



SDNY SOCY 3355

Gender, Culture and Society

CAPA SYDNEY PROGRAM

Course Description

This course explores a range of theories and debates that surround the issue of gender in both local and international contexts. Students will be introduced to key concepts and ideas that have been applied to the study of gendered identity, and will use these to critically analyse gendered identity in both Australia and the United States. Weekly seminars will utilize historical and contemporary case studies to facilitate and understanding of how and why gender is such a critical element of past and present identity politics.

Course Aims/Objectives

The aim of this course is encourage a broad reading and critical analysis of the construction of gendered identity in both Australian and international contexts. In this process, students will develop a critical understanding of how dominant discourses of gender impact on identity, subjectivity and nationhood and how the history of gender politics can inform contemporary understandings and experiences of masculinity and femininity.

Learning Outcomes

By the end of this course, students will be able to:

- a. Understand and apply key theories and concepts to the analysis of gendered identity in both Australia and the United States.
- b. Evaluate the social, economic and political factors that shape the construction of gendered identity.
- c. Critically examine how conceptions of gender and sexuality are shaped by cultural context.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class Methodology

This course uses a blend of classroom and online learning strategies. The focus of the classroom component is on developing an understanding of key concepts, theories and frameworks through a lecture and student constructed activities.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Assessment & Grading

	Assessment	Weighting	SLOs
1.	Participation, including group facilitation	10%	a
2.	Individual Research Presentation	30%	a,b
3.	Individual Essay	30%	a,b
4.	Group Project	30%	a,b,c

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.

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
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.

Participation and group facilitation 10%

Participation is a vital part of your grade. Students are expected to come prepared to class, having completed any set readings, and to participate actively and critically in class discussions and in related online activities. Note that this is a mark for participation, NOT attendance (which is compulsory). Facilitation includes actively encouraging and participating in class discussion of readings and lecture content.

Please review the following table as a guide:

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.
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Individual Presentation

Length: 15 minutes

Due: Week 7

Students will give a presentation on one of the weekly topics. In this presentation, students are to overview key issues and theories in relation to their assigned topic, including a summary of the week's readings. Students are also expected to provide their own original information and research on the topic, which will form the basis of a research essay to be submitted two weeks after the presentation.

Research Essay

Length: 2000 words

Due: Week 9

For this assignment, students are asked to provide a written essay following their individual research presentation. This should be in the form of an academic essay and include bibliographic references.

Group Presentation

Due: Week 12

Students will be assigned to work in groups of 3-4, in which they will develop their own research idea on the topic of "Current Issues and Debates: Gender in Australia and the United States". Groups will be assigned in Week 3, and will work with the course coordinator to develop their topic throughout the semester. The group presentation will be a 15-minute seminar in the final week of semester.

Instructions for submitting written work

- Leave a space and a half between lines.
- Double-sided printing is acceptable. *You must submit hardcopy – written work will not be accepted by email.*
- Leave a wide left hand margin (3cm minimum) for the marker's comments.
- Number and staple together all pages.
- Ensure your name is clearly written on each essay page.
- Use the Harvard (in text) citation and referencing system.
- Make sure you retain a copy of your work at all times in case of lost or misplaced essays.

General Reading

- Alexander, A, 2001. *A Wealth of Women: Australian Women's Lives from 1788 to the Present*. Potts Point, NSW: Duffy and Snellgrove.
- Bulbeck, C, 1997. *Living Feminism: the impact of the women's movement on three generations of Australian Women*, Cambridge: Cambridge University Press.
- Caine, Barbara (ed), 1998. *Australian Feminism: A Companion*, Oxford University Press.
- Caine, B and R Pringle (eds), 1995. *Transitions: New Australian Feminisms*, London: St Martins Press.
- Colling, T, 1992. *Beyond Mateship: Understanding Australian Men*, NSW: Simon and Schuster.
- Connell, R.W, 2003. *Gender*, Maldon MA: Blackwell Publishers.
- Cranny-Francis, A (ed). 2002. *Gender Studies: Terms and Debates*, Basingstoke: Palgrave Macmillan.
- Crotty, M. 2001. *Making the Australian Male: Middle-Class Masculinity 1870-1920*, Carlton South: Melbourne University Press.

