

Unit Outline

SCWK2001 Citizenship, Culture and Diversity Semester 1, 2022

Unit study package code:	SCWK2001
Mode of study:	Internal
Tuition pattern summary:	Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. Lecture: 1 x 1 Hours Weekly Workshop: 1 x 2 Hours Weekly This unit does not have a fieldwork component.
Credit Value:	25.0
Pre-requisite units:	Nil
Co-requisite units:	Nil
Anti-requisite units:	Nil
Result type:	Grade/Mark
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:	Title: Dr Name: Angela Barns Phone: 08 9266 7185 Email: A.Barns@curtin.edu.au Location: Building: 401 - Room: 358 Consultation times: Please email me for a time to chat!
Teaching Staff:	Name: Bec Field Phone: TBA Email: Bec.Field@curtin.edu.au Location: Building: 401 - Room: 359
Administrative contact:	Name: Student Connect Advisor Phone: Use web link Email: Email: https://students.connect.curtin.edu.au/
Learning Management System:	Blackboard (lms.curtin.edu.au)

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The [Centre for Aboriginal Studies](#) aspires to contribute to positive social change for Indigenous Australians through higher education and research.

Coronavirus (COVID-19) Update

Curtin University is committed to supporting all our students and staff whether they are on campus, working remotely or overseas. Your health, safety and wellbeing are our priority and the continuing COVID-19 pandemic may require changes to the unit schedule, learning activities, delivery modes and assessment to provide flexible and safe options to our community. Curtin will endeavour to keep changes and disruptions to a minimum at all times. For current advice and further information visit <https://www.curtin.edu.au/novel-coronavirus/>.

Syllabus

This unit explores how difference is constructed within understandings of citizenship; it introduces students to modernity and contemporary social theories and their intersection with everyday experiences of gender, sexualities, cultural heritage, socio-economic position and disabilities. Framings of colonialism, post colonialism and intersectionality are used to understand issues related to inclusion and exclusion.

Introduction

Welcome to Citizenship, Culture and Diversity!

We often talk about citizenship in terms of national identity, ethnicity and legal status. Our conversations are framed by questions such as 'who is a citizen?' and 'how does someone become a citizen?' Legal definitions of citizenship encompass specific rights and responsibilities which are aligned with particular political, legal and governmental obligations. While this legal perspective is important, it ignores the notion of citizenship as a lived experience and its relationship with broader issues of belonging, inclusion / exclusion, identity, safety and security (personal, cultural and political). The contested nature of citizenship that we see and hear about today is not new. Social movements across time and place, such as the first and second wave feminists, African American civil rights and the gay and lesbian rights disputed the conventional constructions of citizenship. Alongside and informed by social theories such as postmodernism, postcolonialism and decolonisation new understandings of citizenship and what it means to be a citizen are possible. New and diverse questions can now be asked about citizenship which broaden the focus from 'who' to the 'what', 'why' and 'how':

- How, when and why did concepts of citizenship emerge? How have particular definitions of citizenship come to be dominant?
- Whose interests did / do they serve? What individual / collective meanings do people make of their experiences of citizenship?
- Is it possible to hold diverse meanings?
- In what ways is the experience of citizenship shaped by factors such as cultural heritage, geography, gender, class, sexuality, disAbility and religion/spirituality/faith?

Citizenship, Culture and Diversity introduces students to seven key western social theories which we use to explore different ideas, definitions, practices and experiences of citizenship, culture and diversity across time, space and place. The theories we cover include:

- Enlightenment Principles, Colonisation, Marxism, Functionalism, Critical Theory, Feminism(s), Postmodernism, Decolonisation, Postcolonialism, Privilege, Cultural difference and diversity, Queer Theory & Intersectionality.

What is social theory?

Charles Lemert*, the well-known American sociologist with a passion for understanding the social world presents social theory as something we engage with in our everyday lives; that is, it is not something that is the domain of academics! According to Lemert (1999)* every time we ask 'what is going on here', every time we look for possible explanations and then make some response, we are doing 'social theory'. What is important about social theory in the contemporary world is its focus on the everyday; that is, what we think, do and say in the context of our everyday lives is important because it is in the everyday that we experience and negotiate the legal, social, economic, political and cultural implications of 'being a citizen or non-citizen'.














