ANTH3022
Gender, Sexuality and Global Health
Session 2, Online-flexible 2022

Macquarie School of Social Sciences

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General Information

Unit convenor and teaching staff
Siobhan Irving
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Lisa Wynn
lisa.wynn@mq.edu.au

Credit points
10

Prerequisites
130cp at 1000 level or above

Corequisites

Co-badged status

Unit description
Anthropologists understand gender as the meanings that a particular society gives to the physical or biological traits that differentiate males and females. This unit will explore how cultural norms around gender and sexuality have defined, constructed, constrained, or expanded people’s notions of self, their bodies, and their health in specific sociocultural contexts. The anthropological understanding of gender and sexuality, as well as health, provides a fresh lens on what appears, when viewed in terms of international politics, as ‘global imperatives’ - the imperative to control female sexuality and population, for example, or to categorise male and femaleness, or to control disease epidemics such as AIDS. Every one of these imperatives in fact is mediated and refracted through understandings and meanings that cling to what is most immediate and local to each of us, namely, our bodies. Anthropology understands these meanings as simultaneously symbolic, biological and existential, but the meanings are also historically and culturally specific. Gender, sexuality, and health are always mediated by the local, even as people absorb and adapt new global discourses about their sexual identity and wellbeing.

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:
ULO1: Demonstrate an anthropological understanding of gender and sexuality as sociocultural constructs.

ULO2: Articulate the ways that sociocultural norms around gender and sexuality shape health outcomes.

ULO3: Demonstrate a critical understanding of how the intersection of culture, health and sexuality can underpin vulnerability to sexual and reproductive health problems as well as shape the implementation of government and donor policies and interventions.

ULO4: Critically and reflexively analyse the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions.

ULO5: Analyse the relationship between gender, sexuality and health in global discourses of development and international aid.

General Assessment Information

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of ‘0’ (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tbody>
<tr>
<td>Take home exam</td>
<td>30%</td>
<td>No</td>
<td>11.55pm, 4/11/22</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>No</td>
<td>Weekly from Week 4</td>
</tr>
<tr>
<td>Tutorial reading and response</td>
<td>30%</td>
<td>Yes</td>
<td>11.55pm, every Thursday</td>
</tr>
<tr>
<td>Research Essay</td>
<td>30%</td>
<td>No</td>
<td>11.55pm, 30/9/22</td>
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Take home exam

Assessment Type: Quiz/Test
Indicative Time on Task: 10 hours
Due: 11.55pm, 4/11/22
Weighting: 30%

Take home exam with short answer questions covering main topics of the unit

On successful completion you will be able to:

- Demonstrate an anthropological understanding of gender and sexuality as sociocultural constructs.
- Demonstrate a critical understanding of how the intersection of culture, health and sexuality can underpin vulnerability to sexual and reproductive health problems as well as shape the implementation of government and donor policies and interventions.
- Critically and reflexively analyse the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions.
- Analyse the relationship between gender, sexuality and health in global discourses of development and international aid.

Presentation

Assessment Type: Presentation
Indicative Time on Task: 6 hours
Due: Weekly from Week 4
Weighting: 10%

Short presentation in tutorials (internal cohort) or online discussion forum (external cohort).

On successful completion you will be able to:

- Demonstrate an anthropological understanding of gender and sexuality as sociocultural constructs.
- Articulate the ways that sociocultural norms around gender and sexuality shape health outcomes.
- Analyse the relationship between gender, sexuality and health in global discourses of
development and international aid.

Tutorial reading and response

Assessment Type 1: Summary
Indicative Time on Task 2: 6 hours
Due: 11.55pm, every Thursday
Weighting: 30%
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Weekly summary of assigned readings and active participation in tutorial discussion (internal cohort) or online discussion forum (external cohort).

On successful completion you will be able to:
- Demonstrate an anthropological understanding of gender and sexuality as sociocultural constructs.
- Articulate the ways that sociocultural norms around gender and sexuality shape health outcomes.
- Demonstrate a critical understanding of how the intersection of culture, health and sexuality can underpin vulnerability to sexual and reproductive health problems as well as shape the implementation of government and donor policies and interventions.
- Critically and reflexively analyse the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions.
- Analyse the relationship between gender, sexuality and health in global discourses of development and international aid.

Research Essay

Assessment Type 1: Essay
Indicative Time on Task 2: 40 hours
Due: 11.55pm, 30/9/22
Weighting: 30%

Students will write an expository essay exploring a topic related to the course material
On successful completion you will be able to:

- Demonstrate an anthropological understanding of gender and sexuality as sociocultural constructs.
- Articulate the ways that sociocultural norms around gender and sexuality shape health outcomes.
- Demonstrate a critical understanding of how the intersection of culture, health and sexuality can underpin vulnerability to sexual and reproductive health problems as well as shape the implementation of government and donor policies and interventions.
- Critically and reflexively analyse the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions.
- Analyse the relationship between gender, sexuality and health in global discourses of development and international aid.

1 If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

All resources required to complete this course are available through the iLearn page.

Every week, however, the lecture will be delivered live. Lectures are always interactive with student participation, so please join us if you can! However, it will be recorded so if you cannot attend the lecture, you can catch up on the lecture recording later.

Each week (starting from Week 2), you are expected to complete the weekly readings and write a short summary before the tutorial (see iLearn for detailed assessment information). The lecture readings will be available via Leganto, through iLearn and are all available from the library website. If you can't find a reading, e-mail the unit lecturer and administrator (siobhan.irving@mq.edu.au) so that we can make sure it's available online.

All written assessments will be submitted online via iLearn; your oral presentation will be during the weekly tutorial. See iLearn for details.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to
Student Support

Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.
Student Support Services and Support
Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries
Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help
For help with University computer systems and technology, visit 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.

Changes since First Published

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<th>Date</th>
<th>Description</th>
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<tr>
<td>14/07/2022</td>
<td>Change of essay due date to allow more time for students to consider their feedback before the final assessment.</td>
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