ATSI3002
Gendered Identities in Indigenous Australia

Term Three // 2020
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Johanna Perheentupa</td>
<td><a href="mailto:j.perheentupa@unsw.edu.au">j.perheentupa@unsw.edu.au</a></td>
<td>By appointment</td>
<td>Nura Gili, Electrical Engineering Blg. (G17)</td>
<td></td>
</tr>
</tbody>
</table>

School Contact Information

Balnaves Place, Lower Ground Floor, Electrical Engineering Building

Email: nuragili@unsw.edu.au

General Enquiries: + 61 2 9385 3805

Nura Gili would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.
Course Details

Credit Points 6

Summary of the Course

The course explores the way in which gender influences and structures the experiences of Indigenous women and men in the past and the present. It encourages students to engage in critical analysis and discussions by presenting relevant examples of the way in which gender and Indigeneity intersect in different contexts. The course material covers a range of issues involving gender and gender roles, including land, art and popular culture, activism, feminism, violence, and race. Particular attention is paid to colonial constructs of gender and gender roles within Aboriginal communities and Aboriginal women's and men's roles in subverting the colonisation of their identities.

Course Learning Outcomes

1. Define and use central concepts in gender studies, such as gender role, sexuality, masculinity and feminism
2. Identify and compare Indigenous and non-Indigenous ideas about Indigeneity, race, gender and gender roles
3. Analyse historical and popular media representations of gender and race, and consider the way in which these representations influence Indigenous and inter-racial gender relations in contemporary Australia
4. Debate about different facets and complexities of gendered and inter-racial relations in contemporary Australia
5. Appraise, reflect on and interpret different kinds of evidence about gender and race from a range of sources, and construct from research findings a nuanced and persuasive argument
6. Communicate ideas and research findings effectively in an informed and respectful manner using different techniques (written, spoken, visual)

Teaching Strategies

Indigenous Studies emphasises the need to contextualise the historical, social and political circumstances that have led to problematic relationships between Indigenous and non-Indigenous Australians. These continue to shape contemporary Australian society. As a discipline that supports the capacity of all students to engage in respectful dialogue with Australian issues, we utilise learning and teaching approaches centred on critical reflective practice. This is a core learning tool of all courses aiding student contextualisation of content and knowledge and enhancing student-centred learning through the process of self-reflection.

The course content is explored through a series of seminars, which provide students opportunities for collaborative learning. During the seminars you are encouraged to participate actively in discussion and engage with the literature and visual/print/social media on gender and gender relations. The assessment will require you to independently consider the influences that have shaped gender relations for Australian Indigenous men and women, both past and present and develop capacities for verbal presentation, critical reflection and academic writing on gender issues in Indigenous contexts.
Assessment

Marking criteria for each assessment task is made available via Moodle in the beginning of the course.

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online journal</td>
<td>20%</td>
<td>Weekly by 3 pm on Mondays before the seminar.</td>
<td>1,2,4,6</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>30%</td>
<td>Weekly according to a schedule set in the beginning of the course.</td>
<td>1,3,5,6</td>
</tr>
<tr>
<td>Research Essay</td>
<td>50%</td>
<td>23/11/2020 11:59 PM</td>
<td>1,2,4,5,6</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1: Online journal

Start date: First online journal due on week 2

Length: 100-200 words

Details:

Students will contribute to an online journal of the weekly readings, responding to specific questions and each other’s responses. The total word limit of the assessment is 1000 words (approximately 100-200 words per week).

Students will receive individual midterm feedback on their online journal entries. The entries will be marked according criteria made available to students at the beginning of semester.

Additional details:

You are required to post 7 short weekly blogs on Moodle between weeks 2–10. The weekly blog is your opportunity to share what you have gathered from your reading with other students. It is informal, and requires no referencing: it is your opportunity to share ideas before class, and get your conversation going across tutorials. In your blog, respond to the set questions with reference to the reading, and to other students’ blogs. If you would like to draw on other material, other students will certainly appreciate that generosity.

Submission notes: Via a link on Moodle

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Seminar Presentation
**Start date:** Not Applicable

**Length:** 10 min

**Details:**

In their presentations, students identify and critically analyse an example from popular culture (art, film, music, advertising, social media etc) using theories of gender, race and indigeneity. Students will be expected to draw on course readings and additional research, and demonstrate how this research has shaped their interpretation of the chosen example. This task is designed to encourage deeper engagement with ideas of gender, race and identity and their relevance in Indigenous contexts.

