



# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Sociology of Genders, Sexes and Sexualities
<b>Unit ID:</b>	SOCIO2002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAXDC1003 or SOCIO1001 or SOSCI1002)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2739 and ATSGC3739 and SOCIO3002)
<b>ASCED:</b>	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

**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.

## 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, inter-act 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>	K1, S1	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>	S3, A3	AT2, AT3
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>	S2, S3, A1, A3	AT2, AT3
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>	S1, S2, A3	AT1

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>	K3, K4, A1, A2, A3	AT2, AT3

**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, 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	30-45%
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	40-60%

**Adopted Reference Style:**

APA

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

 Fed Cite - [referencing tool](#)