



## Introduction

### Welcome

My name is Daniel and I am your lecturer in this course, as well as your first point of call for any questions you might have (contact: [daniel.marshall@unisa.edu.au](mailto:daniel.marshall@unisa.edu.au)).

This course introduces some key debates in feminism and queer studies to examine the (re)production of genders in contemporary society and culture. The course aims to explore a broad range of intellectual questions concerning the ways in which gender is embedded in our everyday lives. This course will also explore questions of sexuality, given the intimate relationship between gender and sexuality. To this end, we will examine the ongoing influence of gender and sexuality in a contemporary Australian context in relation to issues such as identity, relationships, employment, family, media, health and so on. In this course we will consider feminist and queer scholarship in relation to intimacy to explore how intimacy can be understood as connected to regimes of power which shape how we, as human beings, socially identify and relate to ourselves and those around us. Thus, we will examine how intimacy is expressed through relations of power - chiefly in the form of discourse (ideas and knowledge and their practices) - which regulate bodies and populations not only in normative ways, and ways that distribute life chances unevenly, but also in ways which generate opportunities for resistance and pleasure.

This is an exciting course, full of ideas and debates, and I look forward to exploring this material with you.

See you in class!

Daniel

Acknowledgements:

I respectfully acknowledge the Kaurna, Boandik and Barngarla First Nations Peoples and their Elders past and present, who are the Traditional Owners of the lands that are now home to the University of South Australia's campuses. Sovereignty was never ceded.

This course has been taught over a number of years, and includes material developed by other colleagues. I acknowledge the work of these previous teachers and course developers, including Associate Professor Katrina Jaworski and Dr Ashlee Borgkvist, in developing this course material, which I have adapted where appropriate.

## Academic Work Definitions

**Internal mode** includes face to face/in person components such as lectures, tutorials, practicals, workshops or seminars that may be offered at a University campus or delivered at another location. Courses delivered in internal mode may also be offered intensively allowing them to be completed in a shorter period of time. There is an expectation that students will be physically present for the delivery of face to face/in person teaching and learning activities.

### Lecture

#### Student information

A lecture is delivery of course content either in person, or online in a virtual classroom, that builds on the course readings and pre-lecture requirements for you and other students in the course. The primary purpose of the lecture is to comprehensively describe and explain course content, ideas or skills to provide a foundation on which students build understanding through extended study. Lectures may also be pre-recorded and embedded in online courses.

All students are expected to have undertaken required readings and assigned activities prior to the lecture.

### Seminar

#### Student information

A seminar is facilitated learning either in person, or online in a virtual classroom environment, in which you and other students in the course are expected to develop, and be prepared to demonstrate an understanding of specific assigned material in the course via guided discussion by an expert academic or guest speaker. You may also be asked to discuss assigned material in the context of a broader framework of knowledge.

All students are expected to be familiar with relevant assigned source material prior to participation, and to actively engage in group discussions, activities and/or presentation.

## Course Teaching Staff

Lecturer:	AsPr Daniel Marshall
Location:	UniSA Justice & Society H1-16
Telephone:	+61 8 8302 4125
Email:	Daniel.Marshall@unisa.edu.au
Staff Home Page:	people.unisa.edu.au/Daniel.Marshall

\* Please refer to your Course homepage for the most up to date list of course teaching staff.

## Contact Details

### UniSA Justice & Society

Physical Address:	Level 2, Amy Wheaton Building UniSA Magill Campus Magill 5072
Website:	<a href="https://www.unisa.edu.au/about-unisa/academic-units/justice-and-society/">https://www.unisa.edu.au/about-unisa/academic-units/justice-and-society/</a>

## Additional Contact Details

Associate Professor Daniel Marshall | Enterprise Fellow in Sexualities and Genders

University of South Australia | Justice & Society  
T: 8302 4125 | E: [Daniel.Marshall@unisa.edu.au](mailto:Daniel.Marshall@unisa.edu.au)

<https://people.unisa.edu.au/Daniel.Marshall>

Pronouns: He/They

# Course Overview

## Prerequisite(s)

### Individual Compulsory Courses

SOCU 1003 The Social World

### Prerequisite Comments

The listed prerequisite or with approval from the Program Director.

## Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

## Course Aim

To extend students' understandings of sociological perspectives on gender and intimacy, including in relation to institutions such as the family and new sexual identities.

## Course Objectives

On completion of this course, students should be able to:

CO1. Demonstrate the knowledge and skills required to identify and explain the complexities of gender and changes in conceptions of personal intimacy

CO2. Contextualise gender in relation to social class, ethnicity, family, social policies and social change

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

		Graduate Qualities being assessed through the course						
		GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1		•		•		•		
CO2		•		•		•		

## Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

## Course Content

This course extends core knowledge on social divisions and identities by examining key debates and empirical illustrations surrounding femininities and masculinities. Students will look at the ongoing influence of gender in a contemporary Australian context (eg. employment, politics, the family, media) as well as comparatively as it exists in lesser developed nations (eg. sex trafficking and prostitution, migration, religious practice).