- Davis, K, M Evans and J Lorber (eds), 2006. *Handbook of Gender and Women's Studies*, London: Sage.
- Dempsey, Kenneth, 1992. *A Man's Town: Inequality between women and men in rural Australia*, Melbourne: Oxford University Press.
- Dixon, Miriam 1999. *The Real Mathilda: Women and Identity in Australia 1788 to the Present*, 4th edition, Sydney: UNSW Press.
- Essed, P, D T Goldbert and A Kobayashi (eds), 2005. *A Companion to Gender Studies*, Malden MA: Blackwell
- Grieve, N and A Burns (eds), 1994. *Australian Women: Contemporary Feminist Thought*, Melbourne: Oxford University Press.
- Lake, M, 1999. *Getting Equal: The History of Australian Feminism*, St Leonards, NSW: Allen & Unwin.
- Morgan, S, 2006. *The Feminist History Reader*, London and New York: Routledge.
- Pettman, J, 1992. *Living in the Margins: Racism, Sexism and Feminism in Australia*, Sydney: Allen and Unwin.
- Pilcher, J, 2004. *50 Key Concepts in Gender Studies*, London: Sage.
- Saunders, K and R Evans, 1992. *Gender Relations in Australia: domination and negotiation*, Sydney: Harcourt Brace Javonovich.
- Scott, Joan Wallach (ed), 1996. *Feminism and History*, Oxford and New York: Oxford University Press.
- Summers, A, 1994. *Damned Whores and God's Police: The Colonisation of Women in Australia*, Ringwood, Vic: Penguin.
- Tomsen, S and M Donaldson, 2003. *Male Trouble: looking at Australian Masculinities*, Melbourne: Pluto Press.
- Windschuttle, E, 1980. *Women, class and history: feminist perspectives on Australia 1788- 1978*, Sydney: Fontana.

Journals:

- *Australian Feminist Studies*
- *Feminist Studies*
- *Feminist Review*
- *Gender and History*
- *Gender and Society*
- *Gender Issues*
- *GHQ: a Journal of Lesbian and Gay Studies*
- *Hecate* (Aust.)
- *Intersections* (online journal from Murdoch University, devoted to gender and Asian studies)
- *Journal of Interdisciplinary Gender Studies*
- *Journal of Gender Studies*
- *Journal of Men's Studies*
- *Journal of Women's History*
- *Journal of the History of Sexuality*
- *History Workshop*
- *Lilith*
- *Sexualities*
- *Signs*
- *Women's Historical Review*
- *Women's Studies International Forum* (online, and good for non-western material)
- *Women's Studies Quarterly*

Weekly Schedule

Date	Seminar topics	Class activities
	<p>Seminar 1 - Understanding Gender</p> <p>In this seminar we explore key concepts, arguments and ideas on how our gendered identities are produced. We will examine a range of different approaches to the study of gender, and consider how our experiences of masculinity and femininity can be shaped by the cultural context in which we live.</p> <p>Required Reading: Connell, R. 2009. "The question of gender" in <i>Gender in World Perspective</i>, Cambridge: Polity</p> <p>Film: <i>I Am A Girl</i> (2013). This film explores the experience of gender in a range of cultural environments, including Australia and the United States.</p>	<p>Semester overview</p> <p>Group Discussion</p> <p>Online: Familiarization with content and consideration of topic for research.</p> <p>Contribute to Discussion Topic 1.</p>
	<p>Seminar 2 - Gender and Culture: An Introduction</p> <p>Building on last week's seminar, we begin to explore issues of gender discourse that arise in a particular national and cultural contexts and the factors which influence this discourse. Using Australia as our case study, we focus on the origins and continuation of stereotypes of masculinity and femininity. We also begin to examine the broader politics of gendered access to resources, education and employment in Australia.</p> <p>Required Reading: Bellanta, M. 2012. <i>Larrikins: A History</i>. Brisbane, University of Queensland Press, Introduction.</p> <p>"Gender Indicators", <i>Australian Bureau of Statistics</i>: http://www.abs.gov.au/ausstats/abs@.nsf/mf/4125.0</p>	<p>Lecture</p> <p>Discussion</p> <p>Allocation of individual research topics</p> <p>Online: Contribute to Discussion Topic 2.</p>
	<p>Seminar 3 - Women on the Frontier: Gender in Colonial Society</p> <p>In this seminar, we begin to look at the construction of female identity in colonial society, tracing the narratives, experiences and politics of womanhood during this period. In our online work, we will pay particular attention to the different experiences of colonial women in Australian and United States contexts.</p> <p>Required Reading: Bishop, C. 2015. <i>Minding Her Own Business: Colonial Businesswomen in Sydney</i>, Sydney, NewSouth Publishing, Chapter One.</p> <p>Hassan, R. 2012. Whores, damned whores and female convicts: Why our history does early Australian colonial women a grave injustice, <i>The Conversation</i>, http://theconversation.com/whores-damned-whores-and-female-convicts-why-our-history-does-early-australian-colonial-women-a-grave-injustice-4894</p>	<p>FIELD TRIP TO HYDE PARK BARRACKS.</p> <p>Online: Contribute to Discussion Topic 3.</p>

