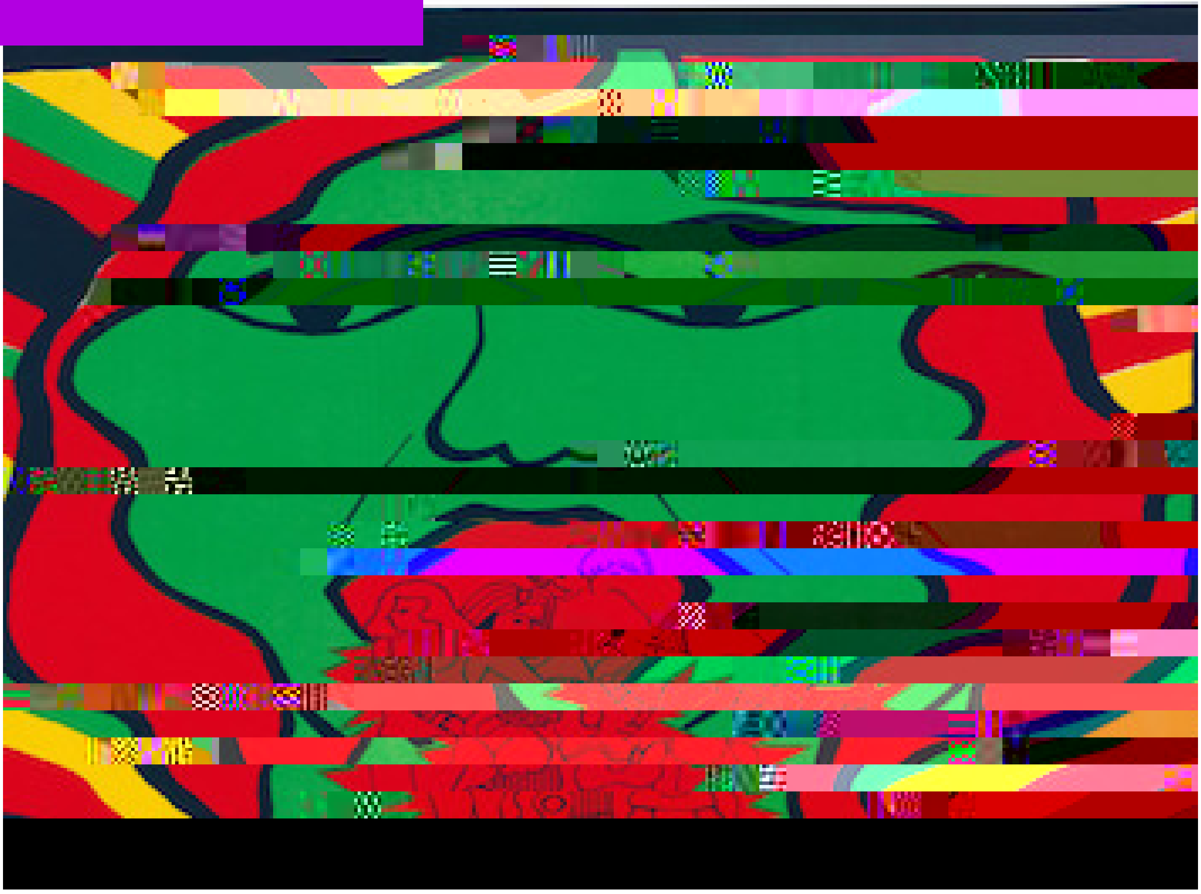

ARTS2900

Global Feminisms: Competing Visions, Varying Histories

Term One // 2019

School of Humanities and Languages // UNSW Arts and Social Sciences

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Umkcl%q _lb Eclbcp Qrsbgcq*

This course can also be studied in the following specialisations: *Fgqrmpw*

This course considers both feminist attempts to organise globally across racial, ethnic and national boundaries, and differences in feminist strategies and visions for the future. You will trace the emergence and continuation of two competing traditions – reform and revolution – from anarchist women's activists through to contemporary transnational and postcolonial feminisms. You will also examine recent feminist activity that has garnered global attention and controversy, such as Islamic feminism and Pussy Riot. Throughout we highlight ongoing critiques of the universalist claims of some forms of feminism, including Indigenous and intersectional critiques.

