



SDNY SOCY 3359

Sex and Gender in Global Conversation

CAPA SYDNEY PROGRAM

Course Description

In this course we will look at the understanding of sex, sexuality, and gender in cross-cultural comparison by querying the role played by forces such as politics, religion, the sciences, and the academy in delineating these concepts. Important analytical frameworks from feminist, queer, postcolonial, and poststructuralist theorists will be introduced to help us unpack the key themes of masculinity, femininity, normativity, fluidity, and LGBTQIA (lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual) experiences. Through an examination of divergent narratives of sexed bodies and identities, we will see the benefits and challenges of sex and gender in global conversation.

Course Aims

This course aims to build and develop your knowledge of issues of sex and gender in the contemporary world. The learning activities are designed to provide you with a vocabulary, theoretical grounding, and academic tools to analyse how power, persecution, and progress have produced our understandings of sexuality, identity, gender, pleasure, and privilege. Students will be encouraged to view the study of sex and gender from an intersectional perspective and to take an interdisciplinary approach to its study, engaging with sources from the fields of Gender Studies, Sociology, History, Cultural Studies, Philosophy, Media and Communications, and Legal Studies.

Requirements and Prerequisites

There are no prerequisites for this course.

Learning Outcomes

On successful completion of this course, students will be able to:

- a. Understand key issues in the contemporary study of sex, gender and intersections with race, class, and culture;
- b. Explore and analyse relevant case studies from Australia and elsewhere;
- c. Identify the operations of power and disempowerment regarding both individuals and communities;
- d. Communicate ideas with accuracy, sensitivity, and academic objectivity;
- e. Develop a familiarity with important theoretical and scholarly work from a range of disciplines.

Class Methodology

This course will be delivered through lecture and seminar format. Each seminar topic teaches a topic in a discussion-style format, including a review of one of the readings by the presenter for that week. Students are expected to read all required readings for the week and be prepared to engage in a discussion about the ideas, theories, and case studies presented.

Assessment & Grading

Task	Weighting	SLO
1. Seminar presentation	20%	a, b, c, d, e
2. Media journal discussion posts (5)	25%	a, b, d
3. Final essay	45%	a, b, c, d, e
4. Seminar participation	10%	b, c, d

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from

				different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 – 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 – 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 – 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 – 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 – 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.

Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

1. Seminar Presentation

Each student will be assigned a week in which to give a presentation during the seminar. The presentation should focus on one of the prescribed readings of that week and identify its main argument, sources, and provide an assessment of the quality of the study it presents. In closing, the presenter will pose questions derived from the reading and the seminar topic to stimulate a group discussion.

Length: 1000 words / 10 minutes

Due: TBD

2. Media Journal – Discussion Board Posts

Throughout the course you need to make 5 x 200-250 word Discussion Board posts (2 x original, 3 x responses to other posts) about recent media reports (newspapers, websites, television news) on contemporary issues in sex, gender, and other material relevant to the course content. Each post is worth 5% and should aim to contribute an analytical perspective on the subject.

Length: 1250 words total (maximum)

Due: Throughout

3. Final Essay

This essay will respond to one of the questions supplied to students early in the course. It should take an academic and objective approach and include a minimum of SIX scholarly sources. You can use the course

readings, but lectures, while informative, are not academic sources. A full bibliography and referencing system are required (and are not included in the word count).

Length: 2500 words

Due: TBA

Instructions for submitting written work

- Submit work online only.
- Leave a space and a half between lines, and 12 pt font.
- Number all pages and ensure your name, course, and the assessment title and question (if relevant) is clearly included.
- Use a referencing system consistently including page numbers for references and quotes.
- Make sure you retain a copy of your work at all times in case of lost or misplaced essays.

4. Seminar Participation

Participation is a vital part of your grade and of the learning experience. Students are expected to have done the prescribed readings for the week and to have topics or questions to discuss to help generate a positive, dynamic, and fulfilling learning environment. Participation is demonstrated not only through attendance but by contributing to the in-class discussions and activities, showing courtesy to instructors and classmates, and using class-time usefully and responsibly.

Due: Throughout

Please review the following table as a guide:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts but tends not to analyse them.

C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Students must complete all required components for each course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in an F grade for the course in question.

Course Materials

Required readings can be accessed through Canvas and should be done before class.

Weekly Schedule

Date	Lecture	Seminar
Week 1	Sex, Gender and Intersectionality	Introductions (no readings)