This unit is about YOU! This unit emphasises lived experience of others and yours! As we journey through this unit we invite you to reflect on, question and challenge your experiences of being a citizen and how you make sense of your own citizenship and that of others. One of the reasons for this focus on 'you' relates to our role as social workers. We often ask clients to tell us their stories and it is important that as practitioners we are comfortable in doing this across a range of issues. Your views and understandings are an important learning tool for yourself and other students.

*Lemert, C. (Ed) (1999). Social theory: It's uses and pleasures. In Social theory: The multicultural and classic readings (2nd ed., pp. 1-20). New York: Macmillan.







Unit Learning Outcomes

All graduates of Curtin University achieve a set of six Graduate Capabilities during their course of study. These inform an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and capabilities which employers would value in a professional setting. Each unit in your course addresses the Graduate Capabilities through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes notify you of what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your knowledge of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of learning processes in each unit.

On successful completion of this unit students can:		Graduate Capabilities addressed
1	Explain politics of difference/sameness in relevant social theories	 
2	Examine how personal, social and collective identities are constructed and framed by dominant discourses	  
3	Demonstrate cultural awareness and ability to work with diversity	   
4	Critique and challenge the popular assumptions of citizenship and cultural diversity	   

Curtin's Graduate Capabilities

	Apply discipline knowledge, principles and concepts		Innovative, creative and entrepreneurial		Effective communicators with digital competency
	Globally engaged and responsive		Culturally competent to engage respectfully with local First Peoples and other diverse cultures		Industry connected and career capable

Find out more about Curtin's Graduate Capabilities at the Curtin Learning and Teaching website: clt.curtin.edu.au

Learning Activities

Learning Activities

The lectures, workshops and material which form this Unit will support your development as both a self-directed student who seeks and enjoys learning AND an active learner who has an inquiring mind and is open to new ideas. With the focus on discussion and questioning workshops are sites of practice and students are reminded to respect the views of others, to critique rather than criticize and to listen rather than just hear. All students (no matter what age!), have valuable experiences which inform how we understand ourselves, interact with others and give meaning to our social worlds. We invite you to draw on this 'first hand' knowledge as you engage with this unit.

In structuring this Unit the lectures, workshops and Blackboard resources come together to provide a holistic learning environment that supports students in their learning.

Blackboard (BB) is used consistently and frequently throughout the semester. In fact you will be undertaking *Assessment 1 - Interactive Weblog (Blogging)* on the journal feature of Blackboard. Lectures, workshop material, additional reading and resources will also be placed on BB during the semester. You will need to logon to Blackboard at least twice per week for this Unit.

Lectures are all online via echo360. Lectures provide students with the broad themes of the unit content and form the basis, alongside reading materials and peer discussion, of the workshops. It is important that students listen/review the lectures even though the powerpoints will be available.

Workshops are designed to encourage independent learning and are mostly experiential in nature. That is, they are facilitated spaces for you to engage in discussion and debate with your colleagues, to ask questions and to

explore ideas. As student-led spaces you will be expected to come prepared and actively participate in workshop activities. **The weekly readings from the reading list are compulsory**, as they are preparatory material for the workshop and form the basis of your *Assessment 1 Interactive Blogging*.

Learning Resources

Library Reading List

The Reading List for this unit can be accessed through Blackboard.

Assessment

Assessment policy exemptions

- There are no exemptions to the assessment policy

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?*	Assessment Extensions Considered?*
1	Interactive weblog	40%	Week: 1,2,3,5,6,7,9,10 Day: Weekly - Tuesday Time: 11.59pm	1,2,3,4	Yes	Yes
2	Group Presentation	20%	Week: 7 Day: Monday 11 April Time: 11.59pm	2	Yes	Yes
3	Essay	40%	Week: Essay Day: Monday 6 June Time: 11.59pm	1,2,3,4	Yes	Yes

*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

Detailed information on assessment tasks

1. Assessment 1 Interactive Weblog

For Weeks 1-10 you are required to post a blog providing a CRITICAL reflection and discussion of the two ESSENTIAL readings allocated to each week (please see 'Readings' for each week. Readings are available via the Unit's Reading List (library).

