

Course Outline

Code: SCS395 Title: Gender and Culture

School: Social Sciences
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Dr Jehan Loza: jloza@usc.edu.au
Course Moderator: Dr Marcus Bussey

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

How does society's understanding of sex, gender and sexuality impact on how you experience yourself as a man or woman? In this course you will be critically examining a sociological understanding of gender and explore the connections between gender identity/expression, personal experience and social structures, and the changing social position of cisgender and transgender women and men in contemporary Australia. You are encouraged to examine **issues** related to gender such as stereotypes, media images of female and male bodies, health, sport and sexual identity and sexual politics.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Identify and discuss the main elements, terms and perspectives on sociological studies of gender.	1, 2, 3	Knowledgeable.
Employ a gendered perspective to make sense of substantive social problems and	1, 2, 3	Empowered. Creative and Critical Thinking

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
evaluate the appropriateness of particular concepts and ideas for understanding a given social issue.		
Develop an advanced critical understanding of recent developments in gender theory (including feminism, 'new' feminisms and masculinity studies) and how they can contribute to transforming society in a more just and participatory direction.	1, 2, 3	Creative and Critical Thinking

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

SCS295

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Task One has been designed to give your early formative feedback and prepare you to work productively in groups.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral	Group	20%	5 minutes	Week 3 or 4	In Class
2	Oral, and Written Piece	Group	40%	10-minute Presentation + 10-minute discussion in class	Weeks 6-12	Online Publisher Assessment

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3	Essay	Individual	40%	2500 words	Week 13	Online Assignment Submission with Plagiarism check
			100%			

Assessment 1: Concept Pitch

Goal:	To pitch your idea for the subsequent presentation in Task 2 and gain some initial feedback
Product:	Oral
Format:	Giving each group presentation member equal time, pitch the concept for the presentation. This is to be given to a panel of 4 of your peers, who will provide you with oral feedback, along with oral feedback by your tutor. Your mark will be sent to your group separately via Blackboard.
Criteria:	Will be assessed by your peer panel members (20% of total mark), and tutor (80% of total mark) on these criteria: <ul style="list-style-type: none"> • Clarity of concept/s in addressing question in Task 2 • Demonstrated knowledge of key themes in Gender and Culture • Creative and critical engagement with theory in understanding the nature of gender construction and expression. • Clear articulation of direction for presentation in Task 2

Assessment Task 2: Presentation analysing the impact of gender on men or women's experiences in contemporary Australia and facilitated discussion

Goal:	This exercise requires you to use a gendered perspective to develop an advanced critical understanding of how gender affects men or women in Australia (in the areas of either work, sexuality, the body or the media).
Product:	Oral and Written Piece
Format:	In groups of no more than 4, you will present a gender issue in Australia and hand in the transcript for written evaluation. The specific details will be in your Task 1 folder in Blackboard. The presentation should take 10 minutes followed by a class discussion of around 10 minutes duration conducted by the presenters. Questions to stimulate discussion should be posed to the whole class by the presenters at the end of the presentation. You are expected to consult at least eight scholarly sources in researching for this presentation, which should be evident in the referencing and reference list.
Criteria:	This task will be assessed according to the level of achievement in the following: Oral elements: <ul style="list-style-type: none"> • Clear understanding of relevant theoretical arguments. • Effective and well organised presentation, which demonstrates planning and research (including appropriate scholarly references). • Effective development and use of questions to stimulate class discussion and eliciting different viewpoints. • Presentation is logically ordered, and main arguments clearly link back to the group's thesis. Written elements:

	<ul style="list-style-type: none"> • Evidence of identification and exposition of a contemporary gendered social issue affecting men or women in Australia (in the areas of either work, sexuality, the body or the media). • Evidence of a critical analysis of key sociological terms, concepts and debates. • Analysis is detailed and critical and supported by relevant examples.
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Assessment Task 3: Essay

Goal:	The demonstration of a comprehensive understanding of the roles of gender and culture in the shaping of individual and collective reality, power structures and identity.
Product:	Essay
Format:	<p>You will address ONE of the statements below for your major essay. The purpose is for you to demonstrate your understanding of one of the major substantive areas involving gender in Australian society covered in lectures, tutorials and tutorial readings.</p> <ol style="list-style-type: none"> 1. What evidence exists to suggest that gender and age act as dimensions of social division or inequality? 2. What evidence exists to suggest that gender and culture act as dimensions of social division or inequality? 3. Discuss the social construction of sexual orientation and gender identity/expression. Use specific examples. 4. Discuss some of the ways in which sociologists conceptualise the relationship between gender and the body. Use specific examples. 5. How does social media and popular culture reinforce or challenge current masculine or feminine ideals and norms in Australia? Be sure to draw on current theoretical discussions and specific examples in your analysis. 6. Discuss some of the ways in which sociologists conceptualise the relationship between gender and sport. Use specific examples. 7. Discuss the ways in which norms of gender and sexuality can affect relationships between people in the workplace. Use examples from a professional context. 8. Discuss the ways in which queer theory can be used to challenge power structures. Use specific examples. 9. Another appropriate topic which is relevant to your professional interests can also be negotiated with your tutor. <p>You are expected to consult at least eight scholarly sources in researching for this essay, which should be evident in the referencing and reference list.</p>
Criteria:	<p>This task will be assessed according to the level of achievement in the following:</p> <p>Content:</p> <ul style="list-style-type: none"> • Application of key sociological terms, concepts, discussions, and debates • Knowledge of relevant theoretical perspectives and arguments • Knowledge of the socio-historical context of gender, sexuality, and culture • Recognition of gender, sexuality, and culture and other hierarchies of power within professional contexts <p>Research:</p> <ul style="list-style-type: none"> • Effective and well organised essay, which demonstrates planning and research (including appropriate scholarly references) <p>Structure:</p> <ul style="list-style-type: none"> • Essay is logically ordered, and main arguments clearly link back to your thesis statement.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour per week Tutorial: 2 hours per week

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

If standard graded course, add:

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

If Limited graded course, add:

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au