## Teaching and Learning Arrangements

Lecture	1 hour x 10 weeks
Seminar	2 hours x 10 weeks
Lecture (online)	1 hour x 2 weeks

## Unit Value

4.5 units

## Student recording of learning activities

Students must seek permission prior to recording any UniSA learning activity. See [A-56 Policy Student recording of learning activities](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf) ([https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56\\_student-recording-of-learning-activities.pdf](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf))

Breaches of this Policy contravene the principles of academic integrity, and attract the penalties provided in the [Academic Integrity Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/) (<https://i.unisa.edu.au/policies-and-procedures/university-policies/>).

# Learning Resources

## Textbook(s)

You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. <http://www.library.unisa.edu.au>

Wharton, Amy S. (2012). *Sociology of Gender: An Introduction to Theory and Research* (2). Wiley-Blackwell.

## Reference(s)

Readings, including the set textbook, are available electronically as e-readings via the course's e-readings list.

'Further Reading' lists are also available on the learnonline course site under weekly topics.

Please notify the lecturer as soon as possible if you are having any difficulty accessing readings.

## learnonline course site

All course related materials are available on your learnonline course site which you will be able to access from the 'my Current Studies' section in myUniSA (<https://my.unisa.edu.au>).

### Access to Previous Courses

You will have access to your previous course sites for a period of 4 years. After this time, the course sites will be archived and will be unavailable.

**Note:** Course readings provided via the University Library are only made available to current students and staff due to licensing and copyright restrictions. Students may download their course readings while they are enrolled in the course for their personal research purposes only.

# Assessment

## Academic Integrity

Academic integrity is fundamental to the reputation of UniSA and its staff and students. Academic integrity means all staff and students are committed to producing academic work that accurately reflects authorship, and is created with honesty, trustworthiness, fairness, respect, and responsibility.

The University of South Australia expects students to demonstrate accurately what they have learned so that university qualifications are earned honestly and are trusted and valued by its students and their employers. That means students need to present work that represents what they have learned. Therefore, students must indicate where and how they have used other people's ideas to support their knowledge. Academic integrity requires an honest account of the source of contributions to the work by using correct referencing. Students must not represent the work of others as their own as this does not demonstrate what they have learned. Using another person's work without correct referencing is considered Academic Misconduct.

The approach to academic integrity has many layers.

At the government level, a law exists that specifically states that providing academic cheating services to students of Australian universities is an **offence**, irrespective of whether the service is provided by an Australian or overseas operator (see Tertiary Education Quality and Standards Agency Amendment (Prohibiting Academic Cheating Services) Bill 2019 - <https://www.legislation.gov.au/Details/C2020A00078>). "Academic cheating services" includes providing or undertaking work for students, where that work forms a substantial part of an assessment task.

The University has policies and procedures to promote academic integrity and manage academic misconduct. More information about academic integrity and what constitutes academic misconduct can be found in the Academic Integrity Policy and Procedure (<https://i.unisa.edu.au/policies-and-procedures/university-policies/>). One example is that work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

At the course level, your instructor may also provide specific instruction and guidance on whether the use of tools such as translation software, writing aides, and artificial intelligence software is permissible and to what degree in completing learning tasks and assessments. When in doubt, ask your teaching team.

To learn more about academic integrity and how to avoid academic misconduct, please refer to the Academic Integrity Module: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

## Use of generative artificial intelligence

The assessment tasks for this course require you to demonstrate your learning.

It is important to understand that information generated by GenAI tools, such as ChatGPT, Copilot, and DALL-E, may be unreliable, inaccurate, and incorrect. It is your responsibility to comply with the conditions for each assessment task summarised in the assessment description and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.

Use of GenAI tools that extends beyond the stated assessment conditions will be considered a breach of academic conduct, as per the [Academic Integrity Policy \(AB-69\)](#).

## Important information about all assessment

All students must adhere to the University of South Australia's [procedures about assessment](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

## Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within 15 working days of submission.

### Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

**If the Course Coordinator allows submissions in hard copy format**, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help ([https://asklearnonline.unisa.edu.au/app/answers/detail/a\\_id/2222/kw/cover-sheet](https://asklearnonline.unisa.edu.au/app/answers/detail/a_id/2222/kw/cover-sheet)) and in myUniSA.

## Assessment Descriptions

### Assessment 1

#### Authentic Assessment Statement

This written assignment allows students to demonstrate their knowledge and skills developed through engagement with course material. Successful application of this knowledge and skills enables students to identify and explain the complexities of gender and changes in conceptions of personal intimacy, and to contextualise these understandings in relation to social class, ethnicity, family, social policies and social change. This work helps students develop skills to be effective problem solvers, capable of applying logical, critical, and creative thinking to a range of problems. It also supports them to develop their capacity for ethical action and to exercise social responsibility as professionals and citizens.

