

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	GENDER, SEXUALITY AND HISTORY
<b>Unit ID:</b>	BAHIS2005
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAHIS1001 or BAKIP1001 or BAXDC1002 or INDSL1001)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(BAHIS3005)
<b>ASCED:</b>	090305

## Description of the Unit:

This course will examine the histories of gender and sexuality with attention to colonial and post colonial experiences, rights developments, legally and socially proscribed and prescribed behaviours. It will focus on how concepts and categories of gender, biological sex, and sexuality have shaped both public and private histories and social systems. It considers their influences in structuring social and political roles and relations, especially since the 19th century. It also examines the growth of the social history movement and the theoretical and methodological influences associated with it. Utilising these frameworks, this course will examine some key influences on historical writings in different contexts and in broadening knowledge regarding intersections between social change and historical studies.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this Unit?** No

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

### CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

On successful completion of the course the students are expected to be able to:

#### Knowledge:

- K1.** Demonstrate a critical understanding of the ways in which gender and sexuality have been historically constructed
- K2.** Interrogate how constructions of gender, biological sex and sexuality have influenced historical experiences and writings
- K3.** Identify the key theoretical concepts used by scholars in the field of the history of gender and sexuality.
- K4.** Recognise cultural constructions and cultural sensitivities in relation to gender and sexuality

#### Skills:

- S1.** Use bibliographical and research skills to locate and gather specialist scholarly sources
- S2.** Critically analyse selected texts and sources
- S3.** Examine and evaluate relevant historical categories, concepts and constructions of gender and sexuality
- S4.** Demonstrate proficiency in expression, evaluation and critique of histories of gender, biological sex and sexuality in both oral and written form

#### Application of knowledge and skills:

- A1.** Demonstrate understanding of historical issues and events relating to categories and concepts of gender and sexuality
- A2.** Articulate and reflect on historical approaches to gender and sexuality
- A3.** Recognise, explain and reflect on historically situated events, accounts, and representations of gender and sexuality

#### Unit Content:

Topics may include:

- Introducing the history of sexuality
- Gendered histories
- Gendered empires and sexually regulated nations
- Writing gender and sexuality into history
- Early modern diversities - gender/s and sexualities
- 19th Century Emancipation - New Women and New Men?
- Colonial aftermaths - 'knowledge based' differences
- Gender and sexuality in selected settings in the 20th Century
- Considering the impacts of the colonial gaze
- Gender, sexuality and the histories of rights

- Gay Liberation and Homosexual Law Reform
- Contested categories and roles - gender and sexuality in the 20th and 21st centuries

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	S4, A2, A3	AT1, AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K2, A2	AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K4, A1, A2, A3	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	Not Applicable	Not Applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K4, A1, A2, A3	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S2, S3, S4, A2	Select, summarise and critically review relevant books and peer reviewed articles analysing an aspect of the history of constructed categories of sexuality, biological sex, and gender	Literature review	30-40%
K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	Research and analyse a chosen event or era of history pertaining to constructions of gender and/or sexuality	Research Essay	40-50%
K1, K2, K4, A1, A2, A3, S1, S3, S4	Actively engage in classes and/or online activities; make informed contributions to course activities and discussion; complete assigned course readings; demonstrate understanding of course materials, relevant concepts and scholarly perspectives; demonstrate understanding of key historical developments, debates and constructed categories of gender and sexuality.	Online learning tasks and activities	20-30%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**

No

Date:

**Adopted Reference Style:**

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)