



School of Humanities and Languages

ARTS3900  
Gender and Queer Critiques: Rethinking History and Other  
Studies.  
Semester 2, 2018

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illness or misadventure;



## **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

- 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

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









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| 27 August . 2 September                           | <u>Research Proposal and Bibliography due Tuesday 28 Oct. 8pm.</u>                  |  |
| Week 7:<br>3 Sep. - 9 Sep.                        | Embodiment and disability   |  |
| Week 8:<br>10 Sep. . 16 Sep.                      | Trans histories and identities.   |  |
| Week 9:<br>17 Sep. . 23 Sep.                      | Feminist and Queer methods and ethics.  |  |
| Break:<br>24 Sep. - 30Sep.                        |   |  |
| Week 10:<br>1 October - 7 October                 | PUBLIC HOLIDAY   NO CLASS   |  |
| Week 11:<br>8 October - 14 October                | Feminist and queer archives.  |  |
| Week 12:<br>15 October -21 October                | Queer cultures and communities<br><u>Research Papers due by Friday 19 Oct. 8pm.</u> |  |
| Week 13:<br>22 October . 28 <sup>th</sup> October | New Directions for Gender and Queer Studies.<br><u>Peer Assessment Due</u>          |  |

## 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.**



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

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## CRICOS

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