ARTS2900

Global Feminisms: Competing Visions, Varying Histories

Semester Two // 2018

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

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

Subject Area: *Umkcl‰q_Ib EcIbcp 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.

At the conclusion of this course the student will be able to

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. The course will further develop your research through a research essay which requires you to undertake independent research on a specific topic.

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
Tutorial Responses	45%	Part I due end of WK 5, Part II end of WK 13	1,2,3
Research essay	40%	15/10/2018 04:00 PM	2,3,4
Tutorial facilitation and reflection	15%	Once during semester	2,3

Assessment Details

Assessment 1: Tutorial Responses

Start date:

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 Weeb ‰ ‰

weeks.
As you will see, there is a mix of questions – some invite a more descriptive response, others focus on analysis and informed opinion, others a mix of both (i.e. you demonstrate you have understood a concept or argument and then you engage with it critically, that is you assess it fairly). It is not always necessary to engage with each reading for that week if the reading is not directly relevant to the question. Do get into the habit of referring to scholars by their name rather than using the generic term 'the reading/s'. Sometimes the lecture will help you answer the question, but again it is not necessary to mention the lecture if this is not the case. Extra reading is not expected but if you do find material relevant to the question you can include it, but not at the expense of the essential reading. (And always reference if you do).

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

Assessment 2: Research essay

Start date:

Length: 2000 words

Details: Students write a research essay of 2000 words excluding the bibliography. Feedback via rubric and individual comments. This is the final assessment for attendance purposes.

Additional details:

RESEARCH ESSAY, due Monday 15th October by 4pm. Submit to Turn It In on Moodle.

Feedback: Your research essay will be marked electronically with direct feedback on the essay itself and via a rubric that assesses argument and analysis, style and structure and research and referencing. The research essay will be marked within a fortnight.

Submission: Essays should be FULLY referenced, ideally using the preferred School Style – footnote and bibliography (Chicago or Oxford), see:

https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

If you use in-text, please use Havard (as it includes page numbers):

https://student.unsw.edu.au/harvard-referencing

Essay Question:

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

Assessment 3: Tutorial facilitation and reflection

Start date: Assigned in WK 2 tutorial

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 3, each tutorial will have one or two designated facilitators (assigned in first tutorial in Week 2). 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 the processes and possibilities of scholarly engagement. It is also hoped that this exercise encourages students to explore their own curiosity, eg. by ‘googling’ a concept/ feminist etc for further information.

IN SHORT: Do not answer the tutorial questions ﻫ that is for whole group ﻫ rather offer us your original thoughts and navigation of the material and its wider significance.

You can speak to a number of dot points and / or read out verbatim what 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.. 7 5 ng but ot

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up discussion, or a brose idea to open up your reflection also hoped that this exercise encourages

to your tutor at least an hour before the tutorial.

Facilitators may end up focussing on the same or similar aspects of the reading, which is fine: this will give us a springboard to discuss as a class why this particular theme sparked such interest. Did anyone else in the class for example find themselves drawn to that particular aspect of a reading or theme across the readings? In no more than FIVE minutes try and demonstrate / respond to the following:

1.

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.

Turnitin setting: This is not a Turnitin assignment

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. 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 of the extent of delay in the submission of an assessment task past the due date and time,

- 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.

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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 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.

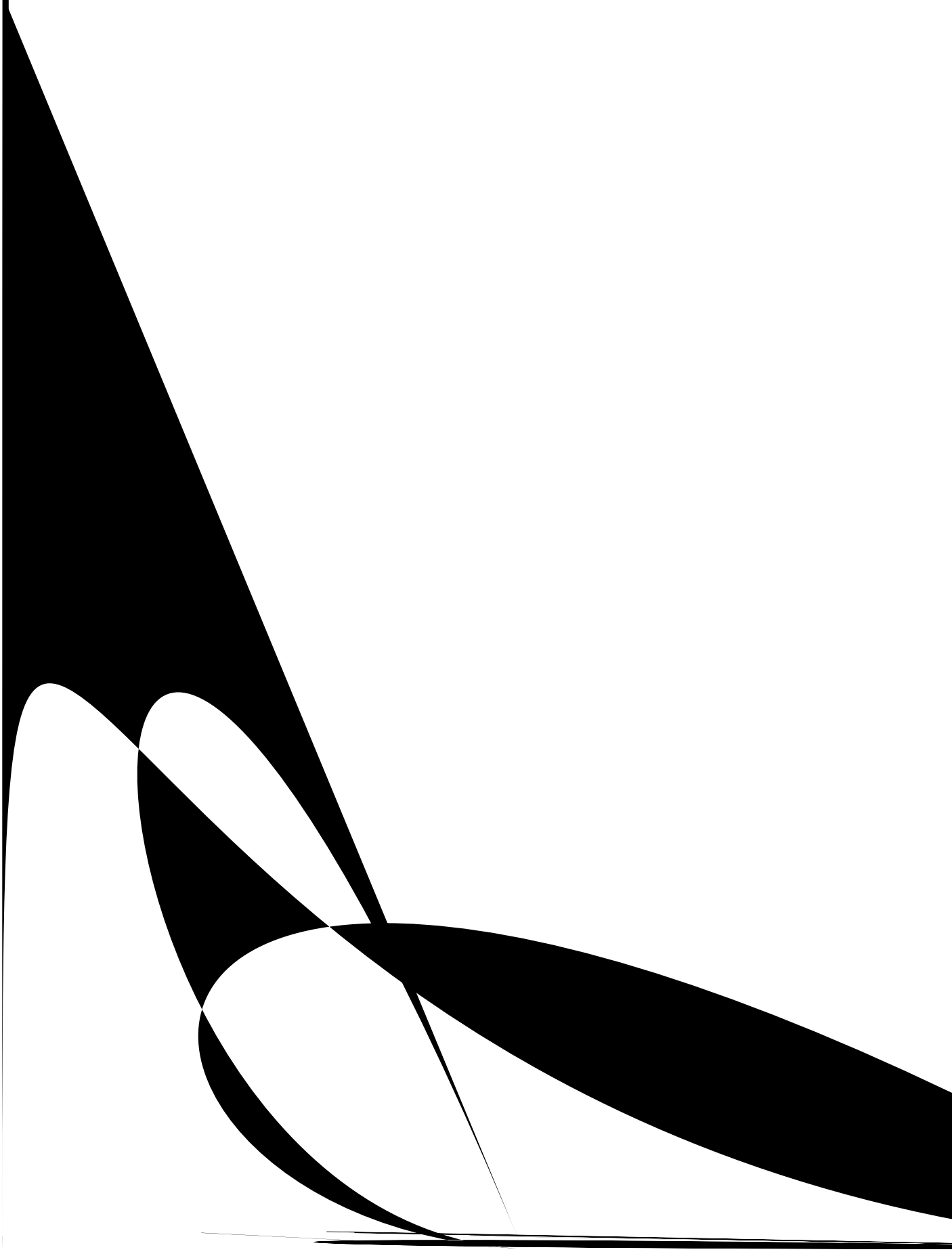
Correct referencing practices:

- 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
- better manage your time

understand your rights and responsibilities as a student at UNSW