, *Black queer studies: a critical anthology* (Durham: Duke University Press, 2005).

Joan Nestle, Clare Howell and Riki Wilchins, *GenderQueer : voices from beyond the sexual binary* (Los Angeles : Alyson Books, 2002).

Patricia Hill Collins and Sirma Bilge, *Intersectionality* (Cambridge: Polity Press, 2016).

Judith Halberstam, *Female Masculinity* (Durham: Duke University Press, 1998)

Anne Enke, *Transfeminist perspectives in and beyond transgender and gender studies* (Philadelphia: Temple University Press, 2012)

### **Helpful journals (all available through our Library):**

*Australian Feminist Studies*

*Lilith Feminist History Journal*

*Outskirts*

*Signs*

*Journal of the History of Sexuality*

*Gender and Sexuality Studies*

*Women's International Forum*

*Hypatia*

### **Outside of class time, there are several ways you can engage and expand your interest in the course content:**

1. Consider how gender and queer issues manifest in personal and professional contexts
2. Think about what is meant by gender studies and queer studies. Are these disciplines too narrow, too broad?

3. Are there any current controversies or debates in pop culture/the media where we can apply a gender or queer critique?
4. Scope around for different forms of gender and queer research. Are there any particular topics that seem popular at the moment, or any that spark your interest in particular?
5. Each week think about how readings and lectures inform/challenge your own research focus.
6. One helpful resource for developing historical research practices and writing is Ann Curthoys and Ann McGrath's *How to Write History that People Want to Read?* (UNSW Press 2009) – Available in the Library. I will add this to the **Weekly Readings** list.

## Course Evaluation and Development

This course was first devised by Dr Helene Bowen Raddeker. I took on the course in 2016 and gained very constructive feedback from students. Based on this feedback, I learnt that students appreciated:

- the interactive seminar structure of the course
- the mixture of lecturing, big class discussion, small group work, and feedback between students and lecturer during the seminar to promote deeper understanding of the course content.
- use of group work to more closely discuss thoughts and findings regarding readings and other resources.

I also took on board suggestions of ways to structure the assessment tasks and provide adequate guidance and information for students to better prepare for them.

I also provide ongoing feedback to each student in class, and especially in response to formal assessment tasks to assist and expand their learning. The semi-structured style of seminars invites student participation, collaboration and mutual feedback. Furthermore, early in the course I conduct a brief feedback exercise to ascertain if any teaching or learning activities need to be adjusted to promote better learning, and to respond to any student concerns or queries.

## Image Credit

**Toni Robertson, 'History I – Writing on the fence is better than sitting on the fence' and 'History II', Sydney: Earthworks Poster Collective, 1977.**

## CRICOS

CRICOS Provider Code: 00098G