

# SCS395 Gender and Culture

School: School of Law and Society

2024 Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

Please go to [usc.edu.au](http://usc.edu.au) 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 and construction of sex, gender and sexuality impact how you experience yourself? 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 1 hour weekly online tutorial pre-preparation	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – On campus tutorials	2hrs	Week 1	10 times
<b>Seminar</b> – Whole cohort online seminar	1hr	Week 1	Once Only
<b>ONLINE</b>			
<b>Learning materials</b> – 1 hour weekly online tutorial pre-preparation	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Online tutorials	2hrs	Week 1	10 times
<b>Seminar</b> – Whole cohort online seminar	1hr	Week 1	Once Only

### 1.3. Course Topics

- Key terms and debates in gender/sexuality
- Understanding and theorizing gender
- Women's liberation, feminisms and masculinity studies
- The gender and gender identity/ expression spectrum
- Gender, sexuality, culture, and intersectionality, Gender and family life
- Gender and work
- Gender and violence
- Gender, media, and popular culture
- Gender and sport
- Gender, science, and technology
- The future of gender, sexuality, and culture
- (Mature content across all topics)

### 1.4. Mature Content

Drug Use, Nudity, Sex/Sexual references, Violence, Coarse Language, Adult themes

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Identify and discuss the main elements, terms and perspectives on sociological studies of gender and sexuality.	Knowledgeable
2 Employ a gendered perspective to make sense of substantive social problems and evaluate the appropriateness of particular concepts and ideas for understanding a given social issue.	Creative and critical thinker Empowered
3 Develop an advanced critical understanding of recent developments in gender theory (including queer theory, feminism etc) and how they can contribute to transforming society in a more just and participatory direction.	Creative and critical thinker
4 Apply scholarly writing, research and referencing practices.	Knowledgeable Empowered Ethical

## 5. Am I eligible to enrol in this course?

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

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

SCS295

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

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

### 6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Journal	Individual	30%	1,500 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	30%	10-minute Presentation + 10-minute discussion in class	Throughout teaching period (refer to Format)	Online Submission
All	3	Essay	Individual	40%	2000 words	Week 13	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Reflective

<b>GOAL:</b>	To critically reflect on weekly readings to demonstrate you understand key foundational concepts		
<b>PRODUCT:</b>	Journal		
<b>FORMAT:</b>	The journal will require you to analyse and critically reflect on the foundational themes presented in the first six weeks of the course. The Journal can be in a format of your choosing (video, poster, power point, written text etc).		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Content: Relevant and critical reflection on readings and related study themes and theories in gender and culture	1
	2	Argument: Adequately supported through use of personal reflections and evidence	2
	3	Clarity and Expression: Clear quality of expression. Correct grammar, punctuation and spelling	1
	4	Structure: Arguments effectively presented and well organised. Evidence of careful reading in planning, preparation and writing	2
	5	Referencing: Evidence referenced and documented through correct use of citations, quotations and bibliography	1
<b>GENERIC SKILLS:</b>			

**All - Assessment Task 2:** Presentation analysing the impact of gender experiences in contemporary Australia and facilitated discussion

<b>GOAL:</b>	This exercise requires you to use a gendered perspective to develop an advanced critical understanding of how gender affects men, women or non-binary people in Australia (in the areas of either work, sexuality, the body or the media or negotiated topic).	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>In groups of 2 or 3, you will present a contemporary gender issue in Australia and hand in the transcript for written evaluation. Presentations will run from Week 6 to Week 12.</p> <p>The specific details will be in your Task 2 folder in Canvas.</p> <p>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.</p> <p>You are expected to consult at least six scholarly sources in researching for this presentation, which should be evident in the referencing and reference list.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Oral elements: Clear understanding of relevant theoretical arguments.	1 2
	2 Effective and well organised presentation, which demonstrates planning and research (including appropriate scholarly references) and main arguments clearly link back to the group's thesis	2 3 4
	3 Effective development and use of questions to stimulate class discussion and eliciting different viewpoints.	2
	4 Written elements: 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).	1 2
	5 Evidence of a critical analysis of key sociological terms, concepts and debates.	1
	6 Analysis is detailed and critical and supported by relevant examples.	3
<b>GENERIC SKILLS:</b>		

### All - Assessment Task 3: Essay

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	The essay will require you to investigate, research and analyse one question from a list of topics addressed in the course. Essay topics will be distributed via Canvas in Week 1.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Content: Application of key sociological terms, concepts, discussions, and debates	1
	2 Knowledge of relevant theoretical perspectives and arguments	2
	3 Knowledge of the socio-historical context of gender, sexuality, and culture	3
	4 Recognition of gender, sexuality, and culture and other hierarchies of power within professional contexts	2 3
	5 Research: Effective and well organised essay, which demonstrates planning and research (including appropriate scholarly references)	1 4
	6 Structure: Essay is logically ordered, and main arguments clearly link back to your thesis statement.	3 4
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation	

## 7. Directed study hours

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. Student workload is calculated at 12.5 learning hours per one unit.

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

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

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Diane Richardson, Victoria Robinson	2020	Introducing Gender and Women's Studies	Fifth	Red Globe Press

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

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

Late submission of assessment tasks may 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 to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)