<p>Week 2</p>	<p>Pathologising Race, Sex, and Gender</p>	<p>Theorising Sex and Gender in the Classroom</p> <p>Required Readings</p> <p>Meredith Nash, "Reflections on teaching gender to Australian sociology undergraduates in the neoliberal postfeminist classroom." <i>Journal of Sociology</i> 49.4 (2013): 411-425.</p> <p>Louise Archer, et al. "Can the subaltern 'speak' science? An intersectional analysis of performances of 'talking science through muscular intellect' by 'subaltern' students in UK urban secondary science classrooms." <i>Cultural Studies of Science Education</i> 14.3 (2019): 723-751.</p>
<p>Week 3</p>	<p>Femininity</p>	<p>Sex and the Sciences</p> <p>Required Readings</p> <p>Featherstone, Lisa. "Imagining the Black Body: Race, Gender and Gynaecology in Late Colonial Australia." <i>Lilith: A Feminist History Journal</i> 15 (2006): 86-96.</p> <p>Heike Bauer, "'Race', normativity and the history of sexuality: Magnus Hirschfeld's racism and the early-twentieth-century sexology." <i>Psychology & Sexuality</i> 1:3 (2010): 239-249.</p>
<p>Week 4</p>	<p>Masculinity</p>	<p>Women in Theory and Practice</p> <p>Required Readings</p> <p>Akane Kanai. "Between the perfect and the problematic: everyday femininities, popular feminism, and the negotiation of intersectionality," <i>Cultural Studies</i>, 34.1 (2020): 25-48.</p> <p>Takeshi Hamano. "Japanese women migrants in Australia: situating the self between ethnicity and femininity." <i>Asian and Pacific Migration Journal</i> 23.2 (2014): 211-228.</p>

<p>Week 5</p>	<p>Beyond Binaries</p>	<p>Men in Theory and Practice</p> <p>Required Readings</p> <p>R. W. Connell. "Globalization, imperialism, and masculinities." In <i>Handbook of Studies on Men & Masculinities</i>, eds M. S. Kimmel, J. Hearn, and R. W. Connell. (California: Sage, 2005): 71-86.</p> <p>Kathleen Engebretson, "Identity, Masculinity and Spirituality: A Study of Australian Teenage Boys," <i>Journal of Youth Studies</i> 9.1 (2006): 91-110.</p>
<p>Week 6</p>	<p>Queer Cultures</p>	<p>Nonbinary Gender and Bisexuality</p> <p>Required Readings</p> <p>C. L. Quinan, and Nina Bresser. "Gender at the Border: Global Responses to Gender-Diverse Subjectivities and Nonbinary Registration Practices." <i>Global Perspectives</i> 1.1 (2020).</p> <p>Laura Erickson-Schroth & Jennifer Mitchell, "Queering Queer Theory, or Why Bisexuality Matters." <i>Journal of Bisexuality</i> 9.3-4 (2009): 297-315.</p>
<p>Week 7</p>	<p>Love, Family, and Relationships</p>	<p>Queering Space</p> <p>Required Readings</p> <p>Scott McKinnon, Robert Reynolds & Shirleene Robinson, "Negotiating Difference Across Time: The Temporal Meanings of the Sydney Mardi Gras in Lesbian and Gay Life Narratives." <i>Journal of Australian Studies</i> 42:3 (2018), 314-327.</p>

		Thomas Hendriks, "Queer(ing) popular culture: homoerotic provocations from Kinshasa." <i>Journal of African Cultural Studies</i> 31:1 (2019), 71-88.
Week 8	Health and the Body	<p>Family and Relationships</p> <p>Required Readings</p> <p>Raka Shome, "'Global Motherhood': The Transnational Intimacies of White Femininity." <i>Critical Studies in Media Communication</i> 28.5 (2011): 388-406.</p> <p>Saan Ecker et al, "Impact of the Australian Marriage Equality Postal Survey and Debate on Psychological Distress Among Lesbian, Gay, Bisexual, Transgender, Intersex and Queer/questioning People and Allies." <i>Australian Journal of Psychology</i> 71.3 (2019): 285-295.</p>
Week 9	Pleasure and Pornography	<p>Surgical Interventions</p> <p>Required Readings</p> <p>Aren Z. Aizura, "Feminine transformations: Gender reassignment surgical tourism in Thailand." <i>Medical Anthropology</i> 29.4 (2010): 424-443.</p> <p>Jane Lawrence, "The Indian health service and the sterilization of Native American women." <i>American Indian Quarterly</i> 24.3 (2000): 400-419.</p>
Week 10	Resistance and Protest	Sex and the Law

		<p>Required Readings</p> <p>Roxana Baratosy and Sarah Wendt, “‘Outdated laws, outspoken whores’: Exploring sex work in a criminalised setting.” <i>Women’s Studies International Forum</i> 62 (2017).</p> <p>Jason Haynes, “Legislative approaches to combating ‘revenge porn’: A multijurisdictional perspective.” <i>Statute Law Review</i> 39.3 (2018): 319-336.</p>
Week 11	Politics and Representation	<p>Protest Cultures</p> <p>Required Readings</p> <p>Ratna Kapur, “Pink <i>chaddis</i> and SlutWalk couture: The postcolonial politics of feminism lite.” <i>Feminist Legal Studies</i> 20.1 (2012): 1-20.</p> <p>Callum Jones, Verity Trott, and Scott Wright, “Sluts and soyboys: MGTOW and the production of misogynistic online harassment.” <i>new media & society</i> (2019).</p>

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic ahead of time and provide evidence (e.g. a doctor’s note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting the Academic Director, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory

or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" (F) for any assignments in which they have duplicated their own work.

All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless students have express permission from the faculty, or they have been instructed to do so. If they require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.