Course Learning Outcomes

1. Demonstrate a broad, cross-cultural understanding of global feminisms
2. Identify key themes, debates and concepts in feminist history and scholarship.
3. Construct arguments using gender and/or feminist analysis and research in written and/or verbal form.
4. Articulate an understanding of how class, race and/or sexuality inform feminism/s historically and in the present.

Teaching Strategies

This course will help you develop a broad historical and cross-cultural understanding of global feminisms and is designed to deepen your skills in critiquing scholarly literature, constructing your own arguments and conducting research. Lectures will provide crucial background information and introduce you to key debates, thinkers and themes in feminist history and gender studies. In tutorials, you will participate in discussion of the scholarship and lecture material, guided by tutorial questions. You will also facilitate one tutorial discussion by introducing new material and/or questions to your classmates, thereby extending your research and analytical skills. My teaching strategy is to encourage your critical engagement with course material and to help develop your written and verbal communication through class discussion and written responses to selected tutorial questions. Tque0

Assessment

Requirements for Written Work

Submission

Tutorial papers and research essays should be submitted electronically to Turn It In on Moodle. Please submit to the Turn It In portal with your tutor’s name on it.

Referencing

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Research essay	40%	15/04/2019 04:00 PM	2,3,4
Tutorial Responses	45%	Part I end of WK 4, Part II end of Week 10	1,2,3
Tutorial facilitation and reflection	15%	Weeks allocated in Week 1	2,3

Assessment Details

Assessment 1: Research essay

Start date:

Length: 20w

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Tutorial Responses

Start date:

Length: 6 x 200 words

Details: Across the semester, students will answer six questions in written form based on their engagement with tutorial readings and course content. Each response is approximately 200 words. Two are due at the end of Week 5 (15% or 7.5% each) and four are due at the end of Week 13 (30% or 7.5% each). Feedback via individual comments, rubric and in-class discussion.

Additional details:

TUTORIAL RESPONSES Parts I and II, to be submitted to Turn It In on Moodle by 4pm on the Friday of Week 4 (Part I) and Friday of Week 10 (Part 2) *NB these are the correct submission dates based on new term.*

Weight: 7.5% per response x 6 = 45%

Feedback: The tutorial responses will be marked in Turn It In and your grade and feedback will be available via Moodle within ten days. You will be assessed on how successfully you answer the question (argument and analysis), style and structure and research and referencing (i.e. engagement with relevant material and appropriate references).

Description:

Each week, our tutorials are organised around three to four questions based on essential readings and the lecture. These questions are designed to engage you with the key themes of the course and feminist relevant to the question you can include it, but not at the expense of the essential reading. (And always reference if you do).

Submission notes:There are two due dates: Part I is due on Friday of Week 4 by 4pm, Part II by Friday of Week 10 by 4pm. You can submit before these dates if you wish.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Tutorial facilitation and reflection

Start date:

Length: 5 minutes

Details: This assessment has two parts. First, students will launch discussion with a brief talk (no more than five minutes) about their own engagement with designated readings/topics (10%). Secondly, they will write a brief reflection (150-200 words) about the process of preparing, conducting, and receiving feedback on the facilitation (5%). Feedback via individual comments on both components.

Additional details:

TUTORIAL FACILITATION, week assigned in first tutorial, in class assessment.

Weight: 10% for facilitation and 5% for reflective response to email feedback to the facilitation – total 15%

Description: From Week 2, each tutorial will have one to three designated facilitators (assigned in first tutorial). The facilitator will launch discussion with a BRIEF (no more than five minutes) talk about their own engagement with the reading/ topic. The idea is use your own unique pathway through the material to open up discussion not only of the content, but also of its wider utility.

‘Wider utility’ could mean making connections between the reading/ topic and contemporary feminisms; using the material as a jumping off point to explore particular themes/ questions/ examples/ thinkers/ feminisms in a little more detail; or as a means to reflect on how scholars develop arguments (eg. you could discuss the reading as an example of a particular approach/ style that you found useful or unproductive).

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 us to think and talk about theails:

a You Tube clip or a website or to use a powerpoint. It is also hoped that this exercise encourages you to speak more generally in this tutorial and in your other classes. Finally, as the aim of facilitation is to open

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.

