



# GEN 110

## Foundations in Gender Studies

S3 External 2016

*Dept of Sociology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit invites students to interact with each other and with teachers and social activists from inside and outside the university on the question of what it means today to be male or female, and what it has meant for past generations. We consult some of the key texts in women's studies, gender and sexuality, like those of Mary Wollstonecraft, Simone de Beauvoir, Jessica Benjamin and Bob Connell. We turn our attention to some important issues including: body image and the internalisation of power; the cultural and psycho-sexual dynamics of domination and violence; ideas of equality at work, at home, and at school; and the changing nature of masculinity and femininity in Australia. A new way of conducting classes using elements of enquiry-based learning has led to the introduction of collaborative, self-designed assessment projects. The unit is interdisciplinary, with input from politics, education, ancient history, Indigenous studies and more, as well as from sociology and gender studies. It can be taken as a one-off elective in any degree, or in pursuit of a major or minor in Gender Studies. Both male and female students are warmly welcome.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

An understanding of what the social movement of feminism is about, why it has developed and why it matters today

An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today

An understanding of gender and power

A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality

A sense of the complexity and importance of cross-cultural dialogue on gender issues

A practical knowledge of how to critically analyse texts and engage with their content effectively

An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

## General Assessment Information

Detailed guidelines explaining the requirements for each assignment are available in pdf on iLearn in the 'Assessment Resources' section. It is necessary to have read these guidelines in order to successfully complete each task.

Essay extensions should be requested through the convenor by email. Extensions greater than 1 week should also be submitted through [Disruption to Studies](#). Approved extensions will not incur a late penalty.

The late submission of essays (without approved extensions) will be accepted but will incur a penalty of 3% on the first day and 1% per day thereafter.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Quizzes</a>	30%	Twice-weekly in weeks 1-5
<a href="#">Essay - Academic Resources</a>	30%	Tuesday 27th December 2016

Name	Weighting	Due
Essay - Media Sources	30%	Friday 20th January 2017
Participation	10%	Throughout

## Quizzes

Due: **Twice-weekly in weeks 1-5**

Weighting: **30%**

- Students will be required to complete two multiple choice quizzes each week (10 quizzes in total).
- There will be three questions for each quiz based on the required readings and/or the lecture material.
- Quizzes are scheduled to start on Mondays and Thursdays and will each be available for 4 days.
- Please see Assessment Guidelines PDF in the Assessment Resources section on iLearn for further details.

On successful completion you will be able to:

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A practical knowledge of how to critically analyse texts and engage with their content effectively

## Essay - Academic Resources

Due: **Tuesday 27th December 2016**

Weighting: **30%**

- Select a GEN110 Foundational or Focus topic.
- Design a research question in response to that topic or use the generic one provided.
- Summarise one of the required readings that relates to your chosen topic and question.
- Compose a 1200 word essay in answer to your research question, incorporating your summary and any additional academic resources you feel are necessary.

- Please see Assessment Guidelines PDF in the Assessment Resources section on iLearn for further details.

On successful completion you will be able to:

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

## Essay - Media Sources

Due: **Friday 20th January 2017**

Weighting: **30%**

- Select a GEN110 Foundational or Focus topic
- Find a recent newspaper item to address in relation to that topic.
- Design a research question in response to the topic or use the generic one provided.
- Explore additional media sources in relation to your chosen topic/question.
- Critically analyse the primary news item and secondary media sources. It is also necessary to refer to academic sources to help frame your argument.
- Compose a 1200 word essay incorporating the above elements.
- Please see Assessment Guidelines PDF in the Assessment Resources section on iLearn for further details.

On successful completion you will be able to:

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today

- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- A practical knowledge of how to critically analyse texts and engage with their content effectively

## Participation

Due: **Throughout**

Weighting: **10%**

- Regular forum contributions to iLearn are a requirement of this unit.
- Students are expected to contribute to 80% of the online discussion (8 out of 10 topics).
- Each lecture topic will require students to post 2 comments, each comment approx 150 words long. Therefore the minimum participation requirements are: 16 posts (150 words per post) dispersed over 8 lecture topics.
- Posts will need to show evidence of having done the readings, listened to the lecture and having thought about the topics in relation to society.
- Please see Assessment Guidelines PDF in the Assessment Resources section on iLearn for further details.

