

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	SOCIOLOGY OF GENDERS, SEXES AND SEXUALITIES
Unit ID:	SOCIO3002
Credit Points:	15.00
Prerequisite(s):	(BAXDC1003 and SOCIO1001 and SOSCI1002) (At least 30 credit points from BASOC or SOCIO or SOSCI subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC2739 and ATSGC3739 and SOCIO2002)
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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe sociological concepts of socialization, class and gender, social and historical construction at an advanced level
- K2.** Identify the conceptual and theoretical frameworks for understanding gender, sexes, and sexualities at an advanced level
- K3.** Define the diversity of gender, sexes, and sexualities their sociological contexts, and their roles in different cultures, times, and places
- K4.** Outline the interconnections between different 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 advanced sociological research, writing and referencing skills
- S2.** Analyze critically the connections between academic learning and observed life experience, at an advanced level
- S3.** Evaluate critically contemporary and historical issues and theories relevant to the sociology of genders, sexes, and sexualities at an advanced level.

Application of knowledge and skills:

- A1.** Interpret critically at an advanced level, how cultural, historical, and structural factors have influenced conceptualization of genders, sexes, and sexualities
- A2.** Apply advanced critical thinking skills to key debates regarding genders, sexes, and sexualities utilizing evidence based approaches
- A3.** Use sophisticated research skills and sociological theories in deep analysis of 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.	K1, K2, K3, K4, S2, S3, A1	AT1, AT2, AT3
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.	S2, A3	AT3
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, S2, A1, A2, A3	AT1, AT3
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, AT2, AT3
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.	S2, S3, A2	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, 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](#)