	<p>"Gender and Sexuality in Colonial America": http://public.gettysburg.edu/~tshannon/341/sites/Gender%20and%20Sexuality/index.html</p> <p>"Votes for Women", Parliament of Australia: http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/Publications_Archive/archive/women</p>	
	<p>Seminar 4 - Gender in Indigenous Cultures</p> <p>The indigenous peoples of Australia have a rich and varied conception of gendered right and responsibilities, and today, Aboriginal men and women are engaged in a range of programmes and platforms aimed at improving the lives of indigenous populations. In this seminar, we will focus our examination of gender in aboriginal societies by looking at the traditional practices of Aboriginal Australians. In the second part of the seminar, we look at the particular issues and injustices indigenous women have faced in Australian society, and compare these to the global context.</p> <p>Required Reading: Weedon, C, 2004. "History, Voice and Representation: Aboriginal Women's Life Writing" in C Weedon, <i>Identity and Culture</i>, Maidenhead: Open University Press, pp. 46-60.</p> <p>Moreton-Robinson, A. 2000. "Tiddas Speakin Strong: Indigenous Women's Self-Representation within Australian White Feminism", in A Moreton-Robinson, <i>Talkin' Up The White Women: indigenous women and white feminism</i>, St Lucia: University of Queensland Press, pp. 150-178.</p>	<p>Lecture</p> <p>Group Discussion</p> <p>Online: Contribute to Discussion Topic 4.</p>
	<p>Seminar 5 - The Making of Masculinities</p> <p>Australian national identity has long had a complex relationship with notions of masculinity, manhood and mateship. In this seminar, we will explore the ideals of masculinity unique to the Australia and how these are related to Australia's colonial history, environment and economy. We will use this case study as a means to ask broader questions about the influence of cultural environment on gendered identity.</p> <p>Film: <i>The Mask You Live In</i> (2015)</p> <p>Required Reading: Moore, Clive. 1998. Colonial manhood and masculinities, <i>Journal of Australian Studies</i>, 22:56, 35-50</p> <p>"What makes a man?", <i>Sydney Morning Herald</i>, October 12, 2012: http://www.smh.com.au/executive-style/style/stitched-up/what-makes-a-man-20121018-27qfi.html</p>	<p>Screening: <i>The Mask You Live In</i> (2015)</p> <p>Group Discussion</p> <p>Online: Contribute to Discussion Topic 5.</p>
	<p>Seminar 6 - Local and Global Feminisms</p> <p>Australia was one of the first countries in the world to grant the right to vote to women. While the history of feminism in Australia shares many similarities with the United States, Australia has had its own unique experiences and politics of feminist issues. Today, we overview how Australian society and politics has produced its own feminist debates,</p>	<p>Guest Lecture: James Keating</p> <p>Class: Group Discussion</p>