On successful completion you will be able to:

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in

the unit.

## Delivery and Resources

### Technologies used and required

This unit is conducted entirely online through iLearn (<http://ilearn.mq.edu.au>). Students are required to have regular access to a computer and reliable broadband internet. Mobile devices alone are not sufficient. Lectures are recorded and available through Echo on iLearn each Monday and Thursday during the Session.

### Required Readings

Required readings can be accessed through hyperlinks on iLearn or via MQ Library by searching [Unit Readings](#). These can be read online, printed out by the student and/or downloaded.

#### Week 1 Feminisms

Walby, Sylvia (2011) 'Introduction' (1-13) and 'Alternative futures' (157-162) of *Future of feminism* by Sylvia Walby Cambridge: Polity Press

Judith Sargent Murray (1790) "On the Equality of the Sexes" <http://digital.library.upenn.edu/women/murray/equality/equality.html>

Sojourner Truth (1863) 'Ain't I a Woman'

#### Week 1 Femininity

Wollstonecraft, Mary (1792) *A Vindication of the Rights of Woman (With Strictures on Political and Moral Subjects)* - excerpts in *Feminism: The Essential Historical Writings* ed. Miriam Schneir, 1972, pp. 325-334

De Beauvoir, Simone. 'Introduction' *The Second Sex* (Penguin, 1949/1972)

Bartky, Sandra Lee. (1979) "On Psychological Oppression" in Bishop & Weinzwieg (eds) *Philosophy and Women*. Wadsworth, Belmont, California.

#### Week 2 Sex-gender

Engels, Frederick (1884/1972) 'The Family' in *The origin of the family, private property and the state*, in *Feminism: The Essential Historical Writings* ed. M. Schneir

Rubin, Gayle (1975). "The Traffic of Women: Notes on the 'Political Economy' of Sex." *Toward an Anthropology of Woman*. Ed. Rayna Reiter. New York: Monthly Review Press, pp157-185, and pp198-200.

#### Week 2 Equality & Difference

Gilman, Charlotte Perkins (1903) 'The Lady of the House' in *The Home: Its Work and Influence*. New York: McClure, Phillips, & Co.

Freidan, Betty (1963) 'The Problem that Has No Name' in *The Feminine Mystique*, New York, Norton

Johnson, Lesley and Justine Lloyd (2004). "Just a Housewife" in *Sentenced to Everyday Life: Feminism and the Housewife*. Oxford; New York, Berg

### **Week 3 Gendered Harm**

Goldman, Emma (1911/1969). 'The Traffic in Women' in *Anarchism and Other Essays* New York, Dover Publications

Brownmiller, Susan (1975) 'The mass psychology of rape: an introduction' in *Against Our Will*. New York, Simon and Schuster

Marcus, Sharon (1992) "Fighting Bodies, Fighting Words: A theory and politics of rape prevention" in *Feminists Theorize the Political*, ed. Judith Butler and Joan Scott. New York, Routledge

### **Week 3 Reproduction**

Sanger, Margaret (1920), 'Women and the New Race' in *Feminism: The Essential Historical Writings* ed. Miriam Schneir, 1972, pp. 325-334

Baird, Barbara (2006) 'Futures of abortion' in *Women making time: contemporary feminist critique and cultural analysis*, edited by Elizabeth McMahon and Brigitta Olubas Crawley, W.A. : University of Western Australia Press.

### **Week 4 Sexism**

Burgmann, M. and Andrews, Y., Part 1, Part 2, Part 3. *The Ernies Book: 1000 terrible things Australian men have said about women*, Allen & Unwin, 2007, pp 5-12, 54-68 and 115-126

Cudd, Ann E. and Leslie E. Jones "Sexism" in *Feminist theory: a philosophical anthology*, edited by Ann E. Cudd and Robin O. Andreasen. Malden, MA, Blackwell Publishing.

