

SDNY XXXX-XXXX

Sex and Gender in Global Conversation

CAPA SYDNEY PROGRAM

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| **Faculty:** | Dr Venetia Robertson |
| **Contact:** | [via Canvas](https://www.capa.instructure.com/conversations) |
| **Office hours:** | By appointment |
| **Class times:** | XXX |

Course Description

In this course we will look at the understanding of sex, sexuality, and gender in cross-cultural comparison by querying the role played by forces such as politics, religion, the sciences, and the academy in delineating these concepts. Important analytical frameworks from feminist, queer, postcolonial, and poststructuralist theorists will be introduced to help us unpack the key themes of masculinity, femininity, normativity, fluidity, and LGBTQIA (lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual) experiences. Through an examination of divergent narratives of sexed bodies and identities, we will see the benefits and challenges of sex and gender in global conversation.

# Course Aims

This course aims to build and develop your knowledge of issues of sex and gender in the contemporary world. The learning activities are designed to provide you with a vocabulary, theoretical grounding, and academic tools to analyse how power, persecution, and progress have produced our understandings of sexuality, identity, gender, pleasure, and privilege. Students will be encouraged to view the study of sex and gender from an intersectional perspective and to take an interdisciplinary approach to its study, engaging with sources from the fields of Gender Studies, Sociology, History, Cultural Studies, Philosophy, Media and Communications, and Legal Studies.

# Requirements and Prerequisites

There are no prerequisites for this course.

# Learning Outcomes

On successful completion of this course, students will be able to:

1. Understand key issues in the contemporary study of sex, gender and intersections with race, class, and culture
2. Explore and analyse relevant case studies from Australia and elsewhere
3. Identify the operations of power and disempowerment regarding both individuals and communities
4. Communicate ideas with accuracy, sensitivity, and academic objectivity
5. Develop a familiarity with important theoretical and scholarly work from a range of disciplines

# Class methodology

This course will be delivered as a 1.5 hour pre-recorded lecture and a 1 hour online seminar in real-time. Each seminar topic teaches a topic in a discussion-style format, including a review of one of the readings by the presenter for that week. Students are expected to read all required readings for the week and be prepared to engage in a discussion about the ideas, theories, and case studies presented.

# Assessment & Grading

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| **Task** | **Weighting** | **SLO** |
| 1. Online seminar presentation | 20% | a, b, c, d, e |
| 2. Media journal discussion posts (5) | 25% | a, b, d |
| 3. Final essay | 45% | a, b, c, d, e |
| 4. Online seminar participation | 10% | b, c, d |
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| **DESCRIPTOR** | **ALPHA** | **NUMERIC** | **GPA** | **REQUIREMENT/EXPECTATION** |
| Outstanding(High Distinction) | A | 93+ | 4.0 | Maximum grade: In addition to description for grade “A-“, the student shows detailed understanding of materials about which he or she can show independent analytical ability.  This means the ability to question an issue from different perspectives and evaluate responses in an objective manner. |
| Excellent(Distinction) | A- | 90 – 92 | 3.7 | Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation. |
| Very good(High Credit) | B+ | 87 – 89 | 3.3 | Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner.  Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives. |
| Good(Credit) | B | 83 – 86 | 3.0 | The work is well organised and contains coherent or logical argumentation and presentation. |
| Good(Credit) | B- | 80 – 82 | 2.7 | Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading. |
| Average(Good Pass) | C+ | 77-79 | 2.3 | The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives.  Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading. |
| Adequate(Pass) | C | 73 – 76 | 2.0 | Shows clear understanding and some insight into the material in the textbook and notes, but not beyond.  A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter. |
| Below Average (Borderline Pass) | C- | 70-72 | 1.7 | Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter. |
| Inadequate(Borderline Fail) | D+ | 67 – 69 | 1.3 | Fails to show a clear understanding or much insight into the material in the textbook and notes |
| Poor(Fail) | D | 60 – 66 | 0.7 – 1.0 | Besides the above for D+, student has not shown interest or engagement in the class work or study. |
| Poor(Fail) | F | <60 | 0 | Shows little or no understanding of any of the material |
| Incomplete | I |  |  | Please see CAPA policy in the Faculty Handbook. |

**1. Online seminar presentation**

Each student will be assigned a week in which to give a presentation during the online seminar. The presentation should focus on one of the prescribed readings of that week and identify its main argument, sources, and provide an assessment of the quality of the study it presents. In closing, the presenter will pose questions derived from the reading and the seminar topic to stimulate a group discussion.