Presentation is marked according to criteria made available to the students at the beginning of semester.

**Additional details:**

You can find more detailed instructions on the course Moodle page.

**Submission notes:** Verbal presentation due during class. Relevant props/slides e-mailed to the lecturer after the presentation.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Research Essay**

**Start date:**

**Length:** 2500 words

**Details:**

The research essay (2500 words) allows students to synthesise course content and demonstrate understanding of various theories, concepts and ideas presented throughout the semester by responding to an essay question made available on Moodle. Students may also propose their own essay question if they wish. Students are expected to undertake substantial independent research for this assessment task.

Students will be provided with the marking rubric and they will receive written feedback on the assessment task via Moodle.

**Additional details:**

Students are expected to cite a minimum of TEN sources, the majority of which must be refereed academic texts. For more detailed information see the course Moodle page.

**Instructions for the Research Essay Format**

- indicate which essay question you have chosen to answer
- leave a space and a half between lines
• use 12 point font
• leave a wide margins for the marker’s comments
• use the Harvard (in text) referencing system. Referencing guidelines may be obtained from the Learning Centre or online at https://student.unsw.edu.au/harvard-referencing.

*It is student’s responsibility to retain a copy of your essay at all times in case of lost or misplaced essays.*

**Submission notes:** Turnitin on Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.
Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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<tbody>
<tr>
<td>Week 1: 14 September - 18 September</td>
<td>Seminar</td>
<td>Introduction: Gender Questions</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>Representing Gender</td>
</tr>
<tr>
<td>Week 2: 21 September - 25 September</td>
<td>Seminar</td>
<td>Indigenous Concepts of Gender</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>Reading Gender and Indigeneity <em>(Presentations)</em></td>
</tr>
<tr>
<td>Week 3: 28 September - 2 October</td>
<td>Seminar</td>
<td>Intersectionality and Indigeneity</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>First Nations Feminisms <em>(Presentations)</em></td>
</tr>
<tr>
<td>Week 4: 5 October - 9 October</td>
<td>Reading</td>
<td><em><strong>Public Holiday</strong></em>*</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>Gender and Social Justice <em>(Presentations)</em></td>
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<tr>
<td>Week 5: 12 October - 16 October</td>
<td>Seminar</td>
<td>Western Concepts of Gender and Race</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>Untangling Patriarchy <em>(Presentations)</em></td>
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<tr>
<td>Week 6: 19 October - 23 October</td>
<td>Reading</td>
<td><em><strong>Flexibility Week</strong></em></td>
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<tr>
<td>Week 7: 26 October - 30 October</td>
<td>Seminar</td>
<td>Inter-Racial Gender Relations, Past and Present</td>
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<tr>
<td></td>
<td>Seminar</td>
<td>Gender and Settler Colonialism <em>(Presentations)</em></td>
</tr>
<tr>
<td>Week 8: 2 November - 6 November</td>
<td>Seminar</td>
<td>Understanding Hegemonic Masculinity</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>Indigenous Masculinities <em>(Presentations)</em></td>
</tr>
<tr>
<td>Week 9: 9 November - 13 November</td>
<td>Seminar</td>
<td>Queering Indigenous Studies</td>
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<td></td>
<td>Seminar</td>
<td>Sexual Diversity in Indigenous Australia <em>(Presentations)</em></td>
</tr>
<tr>
<td>Week 10: 16 November - 20 November</td>
<td>Seminar</td>
<td>Class, Gender and Indigeneity</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>Gendered Labour in Indigenous Australia <em>(Presentations)</em></td>
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Resources

Prescribed Resources

Course readings are available via Leganto on Moodle.

Recommended Resources

There are no recommended resources for this course.

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, MyExperience student course surveys. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.
Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in Nura Gili there are no hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course’s moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,
* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration
Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another’s ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks effectively and efficiently find appropriate information sources and evaluate relevance to your needs use and manage information effectively to accomplish a specific purpose better manage your time
understand your rights and responsibilities as a student at UNSW
be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT
Resources Policy
be aware of the standards of behaviour expected of everyone in the UNSW community
locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
(http://subjectguides.library.unsw.edu.au/elise/aboutelise)
Academic Information

Please read this course outline carefully for information on assessment, late penalties, special consideration and expectations.

Image Credit

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CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.