School of Humanities and Languages // UNSW Arts and Social Sciences

ARTS2900

Global Feminisms: Competing Visions, Varying Histories

Term One // 2021

Course Overview

ourse Overview

Course Details

Credit Points 6

Summary of the Course

This course considers both feminist attempts to organise globally across racial, ethnic and national boundaries, and differences in feminist strategies and visions for the future. You will trace the emergence and continuation of two competing traditions – reform and revolution – from anarchist women's activists through to contemporary transnational and postcolonial feminisms. You will also examine recent feminist activity that has garnered global attention and controversy, such as Islamic feminism and Pussy Riot. Throughout we highlight ongoing critiques of the universalist claims of some forms of feminism, including Indigenous and intersectional critiques.

Course Learning Outcomes

1. Demonstrate a broad, cross-cultural understanding of global feminisms
2. Identify key themes, debates and concepts in feminist history and scholarship.
3. Construct arguments using gender and/or feminist analysis and research in written and/or verbal form.
4. Articulate an understanding of how class, race and/or sexuality inform feminism/s historically and in the present.

Teaching Strategies

This course will help you develop a broad historical and cross-cultural understanding of global feminisms and is designed to deepen your skills in critiquing scholarly literature, constructing your own arguments and conducting research. Lectures will provide crucial background information and introduce you to key debates, thinkers and themes in feminist history and gender studies. In tutorials, you will participate in discussion of the scholarship and lecture material, guided by tutorial questions. You will also lead discussion in an allocated week, introducing new material and/or questions to your classmates, thereby extending your research and analytical skills. My teaching strategy is to encourage your critical engagement with course material and to help develop your written and verbal communication through class discussion and written responses to selected tutorial questions. The course will further develop your research skills via a research essay which requires you to undertake independent research on a specific topic.

Assessment

Requirements for Written Work

Submission

Tutorial papers and research essays should be submitted electronically to Turn It In on Moodle. Please submit to the Turn It In portal with your tutor’s name on it.

Assessment Tasks

Assessment task	Weight	Due Date	

Assessment 2: Tutorial Responses

Length: 6 x 200 words

Details:

Across the term, students will answer six questions in written form based on their engagement with tutorial readings and course content. Each response is approximately 200 words. Two are due at the end of Week 4 (15% or 7.5% each) and four are due at the end of Week 10 (30% or 7.5% each).

Feedback via individual comments, rubric and in-class discussion.

Additional details:

TUTORIAL RESPONSES Parts I and II, to be submitted to Turn It In on Moodle by 4pm on the Friday of Week 4 (Part I) and Friday of Week 10 (Part 2).

Weight: 7.5% per response x 6 = 45%

.Each week, our tutorials are organised around three to four questions based on essential readings and the lecture. These questions are designed to engage you with the key themes of the course and feminist scholarship. While we will aim to discuss all questions in class (including in lectures), this assessment is more specific: *over the course of semester you are to answer SIX questions from different weeks i.e. one question from six different weeks (so never answer two questions from the same week).* This assessment will be submitted in two parts – the first at the end of Week 4 will address TWO questions from Weeks 1-4. The second submission is at the end of Week 10 and will consist of FOUR responses from Weeks 5-10. The responses should be approximately 200 words and referenced with footnotes, though no bibliography is necessary (if you choose to use MLA or similar you will provide a reference list).

General Guidance:

As you will see, there is a mix of questions – some invite a more descriptive response, others focus on analysis and informed opinion, others a mix of both (i.e. you demonstrate you have understood a concept or argument and then you engage with it critically, that is you assess it fairly).

It is not always necessary to engage with each reading for that week if the reading is not directly relevant to the question. Do get into the habit of referring to scholars by their name rather than using the generic term ‘the reading/s’. Sometimes the lecture will help you answer the question, but again it is not necessary to mention the lecture if this is not the case.

Extra reading is not expected but if you do find material relevant to the question you can include it, but not at the expense of the essential reading.

Presentation/ submission:

This assessment is to be submitted as one file for each instalment.

Please state the full question at the top of each response, not just Week 1, Q 4

Reader friendly presentation requested - 12 point font, in easy to read font, 1.5 or double spacing.

