Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: COURTESANS, CONCUBINES AND CONQUEST

Course ID: ATSGC2452

Credit Points: 15.00

Prerequisite(s): Two First Year Level Courses

Co-requisite(s): Nil

Exclusion(s): (ATSGC3452)

ASCED Code: 090101

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
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<tr>
<td>Level</td>
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<td>Introductory</td>
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<td>Intermediate</td>
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<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Appraise key debates, issues and perspectives informing the study of women's roles, status and identities in diverse political circumstances

K2. Analyse women's roles and political status in a range of historical and contemporary political setting

K3. Identify political representation and status as components of political and economic power in a range of contemporary political settings

Skills:

S1. Research topics relevant to women's roles, identities and circumstances in diverse political settings

S2. Express substantiated and reasoned expositions and arguments concerning women's diverse roles, identities and circumstances

S3. Summarise relevant key themes, issues and debates

Application of knowledge and skills:

A1. Apply skills in critical thinking to key debates concerning women's roles, status and identities in diverse political circumstances

A2. Utilise and integrate relevant conceptual frameworks in analysing the diverse circumstances of women

A3. Identify links and tensions between issues, debates, concepts and perspectives
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ATSGC2452 COURTESANS, CONCUBINES AND CONQUEST

Course Content:

Topics may include:

- Why inequalities in roles, status and identities matter;
- How political structures, ideas and decisions affect women;
- The political influence of courtesans and concubines in diverse settings;
- Women’s political representation and participation;
- The politics of women’s health;
- The politics of women’s education;
- The politics of violence against women;
- The politics of gendered incomes and income support;
- Women’s roles and status in paid labour forces;
- International trafficking of women in historical and contemporary contexts.

Values and Graduate Attributes:

Values:

V1. Develop understanding of the relationships between status, roles and power for women in influencing economic, social and political structures and visions of their contexts;

V2. Appreciate the diverse range of analytical frameworks in considering women’s historical and contemporary circumstances;

V3. Draw lessons from the past that can be applied to present and future social, economic and political debates.

Graduate Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Continuous Learning</td>
<td>Students develop their abilities to identify and understand the roles of relevant processes, structures, values and actors</td>
<td>High</td>
</tr>
<tr>
<td>Self Reliance</td>
<td>Students develop skills in independent research and analysis</td>
<td>Medium</td>
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<tr>
<td>Engaged Citizenship</td>
<td>Students engage with political values, ideas, concepts, debates and perspectives as influences upon relationships between women and governments</td>
<td>Medium</td>
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<tr>
<td>Social Responsibility</td>
<td>Students develop their understanding of the political sphere, the distribution of political power, rights and responsibilities as key determinants of women’s roles, status and identities in diverse circumstances</td>
<td>High</td>
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## Learning Task and Assessment:

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<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K1, K2, K3 S2 A1, A2</td>
<td>Informed contributions to online discussions of case studies. Integrating analysis, synthesis and evaluations of debates, perspectives and contextual information concerning the roles, power and status of women.</td>
<td>Online case studies</td>
<td>25-35%</td>
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<tr>
<td>K1, K2, K3 S1, S2, S3 A1, A2, A3</td>
<td>Research and writing skills, construction of an informed and substantiated argument, using relevant evidence.</td>
<td>Research essay</td>
<td>30-50%</td>
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<tr>
<td>K1, K2, K3 S2, S3 A1, A2, A3</td>
<td>Comprehension of course materials, relevant concepts, debates and scholarly perspectives. Application and synthesis of knowledge and critical analysis.</td>
<td>Examination</td>
<td>25-35%</td>
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## Adopted Reference Style:

Chicago