### **Week 4 Muslim Women, Feminism, Islamic Feminism**

Badran, Margot. (2005) 'Between Secular and Islamic feminism/s: Reflections on the Middle East and Beyond,' *Journal of Middle East Women's Studies*, Winter. 2005.

Hasan, Mahmadul. (2012) 'Feminism as Islamophobia: A review of misogyny charges against Islam,' *Intellectual Discourse* 20:1 pp55-78

### **Week 5 Female Genital Mutilation**

Nussbaum, Martha C. (1999) Chapter 4, "Judging Other Cultures: The Case of Genital Mutilation" in *Sex & social justice*. New York, Oxford University Press

Kirby, Vicki (2005) "Out of Africa: 'Our Bodies Ourselves?'" in O. Nnaemeka, ed. *Female Circumcision and the Politics of Knowledge*, Greenwood Press pp81-96.

### **Week 5 Indigenous family violence**

Bell, Diane and Nelson, Topsy Napurrula (1989) "Speaking about Rape is Everybody's Business", *WSIF* vol. 12, no. 4, pp. 403-416

Larbalestier, Jan (1991) "The Politics of Representation: Aboriginal Women and Feminism" in *Anthropological Forum* vol. 6, no. 2



## Supplementary Gender (masculinity) and Education

McLean, Christopher (1996) "Boys and Education in Australia" in *Men's ways of being*, edited by Christopher McLean, Maggie Carey, and Cheryl White. Boulder, CO, Westview Press

Wayne Martino and Maria Pallotta-Chiarolli (2003) "One of the main problems at school would be racism': Indigenous boys, masculinities and schooling" in their book *So what's a boy?: addressing issues of masculinity and schooling*, Maidenhead, Berks.; Philadelphia, PA: Open University Press.

## Unit Schedule

	Introduction
Week 1	Feminism/s
	Femininity
Week 2	Sex-gender
	Equality & Difference
Week 3	Gendered Harm
	Reproduction: Rights & Responsibilities
Week 4	Politicians & Prejudice: Sexism
	Muslim Women, Feminism & Islamic Feminism
Week 5	Female Genital Mutilation
	Indigenous family violence
Supplementary	Gender (masculinity) & Education

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

#### Assessment tasks

- Essay - Academic Resources
- Essay - Media Sources
- Participation

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power

- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- A practical knowledge of how to critically analyse texts and engage with their content effectively
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

## **Assessment task**

- Participation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
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## Assessment task

- Participation

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- A practical knowledge of how to critically analyse texts and engage with their content effectively
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

## Assessment tasks

- Quizzes
- Essay - Academic Resources
- Essay - Media Sources
- Participation

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- A practical knowledge of how to critically analyse texts and engage with their content effectively
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

### Assessment tasks

- Quizzes
- Essay - Academic Resources
- Essay - Media Sources
- Participation

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- A practical knowledge of how to critically analyse texts and engage with their content effectively
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

## **Assessment tasks**

- Quizzes
- Essay - Academic Resources
- Essay - Media Sources
- Participation

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- A practical knowledge of how to critically analyse texts and engage with their content effectively
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in

the unit.

## **Assessment tasks**

- Quizzes
- Essay - Academic Resources
- Essay - Media Sources
- Participation

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
- A sense of the complexity and importance of cross-cultural dialogue on gender issues
- An understanding of the relationship between forms of knowledge and forms of everyday living. The material itself, which focuses on a range of contemporary issues to do with gender, will help students to approach real-life situations, analyse them, and remedy problems when necessary. We believe that what students learn in GEN110 is knowledge that they will be able to adapt to the real world by using the analytical skills developed in the unit.

## **Assessment tasks**

- Essay - Academic Resources
- Essay - Media Sources
- Participation



## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- An understanding of what the social movement of feminism is about, why it has developed and why it matters today
- An understanding of what the discipline of women's studies, gender and sexuality is about, why it has developed and why it matters today
- An understanding of gender and power
- A sense of the complexity and significance of a number of key issues and debates (local and global) in contemporary women's studies, gender and sexuality
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### Assessment task

- Participation