REFLECTION: (5%) (approximately 150 words)

Due: up to a week after your tutor sends feedback to the facilitation.

Submission: Send to tutor directly by email or via Moodle. You can attach as a word file or write directly into the email.

Aim: Write reflectively about the process of researching, presenting and receiving feedback on your facilitation . You can choose to emphasise one part of the process over the others, for example:

- having received written feedback, you may choose to reflect on what you could have done differently to improve your result OR

- you may use the opportunity of reflection to ruminate on the research process: eg. by further elaborating on how you why you chose to do some more research on a particular aspect of the topic OR

- you may reflect on the assessment and its utility as a whole, eg. provide feedback on whether or not this assessment has been a useful way to explore global feminisms OR

- a general reflection on the topic/ course itself using your facilitation as a spring board.

How to approach this assessment: this is not a formal research and writing exercise (i.e. not an essay). Rather it is designed to get you to reflect on how your research, presentation and/ or interpretative skills are developing as the course progresses. Provided you communicate your ideas clearly and demonstrate genuine reflection, you will receive full marks for this assessment.

Feedback: Your reflection will be responded to via email within a week of receiving it.

Submission notes:Verbal assessment, written feedback/ reflection.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

View class timetable

Timetable

March		Screening: *Dckglgqk Glqf_jj_f8 ? Fgqrmpwmd ?p_` Dckglgqk* (2014)
	Tutorial	Secular and / vs religious feminisms in the Middle East and North Africa
Week 7: 1 April - 7 April	Lecture	What is Global Feminism? The UN Women's Decade
	Tutorial	What is Global Feminism? The UN Women's Decade Workshop: Essay writing
Week 8: 8 April - 14 April	Lecture	Indigenous/ Native feminisms
	Tutorial	Decolonising feminisms
Week 9: 15 April - 21 April	Lecture	Post-Soviet feminisms: Pussy Riot and Femen Wrap up: Contemporary feminisms in the era of #me too
	Tutorial	Pussy Riot, Femen and contemporary feminisms
	Assessment	Research essay due on Monday 15th April (Turn It In/ Moodle) by 4pm
Week 10: 22 April - 28 April	Reading	We have no face to face classes in Week 10 due to Anzac Day public holiday
	Assessment	Tutorial responses Part II (4 x 200 words) is due by 4pm Friday 26th April

Resources

Prescribed Resources

There is no set textbook for this course. Set readings for each week will be available in designated folders on Moodle.

An essay guide will be provided on Moodle, with suggested readings for specific essay questions.

Extensive use will be made of Leganto - including readings and sources for the essay.

Recommended Resources

Journals: *?sqrp_jg_l Dckglgqr Qrsbgcq9 Dckglgqr Qrsbgcq9 Dckglgqr Pctgcu9 Eclbcp _lb Fgqrmpw9 Eclbcp _lb Qmagcrw9' Hmspl_j md Umkcl%q Fgqrmpw9 Hmspl_j md rfc Fgqrmpw md Qcvs_jgrw9 Fgqrmpw Umpiqfmn9 Jgjgrf &?sqr,* dckglgqr fgqrmpw'9 Qcvs_jgrgcq9 Qgelq9 Umkcl%q Fgqrmpga_j Pctgcu Umkcl%q Qrsbgcq Glrcpl_rgml_j Dmpsk '9 Umkcl%q Qrsbgcq Os_prcpjw* – all available via Library Catalogue. When using Google Scholar make sure you are logged into the Library, that way you can download articles.

In terms of resources, I highly recommend the amazing new *Routledge History of Feminism* data base available via the Library catalogue (link of Leganto) – it contains primary and secondary sources spanning the globe, our whole time period.

Course Evaluation and Development

This is the third time that I have taught the course, but the first time I have taken the tutorials - I am very excited about this! I have taken care to respond to suggestions made from feedback received in 2017/ 2018 via My Experience/ email/ class discussion - these include setting essay questions on decolonising feminism and the UN Women's Decade, screening more documentary footage and more time devoted to assessment preparation.

Submission of Assessment Tasks

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 . 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

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/

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