Single		40% of Course Total			Objectives being assessed:CO1, CO2		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Minor Essay	No	1800 words	N/A	6 Sep 2024, 11:59 PM	learnonline	Yes	Yes

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

**Please see the course site for assessment instructions.**



## Assessment 2

### Authentic Assessment Statement

This written assignment builds on student learning from the first assignment, scaffolding their skills and supporting them to incorporate constructive feedback from their prior work. Successful application of knowledge and skills enables students to identify and explain the complexities of gender and changes in conceptions of personal intimacy, and to contextualise these understandings in relation to social class, ethnicity, family, social policies and social change. Work in the Major Essay helps students develop skills to incorporate responses to feedback, and be effective problem solvers, capable of applying logical, critical, and creative thinking to a range of problems. It also supports them to develop their capacity for ethical action and to exercise social responsibility as professionals and citizens.

Single		60% of Course Total			Objectives being assessed:CO1, CO2		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Major Essay	No	2700 words	N/A	8 Nov 2024, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

**Please see course site for assessment instructions**

### Feedback proformas

The feedback proforma is available on your course site.

### Additional assessment requirements

There are no additional assessment requirements identified for this course.

### Penalties for late submission

A late submission penalty of 5% per day is applicable

### Exam Arrangements

This course does not have an exam.

### Deferred Assessment or Examination

Deferred assessment or examination is not available for this course. APPM 7.5

### Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under specific conditions unless supplementary assessment or examination has not been approved for the course.

Specific conditions and further information is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/). <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

## Special Consideration

Special consideration is available for this course.

## Variations to assessment tasks

Details for which variation may be considered are discussed in the [Variations to Assessments Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

More information about variation to assessment is available in the [Variations to Assessments Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

## Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/> and Policy C7 [Students with Disability](https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/) at: <https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Students who require variations or modifications to standard assessment arrangements must first register for an Access Plan with the UniSA Access & Inclusion Service. It is important to contact the Access & Inclusion service early to ensure that appropriate support can be implemented or arranged in a timely manner.

Students who wish to apply for an Access Plan must book an appointment with a UniSA Access & Inclusion Advisor by contacting Campus Central or via the Online Booking System in the Student Portal. For more information about Access Plans please visit: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Once an Access Plan has been approved, students must advise their Course Coordinator as early as possible to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students are advised there are also strict deadlines to finalise Access Plan arrangements prior to examinations. Further information is available at: [http://i.unisa.edu.au/campus-central/Exams\\_R/Before-the-Exam/Alternative-exam-arrangements/](http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/)

## Action from previous evaluations

Content from previous deliveries of this course has been reviewed and, where appropriate, revised.

## Unplanned learnonline outages

The alteration to assessment due dates and communication strategy is designed to minimise the impact of major unplanned learnonline system service outages on students and staff. They should only be considered when an unplanned outage occurs within 3 days of an assessment activity.

**Any implementation or revisions are at the discretion of the course coordinator.**

Outage Duration	Alteration to due date	Alteration to examination
Less than 1 hour	Nil impact	Nil impact
Between 1 and 4 hours	consider extension	Nil impact
Between 4 and 24 hours	24 hour extension	Consider when marking
Longer than 24 hours	48 hour extension	Consider when marking

Any changes to assessment activity will be communicated to you from your Course Coordinator via:

- Email
- SMS message

# Course Calendar

## Study Period 5 - 2024

Weeks	Topic	Assessment Details (Adelaide Time)	Public Holidays
1 08 - 14 July	Pre-teaching		
15 - 21 July	Pre-teaching		
2 22 - 28 July	Week One: Introduction: Theorising gender and intimacy		
3 29 July - 4 August	Week Two: Intersectionality		
4 05 - 11 August	Week Three: Gender and early socialisation		
5 12 - 18 August	Week Four: Identity and representation		
6 19 - 25 August	Week Five: Gendered bodies		
7 26 August - 1 September	Week Six: Men and masculinities		
8 02 - 8 September	Week Seven: Gender, work and organisations	Minor Essay due 06 Sep 2024, 11:59 PM	
	Minor Essay due 06 Sep 2024		
09 - 15 September	Mid-break		
16 - 22 September	Mid-break		
23 - 29 September	Mid-break		
9 30 September - 6 October	Week Eight: Gender-based violence		
10 07 - 13 October	Week Nine: Sexual politics of families		Labour Day 7/10/2024
11 14 - 20 October	Week Ten: Ageing, sexualities and health		
21 - 27 October	Research consultation week		
12 28 October - 3 November	Research consultation week		
13 04 - 10 November	Swot-vac Major Essay due 8 Nov 2024	Major Essay due 08 Nov 2024, 11:59 PM	
14 11 - 17 November			
15 18 - 24 November			