Topic questions for each week have been developed to help focus your blogging. You will find the weekly topic questions on the Blogging Guidelines under Assessments on Blackboard.

The topic questions are broad so as to leave you plenty of space for your own thoughts and ideas as well as drawing on the reading materials however they must demonstrate evidence of you having read the reading materials.

Your weekly blog must be posted each Tuesday by 11.59pm. The reason for asking students to post their blogs before the workshops is so that students come to the workshops with an understanding of the material we will explore. Students will have an opportunity to listen to / view the lecture before submitting their blogs.

Blogs are required for WEEKS 1, 2, 3, 5, 6, 7, 9, 10.

NO Blogs required for WEEKS 4, 8, 11, 12, 13.

There are two points of marking for the blogs:

1. First marking is at the end of Week 3. This marking is focused on providing feedback which you can then incorporate in your next series of blogs.

2. The second blog marking is Week 10.

Blogs will be marked in the blogging space in which they are created. There is no need to upload to Turnitin.

The rubric is available under Assessment 1 Blogging.

You will find further details of this assessment in the Assessment Guidelines under 'Assessments' on Blackboard.

2. Assessment 2 - Group Presentation

Students are invited to select ONE of the key socio-political issues relating to citizenship listed on Blackboard (look under Assessment 2 Group Presentation). In small groups students will work collaboratively to develop a dynamic and informative WIKI relating to their socio-political issue. A WIKI is an online format for presenting information using a variety of mediums including text, images, video, sound recordings etc. A WIKI takes the form of a 'website' within the Blackboard space. A WIKI allows students to collaborate on content - create and edit wiki pages together - without having to swap and send documents. A WIKI will be created for each group. Once your WIKI is live, students in your workshop will be able to view the content and provide peer feedback.

Students will receive a group mark ONLY (20 marks) for this assessment. Documentation will be needed to demonstrate individual group member's participation and contributions to the assessment.

Group presentations are due on Blackboard on Monday 11 April by 11.59pm.

The group presentation needs to cover the following issues:

- Identify the socio-political issue/s and agenda.
- Provide a description of the context in which the issue/s have arisen (this can be historical, geographical, economic, social, political or a combination of all).
- Describe how the issue/s relates to and engages with citizenship / being a citizen / citizen rights - provide an example of how citizens are involved / included.
- What lessons or messages does the issue provide for us as social workers.
- Each student needs to provide a CRITICAL comment on their response to the socio-political issue/s - that is, where are you positioned in relation to the issue/s?

A detailed guide to the presentation and assessment rubrics are available on Blackboard under Assessment 2 - Group Presentation.

3. Assessment 3 - Essay

In this unit we explore the different understandings of citizenship and 'being a citizen' produced through a range of social theories. We use these theories to deconstruct some of the taken for granted assumptions relating to citizenship and ideas of belonging. Through these theories and their related concepts we explore how 'being a citizen' and experiences of belonging are shaped by social identities and experiences of class, gender, cultural heritage, migration, sexuality, disability, age, and/or other factors.

In this essay you are invited to explore and CRITICALLY analyse two of YOUR social identities, such as:

- class, gender, cultural heritage, migration, sexuality, disability, age, religion /spirituality / faith or other identities (please check with your tutor to ensure you have access to appropriate materials).

In critically reflecting on the TWO social identities you have chosen to explore, you are asked to draw on a minimum of THREE relevant social theories / concepts from those we have engaged with over the semester. You are advised to choose social theories that help you to understand and add meaning to your experience of the two social identities.

Please incorporate a **minimum** of **8** readings – you can of course include more! The **8** need to be

comprised of:

- **Six (6)** references need to be from the Unit's weekly reading list this covers the readings you reflected on in your blogs (includes essential and recommended).
- **Two (2)** of your own choice – that is, from your own research or any other readings / materials **on Blackboard**. These two references do not have to be 'academic'.
- Please **do not** reference Lecture Notes or workshop worksheets.

This 'essay' is a personal and REFLECTIVE piece of writing. This means that you are required to use the first person voice – I, me, myself, we (if plural).