	<p>and where they can be situated in the global context of women's activism.</p> <p>Required Reading: Lake, M, 1998. 'A History of Feminism in Australia', in B Caine (ed.), <i>Australian Feminism: A Companion</i>, Melbourne: Oxford University Press, pp. 132 – 142</p>	<p>Online: Contribute to Discussion Topic 6.</p>
	<p>SEMESTER BREAK</p>	
	<p>Seminar 7 - Gender and Multiculturalism 1 Non-Western and migrant peoples can face a particular set of challenges in relation to conforming to mainstream gendered values and beliefs. In this seminar our case study is an exploration of the unique problems and experiences of Muslim women in Australian society, and how these issues can challenge the universal notion of “womanhood” that is a part of contemporary identity politics.</p> <p>Required Reading: Casimoro, S, P Hancock and J Northcote, 2007. “Isolation and Insecurity: Resettlement Issues Among Muslim Refugee Women in Perth, Western Australia”, <i>Australian Journal of Social Issues</i>, 42 (1): 55-69.</p>	<p>Lecture</p> <p>Group Discussion</p> <p>Individual Presentations this week.</p> <p>Online: Contribute to Discussion Topic 7.</p>
	<p>Seminar 8 – Gender and Multiculturalism 2 Chinese, Vietnamese and Indian women make up a considerable part of the community of women in Australian society. Following on from the previous seminar, we explore the unique historic and contemporary problems and experiences of Asian migrant women to Australia and consider their role in Australian politics.</p> <p>Required Reading: Tan Carol, 2003. “Living with Difference: Growing up “Chinese” in white Australia”, <i>Journal of Australian Studies</i>, 27 (77): 101-108.</p>	<p>Online: Contribute to Discussion Topic 8.</p>
	<p>Seminar 9 - Lesbian, Gay, Bisexual and Transgendered Identity Gay, lesbian, bisexual and transgendered people (LGBT) have experienced a unique history of oppression and activism. This seminar will examine this history on a comparative scale. First, we will explore how the fight for LGBT rights in Australia can be paralleled to the activism in United States, and second, we will examine how the Australian cultural context has played a role in shaping the actions and achievements of the LGBT community.</p> <p>Required Reading: Westbrook, L and K Schilt, 2014. “Doing Gender, Determining Gender”, <i>Gender and Society</i> 28 (1): 32-57.</p> <p>Wotherspoon, G. 2016. <i>Gay Sydney: A History</i>, Sydney: NewSouth Publishing, pp. 178-218.</p>	<p>Lecture</p> <p>Group Discussion</p>
	<p>Seminar 10 – Gender and the Media In the second part of this seminar, we continue our discussion of gender and politics by looking at the role that the mass media play in</p>	<p>Lecture</p>

	<p>reproducing gender discourses, and at the same time, how it can be used to challenge and resist dominant social norms and ideals on masculinity and femininity. We will also explore the role of mass media in perpetuating gender stereotypes and examine how both Hollywood and Australian cinema has played a key role in this process.</p> <p>Rose, Lucas, 1998. "Dragging It Out: Tales of Masculinity from Australian Cinema, from 'Crocodile Dundee' to 'Priscilla Queen of the Desert'", <i>Journal of Australian Studies</i>, 22 (56): 138-146.</p>	<p>Group Discussion</p> <p>Online: Contribute to Discussion Topic 10.</p> <p>Individual Research Papers are due this week.</p>
	<p>Seminar 11: Gender and Politics</p> <p>In the first part of this seminar, we explore the role of women in politics, with a particular focus on women's trade union activism and roles of political leadership. The discourses and debates on issues of gender that surrounded Prime Minister Julia Gillard, who served from 2010-2013, will be used as a case study for this seminar.</p> <p>Required Reading: Committee for the Economic Development of Australia, 2013. "Women in Leadership: understanding the gender gap": https://www.ceda.com.au/media/310731/cedawiljune%202013final.pdf</p>	<p>Watch: Anne Summers in Conversation with Julia Gillard, September 2013 [online, CANVAS]</p> <p>Online: Contribute to Discussion Topic 11 and read/watch posted content for this week.</p>
	<p>Seminar 12 - Current Issues and Debates: group presentations</p> <p>In this seminar, groups will present their research material on current issues and debates in the politics of gender in Australia and the United States.</p>	<p>Group Presentations</p>

Attendance, Participation & Student Responsibilities

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

Missing Classes for Medical Reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) know at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Center (02 9217 5977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation

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.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. 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 honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of Electronic Equipment in Class

All devices such as laptops, I-pods, I-pads, 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 Director of Academic Affairs or the Resident Director 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 due, 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.

Behavior 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.