Referencing system:

https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

OR

https://student.unsw.edu.au/harvard-referencing

For this assessment, if you use Oxford (i.e. footnotes) no bibliography is needed as footnotes give me the full reference.

If you use Harvard, please include a reference list at the end.

Feedback: The tutorial responses will be marked in Turn It In (rubric attached for Part I) and your grade and feedback will be available via Moodle ten days from submission. You will be assessed on how

Short description: From Week 2, each tutorial will feature a facilitation panel (assigned in first tutorial in Week 1) on that week's topic, opening the second hour (there are some variations on this). The panel is organised in a similar fashion to a conference panel where presenters each present a short talk on a specific example of a general theme. The panel then discuss the theme generally and in conversation with the rest of the class. The tutor will chair the panel. Each panellist will use a powerpoint (or equivalent) that will also be assessed. More specific guidelines/ suggestions are available in the folder for the designated week (Moodle).

Rationale: The panel is designed to enrich our general discussion in the first hour and to put students in charge of facilitating discussion. Developing a powerpoint allows students to think about how to most effectively and concisely present information in an engaging fashion and with visual aids (i.e. use pictures). Students will need to stick to time, so may not cover all the material in their powerpoint which is why the powerpoint [or Google Slides] is assessed on its own merits as part of the assessment.

How panels are assigned: There will be eight weeks of panels – from Weeks 2-10. In week 1, volunteers will be sought for the Week 2 panel. For every other week the panellists will be assigned randomly – i.e. tutor passes around an envelope and you select your week and speaker number from the envelope (e.g. Week 5, speaker 3). On Moodle, you will find a case study/ example/ theme assigned to your speaker number.

Uf_rgd Ga_lrnpcqclrmlrfc ucci G_k _qqgelcb= In Week 1 tutorial, after the panels are assigned, the tutor will leave time to do swaps. This usually satisfies everybody. If something comes up during term, contact your tutor and she will organise a swap with another student in the class – just make sure you give her time to do so.

How do the panels work

The emphasis is on short contributions of 5 minutes each. Panellists will sit up front panel-style and each speaker will take their brief turn at the lecturn to briefly discuss their example, with the aide of a powerpoint, before sitting back down with the rest of the panel. After each panellists has spoken, the tutor will respond as Chair and open up discussion with the rest of the class based on the papers presented and the themes and questions raised.

Note: panels will usually take place in the second hour, so there will time during the break between the first and second hour to set up the panel and for the panellists to have a chat with each other.

Submission notes: Send your tutor your powerpoint by 9am of the day of your tutorial.

March		classes and you are encouraged to start your research essay.
Week 7: 29 March - 2 April	Lecture	

Resources

Prescribed Resources

There is no set textbook for this course. Set readings for each week will be available in designated folders on Moodle.

An essay guide will be provided on Moodle, with suggested readings for specific essay questions.

Extensive use will be made of Leganto - including readings and sources for the essay.

Recommended Resources

Journals: *?sqrp_jg_l Dckglgqr Qrsbgcq9 Dckglgqr Qrsbgcq9 Dckglgqr Pctgcu9 Eclbcp_lb Fgqrmpw9 Eclbcp_lb Qmagcrw9' Hmsplj md Umkcl⊥q Fgqrmpw9 Hmsplj md rfc Fgqrmpw md Qcvs_jgrw9 Fgqrmpw Umpiqfmn9 Jgjgrf &?sqr,* dckglgqr fgqrmpw'9 Qcvs_jgrgcq9 Qgelq9 Umkcl⊥q Fgqrmpga_j Pctgcu Umkcl⊥q Qrsbgcq Glrcplrgmlj Dmpsk'9 Umkcl⊥q Qrsbgcq Os_prcpjw* – all available via Library Catalogue. When using Google Scholar make sure you are logged into the Library, that way you can download articles.

In terms of resources, I highly recommend the amazing new *Routledge History of Feminism* data base available via the Library catalogue (link of Leganto) – it contains primary and secondary sources spanning the globe, our whole time period.

Course Evaluation and Development

The revamped version of this course was first taught by Zora in 2017 and since then she has taken care to respond to suggestions made from feedback received in 2017/ 2018/2019 /2020 via My Experience/ email/ class discussion - these include setting essay questions on decolonising feminism and the UN

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
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