Pass requirements

To pass this unit you must complete and submit all pieces of assessment. An overall mark of 50% or higher must be achieved to pass the unit.

To be considered an attempt at completing or submitting an assessment task, students must clearly address unit learning outcomes associated with the assessment task; AND

- a) Submit at least 50% or more of any specified page limit or word count; or
- b) Where no page or word limit is specified, the response must address the entirety of the assessment task.
- c) Attempts not meeting the above requirements will be considered incomplete and will receive a zero (0) grade.

Assessment Moderation

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that students work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/findapolicy/

Pre-marking moderation

Pre-marking 'Assessment task details are provided to students in the unit outline AND prior to the assessment task being due. Marking criteria are made available to students when the assessment task is assigned. Assessors are provided with rubric/markings guide and sufficient information to ensure fair and consistent evaluation of student work'.

Intra-marking / Post-marking moderation

Intra-marking The Unit Coordinator will undertake the following activities - 'Calibrate markers through marking, moderation and feedback on a small number of initial assessments (randomly selected across workshop groups) prior to marking the remaining assessments; and markers receive feedback on their early marking (by the Unit Coordinator).

Post-marking The Unit Coordinator will also undertake - 'Second marking (may be blind marking, check marking or marking review) of a sample of assessments to ensure consistency across markers; and a sample of student work near grade boundaries AND Borderline and failed assessments to validate decisions where students have not met the pass requirements AND Outlier samples which are high or low scoring assessments'.

Late assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

Assessment extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Application Form as prescribed by the Academic Registrar. The form is available on the Forms page at <https://students.curtin.edu.au/essentials/forms-documents/forms/> and also within the student's OASIS (My Studies tab – Quick Forms) account.
2. The student will be expected to submit their application for an Assessment Extension with supporting documentation [via the online form](#).
3. Timely submission of this information supports the assessment process. For applications that are declined, delayed submission may have significant ramifications on the possible marks awarded.
4. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Further assessment

Further assessments, if granted by the Board of Examiners, will be held between 11/07/2022 and 22/07/2022 . Notification to students will be made after the Board of Examiners meeting via the Official Communications Channel in OASIS.

It is the responsibility of the student to be available to complete the requirements of a further assessment. If your results show that you have been granted a further assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A [Curtin Access Plan](#) (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from [AccessAbility Services](#).

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact AccessAbility Services. If you already have a CAP please provide it to the Unit Coordinator in week 1 of each study period.

Referencing style

The referencing style for this unit is APA 7th Ed.

More information can be found on this style from the Library web site:

<https://libguides.library.curtin.edu.au/uniskills/referencing/apa7>.

Privacy

As part of a learning or assessment activity, or class participation, your image or voice may be recorded or transmitted by equipment and systems operated by Curtin University. Transmission may be to other venues on campus or to others both in Australia and overseas.

Your image or voice may also be recorded by students on personal equipment for individual or group study or assessment purposes. Such recordings may not be reproduced or uploaded to a publicly accessible web environment. If you wish to make such recordings for study purposes as a courtesy you should always seek the permission of those who are impacted by the recording.

Recording of classes or course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than personal study for the enrolled students in the unit. Breach of this may subject a student to disciplinary action under Statute No 10 – Student Disciplinary Statute.

If you wish to discuss this please talk to your Unit Coordinator.

Copyright

The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites without the express written consent of Curtin University.

Academic Integrity (including plagiarism and cheating)

Academic Integrity

Curtin's [Student Charter](#), [Academic Integrity Program \(AIP\)](#), and core [Values](#) guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the [Academic Integrity Website](#).

Academic Integrity Warnings

An [Academic Integrity Warning](#) may be issued to a New-to-Curtin student in limited circumstances and only where misconduct is not involved.

Academic Misconduct

Staff members are required to report suspected misconduct. [Academic Misconduct](#) means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. [Contract cheating](#), the use of file sharing, translation services/apps, paraphrasing tools (text-spinners) and assignment help websites also may be considered academic misconduct. The longer term personal, social, and financial consequences of misconduct can be severe, so please ask for help if you are unsure.