*Length: 1000 words / 10 minutes*

*Due: TBD*

**2. Media Journal – Discussion Board Posts**

Throughout the course you need to make 5 x 200-250 word Discussion Board posts (2 x original, 3 x responses to other posts) about recent media reports (newspapers, websites, television news) on contemporary issues in sex, gender, and other material relevant to the unit content. Each post is worth 5% and should aim to contribute an analytical perspective on the subject.

*Length: 1250 words total (maximum)*

*Due: Throughout*

**3. Final Essay**

This essay will respond to one of the questions supplied to students early in the course. It should take an academic and objective approach and include a minimum of SIX scholarly sources. You can use the course readings, but lectures, while informative, are not academic sources. A full bibliography and referencing system is required (and are not included in the word count).

*Length: 2500 words*

*Due: TBA*

**Instructions for submitting written work**

* Submit work online only.
* Leave a space and a half between lines, and 12 pt font.
* Number all pages and ensure your name, course, and the assessment title and question (if relevant) is clearly included.
* Use a referencing system consistently including page numbers for references and quotes.
* Make sure you retain a copy of your work at all times in case of lost or misplaced essays.

**4. Online seminar participation**

Participation is a vital part of your grade and of the learning experience. Students are expected to have done the prescribed readings for the week and to have topics or questions to discuss to help generate a positive, dynamic, and fulfilling learning environment. Participation is demonstrated not only through attendance but by contributing to the in-class discussions and activities, showing courtesy to instructors and classmates, and using class-time usefully and responsibly.

*Due: Throughout*

Please review the following table as a guide:

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| **Grade** | **Discussion** | **Reading** |
| **A range** | **Excellent:** consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion. | Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion. |
| **B+** | **Very Good:** frequent, willing, and able contributor; generally offers thoughtful comments based on the readings. | Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately. |
| **B / B-** | **Satisfactory:** frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature. | Displays familiarity with some readings and related concepts but tends not to analyse them. |
| **C range** | **Poor:** sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways. | Displays familiarity with few readings; rarely demonstrates analytical thought. |
| **D / F** | **Very Poor:** rarely speaks; merely quotes text or repeats own comments or those of others. | Little to no apparent familiarity with assigned material or application to relevant discussion. |

Students must complete all required components for each course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in an F grade for the course in question.

# Course Materials

**Required readings** can be accessed through Canvas and should be done before class.

**SUNY-Oswego Online Library Resources**

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the [online library resources of SUNY-Oswego](http://libraryguides.oswego.edu/c.php?g=500670). To access this resource, you must request access during the first week of the program.

