



Unit Outline (Higher Education)

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| Institute / School: | Institute of Education, Arts & Community |
| Unit Title: | SOCIOLOGY OF GENDERS, SEXES AND SEXUALITIES |
| Unit ID: | SOCIO2002 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (BAXDC1003 or SOCIO1001 or SOSCI1002) |
| Co-requisite(s): | Nil |
| Exclusion(s): | (ATSGC2739 and ATSGC3739 and SOCIO3002) |
| ASCED: | 090301 |

Description of the Unit:

This unit provides a sociological perspective on genders, sexes, and sexualities. It explores a diverse range of theoretical perspectives, situating these categories within their historical and cultural contexts. The unit examines the diversity of gender, sexes, and sexualities in Australia and beyond and applies these understandings to everyday life. It explores both historic and contemporary issues affecting these three social categories including social inequalities, social constructions, laws and regulation, ageing, social movements, and intersectionality.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Learning Outcomes:

Knowledge:

- K1.** Describe basic sociological concepts of socialization, class and gender, social and historical construction
- K2.** Identify the conceptual and theoretical frameworks for understanding gender, sexes, and sexualities
- K3.** Define the diversity of gender, sexes, and sexualities their sociological contexts, and their roles in different cultures, times, and places
- K4.** Outline the role of social structures such as government, and religion, and the significance of the economy, policy, and technology, in shaping our concepts of genders, sexes, and sexualities.

Skills:

- S1.** Develop sociological research, writing and referencing skills
- S2.** Analyze critically the connections between academic learning and observed life experience
- S3.** Evaluate critically contemporary and historical issues and theories relevant to the sociology of genders, sexes, and sexualities.

Application of knowledge and skills:

- A1.** Interpret critically how cultural, historical, and structural factors have influenced conceptualization of genders, sexes, and sexualities
- A2.** Illustrate key debates regarding genders, sexes, and sexualities utilizing evidence based approaches
- A3.** Apply research skills and sociological theories to contemporary issues related to gender, sexes, and sexualities.

Unit Content:

Topics may include:

- Gender theorists and gender theory
- Feminist Theories e.g. Radical, Socialist, Liberal, Queer
- Transgender theories
- Post gender theories
- Womens and/or Queer Liberation
- Masculinities
- Social construction of the biological sex
- Intersex: beyond the sex dichotomy
- Organising sexuality: categorisation, identities, cultures
- Pornography: Gender, Sexuality, and Feminism
- Social histories and regulation of Sex Work
- Male homosexuality, lesbians, bisexuality
- Ageing and sexuality
- Intersectionality of race and ethnicity with genders, sexes, and sexualities
- Indigenous Australian gender, sexes, and sexualities.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

| Graduate attribute and descriptor | | Development and acquisition of GAs in the Unit | |
|-----------------------------------|--|--|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| GA 1 Thinkers | Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions. | S2, S3, A1 | AT3, AT4 |
| GA 2 Innovators | Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change. | A3 | AT3, AT4 |
| GA 3 Citizens | Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately. | K3, K4, A1, A2, A3 | Not applicable |
| GA 4 Communicators | Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. | K1, S1 | AT1, AT3, AT4 |
| GA 5 Leaders | Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices. | Not applicable | Not applicable |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|--------------------------------|--|------------------------------------|-----------|
| K1, K2, K3, K4, S2, S3, A1, A2 | Weekly online journal activity questions from set reading and reflections on set audio/visual content related to weekly topic | Critical Reflection and Engagement | 10-15% |
| K1, K2, K4, S3, A1 | Three in class quizzes (online timed quizzes for online students) | Quizzes | 15-20% |
| K1, K3, S1, S3, A1, A2, A3 | Students develop skills in critical analysis of and the construction of an informed and substantiated argument | Minor Research Essay | 20-35% |
| K2, K4, S1, S3, A1, A2, A3 | Students develop skills in independent research and critical analysis and the construction of an informed and substantiated argument | Major Research Essay | 35-50% |

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)