If your work is the subject of an inquiry, you will be given an opportunity to respond and appropriate support will be provided. Academic work under inquiry will not be graded until the process has concluded. Penalties for misconduct may include a warning, a reduced or nil grade, a requirement to repeat the assessment, an annulled grade (ANN) or termination from the course. For more information refer to [Statute No.10 Student Discipline and Academic Misconduct Rules](#).

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:

oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:

life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all of the above is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Note: In Australia and other jurisdictions, students are required to complete a screening check prior to undertaking any activities that include children (e.g. surveying children at a school as part of a project). If this applies to you, start by contacting your unit coordinator for advice.

Student Equity

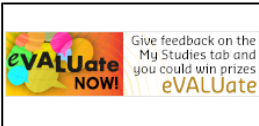
There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant caring responsibilities, pregnancy, religious practices, living in a remote location, or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact the appropriate service below. It is important to note that the staff of the University may not be able to meet your needs if they are not informed of your individual circumstances, so please get in touch with the appropriate service if you require assistance.

To discuss your needs in relation to:

- Disability or medical conditions, contact AccessAbility Services: <https://students.curtin.edu.au/personal-support/disability/>
- Elite athletes, contact Elite Athlete Coordinator: <https://stadium.curtin.edu.au/sport/academy/elite-athlete-program/>
- All other grounds, contact the Student Wellbeing Advisory Service: <https://students.curtin.edu.au/personal-support/counselling-guidance/wellbeing/>

Recent unit changes

Students are encouraged to provide unit feedback through **eVALUate**, Curtin's online student feedback system. For more information about **eVALUate**, please refer to evaluate.curtin.edu.au/info/.

	To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm . See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.
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Recent changes to this unit include:

Thank you to the students of 2021 for their feedback, particularly relating to ways that the Unit could be improved. Here's a few new editions to the Unit based on this feedback:

- Discussion Board - A discussion board has been set up on Blackboard. This is a forum for questions relating to the unit. I will monitor the Discussion Board twice per week.
- Inclusion of Queer Theory - it's important to recognise different ways in which people embody, express and experience sexuality and this theory provides some contemporary ways for understanding and exploring sexualities.

Program calendar

Week	Begin Date	Lecture topic	Assessment
Orientation	21 February	Orientation Week	
1.	28 February	<i>More than just a passport: Welcome to Citizenship, Culture & Diversity</i>	Blog
2.	7 March	<i>Reason, rationality & self-determination: The new religion</i> Social theory – Enlightenment principles	Blog
3.	14 March	<i>The brutal legacy of the Enlightenment: Not all men (sic) are equal!</i> Social theory – Colonisation & colonialism	Blog & Assessment 1 - Blogs Marking Point 1 Due Tuesday 15 March.
4.	21 March	<i>Making sense of the industrial world order- Marxism & Functionalism</i> Social theory concepts – Class & Social Order	
5.	28 March	<i>How to challenge and change the new world order</i> Social theory - Critical theory (inequality & social justice)	Blog
6.	4 April	<i>'Sisters are doing it for themselves'</i> Social theory – Feminism(s) & Intersectionality	Blog
7.	11 April	<i>What is 'truth'? Unpacking how we know and what we know</i> Social theory - Postmodernism - Discourses & counter discourses	Blog & Assessment 2 Group Presentation on Monday 11 April by 11.59pm
8.	18 April	Tuition Free Week	
9.	25 April	<i>Constructing realities one word at a time!</i> Social theory - Postmodernism (language, power & discourse)	Blog Anzac Day 26 April
10.	2 May	<i>Decolonise this!</i> Social theory: Postcolonialism, Whiteness & Privilege	Blog & Assessment 1 - Blogs Marking Point 2 Due Tuesday 3 May.
11.	9 May	<i>Cultural diversity & difference - contested citizenship</i> Social theory – Cultural diversity (Identity), Multiculturalism & Anti-racism	
12.	16 May	<i>Intersectional identities: Difference & diversity Part 1</i>	

		Social theories / concepts: Postmodernism (Multiple selves); Intersectionality & Queer Theory/ies	
13.	23 May	<i>Bringing it all together</i>	
14.	30 May	Study Week	
15.	6 June	Examinations	Assessment 3 Essay - Due Sunday 5 June by 11.59pm
16.	13 June	Examinations	