# Weekly Schedule

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| **Date** | Lecture  | Online Seminar |
| Week 1XX  | Sex, Gender and Intersectionality | Introductions(no readings) |
| Week 2XX | Pathologising Race, Sex, and Gender | Theorising Sex and Gender in the ClassroomRequired ReadingsMeredith Nash, “Reflections on teaching gender to Australian sociology undergraduates in the neoliberal postfeminist classroom.” *Journal of Sociology* 49.4 (2013): 411-425.Louise Archer, et al. “Can the subaltern ‘speak’ science? An intersectional analysis of performances of ‘talking science through muscular intellect’ by ‘subaltern’ students in UK urban secondary science classrooms.” *Cultural Studies of Science Education* 14.3 (2019): 723-751. |
| Week 3XX | Femininity | Sex and the Sciences Required ReadingsFeatherstone, Lisa. “Imagining the Black Body: Race, Gender and Gynaecology in Late Colonial Australia.” *Lilith: A Feminist History Journal* 15 (2006): 86-96.Heike Bauer, “’Race’, normativity and the history of sexuality: Magnus Hirschfeld's racism and the early-twentieth-century sexology.” *Psychology & Sexuality* 1:3 (2010): 239-249. |
| Week 4XX | Masculinity | **Women in Theory and Practice** Required ReadingsAkane Kanai. “Between the perfect and the problematic: everyday femininities, popular feminism, and the negotiation of intersectionality,” *Cultural Studies*, 34.1 (2020): 25-48.Takeshi Hamano. “Japanese women migrants in Australia: situating the self between ethnicity and femininity.” *Asian and Pacific Migration Journal* 23.2 (2014): 211-228. |
| **Week 5**XX | Beyond Binaries  | **Men in Theory and Practice** Required ReadingsR. W. Connell. “Globalization, imperialism, and masculinities.” In *Handbook of Studies on Men & Masculinities*, eds M. S. Kimmel, J. Hearn, and R. W. Connell. ( California: Sage, 2005): 71-86.Kathleen Engebretson, “Identity, Masculinity and Spirituality: A Study of Australian Teenage Boys,” *Journal of Youth Studies* 9.1 (2006): 91-110. |
| **Week 6**XX | Queer Cultures | Nonbinary Gender and BisexualityRequired ReadingsC. L. Quinan, and Nina Bresser. “Gender at the Border: Global Responses to Gender-Diverse Subjectivities and Nonbinary Registration Practices.” *Global Perspectives* 1.1 (2020).Laura Erickson-Schroth & Jennifer Mitchell, “Queering Queer Theory, or Why Bisexuality Matters.” *Journal of Bisexuality* 9.3-4 (2009): 297-315. |
| **Week 7**XX | Love, Family, and Relationships | Queering SpaceRequired ReadingsScott McKinnon, Robert Reynolds & Shirleene Robinson, “Negotiating Difference Across Time: The Temporal Meanings of the Sydney Mardi Gras in Lesbian and Gay Life Narratives.” *Journal of Australian Studies* 42:3 (2018), 314-327.Thomas Hendriks, “Queer(ing) popular culture: homo-erotic provocations from Kinshasa.” *Journal of African Cultural Studies* 31:1 (2019), 71-88. |
| Week 8XX | **Health and the Body** | Family and RelationshipsRequired ReadingsRaka Shome, “‘Global Motherhood’: The Transnational Intimacies of White Femininity.” *Critical Studies in Media Communication* 28.5 (2011): 388-406.Saan Ecker et al, “Impact of the Australian Marriage Equality Postal Survey and Debate on Psychological Distress Among Lesbian, Gay, Bisexual, Transgender, Intersex and Queer/questioning People and Allies.” *Australian Journal of Psychology* 71.3 (2019): 285-295. |
| **Week 9**XX | **Pleasure and Pornography** | Surgical InterventionsRequired ReadingsAren Z. Aizura, “Feminine transformations: Gender reassignment surgical tourism in Thailand.” *Medical Anthropology* 29.4 (2010): 424-443.Jane Lawrence, “The Indian health service and the sterilization of Native American women.” *American Indian Quarterly* 24.3 (2000): 400-419. |
| **Week 10**XX | **Resistance and Protest**  | Sex and the LawRequired ReadingsRoxana Baratosy and Sarah Wendt, “‘Outdated laws, outspoken whores’: Exploring sex work in a criminalised setting.” *Women’s Studies International Forum* 62 (2017).Jason Haynes, “Legislative approaches to combating ‘revenge porn’: A multijurisdictional perspective.” *Statute Law Review* 39.3 (2018): 319-336. |
| Week 11XX | **Politics and Representation** | Protest CulturesRequired ReadingsRatna Kapur, “Pink *chaddis* and SlutWalk couture: The postcolonial politics of feminism lite.” *Feminist Legal Studies* 20.1 (2012): 1-20.Callum Jones, Verity Trott, and Scott Wright, “Sluts and soyboys: MGTOW and the production of misogynistic online harassment.” *new media & society* (2019). |

Attendance, Participation & Student Responsibilities

**Attendance**

CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class.

The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

**Excused Absences**

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact jmiller@capa.org ahead of time and provide evidence (e.g. a doctor’s note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting jmiller@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

**Class Participation**

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned readings BEFORE the class, and come on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

*Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.*

**Academic Integrity**

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class attempting to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA’s Academic Standards and Policies for more information and resources on plagiarism.

**Use of electronic equipment in class**

All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are *not* allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

**Use of Electronic Translators**

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission**

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behaviour during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.