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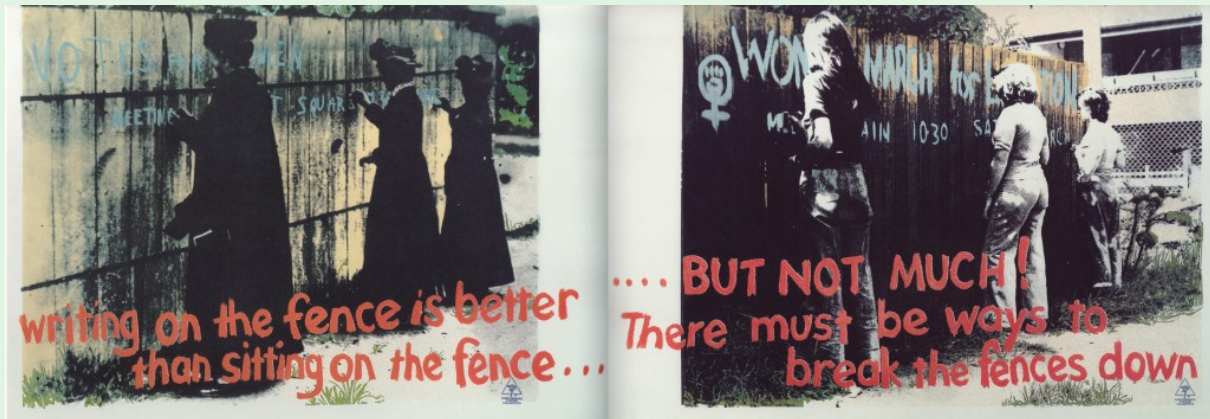
Global Feminisms: Competing Visions, Varying Histories

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Zora Simic	z.simic@unsw.edu.au	By appointment	MB347	

School Contact Information

School of Humanities & Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Tel: 02 9348 0406

Email: hal@unsw.edu.au

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Summary of the Course

This course considers both feminist attempts to organise globally across racial, ethnic and national boundaries, and differences in feminist strategies and visions for the future. You will trace the emergence and continuation of two competing traditions – reform and revolution – from anarchist women's activists through to contemporary transnational and postcolonial feminisms. You will also examine recent feminist activity that has garnered global attention and controversy, such as Islamic feminism and Pussy Riot. Throughout we highlight ongoing critiques of the universalist claims of some forms of feminism, including Indigenous and intersectional critiques.

Course Learning Outcomes

1. Demonstrate a broad, cross-cultural understanding of global feminisms
2. Identify key themes, debates and concepts in feminist history and scholarship.
3. Construct arguments using gender and/or feminist analysis and research in written and/or verbal form.
4. Articulate an understanding of how class, race and/or sexuality inform feminism/s historically and in the present.

Teaching Strategies

This course will help you develop a broad historical and cross-cultural understanding of global feminisms and is designed to deepen your skills in critiquing scholarly literature, constructing your own arguments and conducting research. Lectures will provide crucial background information and introduce you to key debates, thinkers and themes in feminist history and gender studies. In tutorials, you will participate in discussion of the scholarship and lecture material, guided by tutorial questions. You will also lead discussion in an allocated week, introducing new material and/or questions to your classmates, thereby extending your research and analytical skills. My teaching strategy is to encourage your critical engagement with course material and to help develop your written and verbal communication through class discussion and written responses to selected tutorial questions. The course will further develop your research skills via a research essay which requires you to undertake independent research on a specific topic.

Assessment

Requirements for Written Work

Submission

Tutorial papers and research essays should be submitted electronically to Turn It In on Moodle. Please submit to the Turn It In portal with your tutor's name on it.

Referencing

All written work must be original (i.e. not plagiarised) and properly referenced using ONE recognised referencing system (e.g. Oxford or Harvard) but not a combination of systems. The preference is for footnote system – Oxford or Chicago.

See: https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

In-text (eg. Stearns 2015, p. 14) is okay provided it includes a page number AND a reference list.

See: https://student.unsw.edu.au/harvard-referencing

Tip: When in doubt, reference. Footnotes, for example, are not only for direct quotations but also for instances in which you paraphrase the work of other scholars.

Tip: Footnotes go in sequence, but should never be placed next to each other.[1] [2] If you want to refer to two sources at one point, insert one footnote and then describe both sources.[3]

Tip: With a footnote, first then surname. In a bibliography/ reference list, arrange in alphabetical order by surname.

Formatting

All written work must be properly formatted:

- 1.5 or double spaced.
- 12 point font (preferably an easy to read font such as Times New Roman)
- Reasonable margins.

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[1] Peter N. Stearns, *Gender in World History,* 3rd edn. New York: Routledge, 2015, p. 13

[2] Incorrect! See footnote 3.

[3] Peter N. Stearns, *Gender in World History,* 3rd edn. New York: Routledge, 2015, p. 13; Joan W. Scott, 'Gender: A Useful Category of Historical Analysis', *American Historical Review,* 91:5, 1986, pp. 1053-1075, p. 1054

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Research essay	40%	18/04/2022 04:00 PM	2, 3, 4
2. Tutorial Responses	45%	Not Applicable	1, 2, 3
3. Tutorial facilitation and reflection	15%	Not Applicable	2, 3

Assessment 1: Research essay

Due date: 18/04/2022 04:00 PM

Students write a research essay of 2000 words excluding the bibliography. Feedback via rubric and individual comments. This is the final assessment for attendance purposes.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Essay Question: Essay questions have been set for Weeks 2-9. You can choose one of these, or if you prefer, develop an essay question with Zora's assistance and approval. You may find this an appealing option if there is an area of feminist history you can to research that is not covered by the set questions. If you do take this option, make sure you get in touch by the end of Week 7 at the very latest.

Research: Further readings for each question will be in LEGANTO - not every reading will be directly relevant to your question nor should you feel confined to these readings. The expectation is that you read 6-8 secondary sources, that is 6 articles/ books/ book chapters/ encyclopedia entry. You can use internet sources (e.g. Wikipedia) but these should constitute no more than 20% of your source base, and should be properly cited. There is no recommended limit for primary sources, other than backing up your arguments with examples/ evidence - you can find your primary sources first and second hand (i.e via the work of other scholars).

Submission: Essays should be FULLY referenced, ideally using the preferred School Style – footnote and bibliography (Chicago or Oxford), see:

https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

If you use in-text, please use Havard (as it includes page numbers):

https://student.unsw.edu.au/harvard-referencing

Assessment 2: Tutorial Responses

Assessment length: 6 x 200 words

Across the term, students will answer six questions in written form based on their engagement with tutorial readings and course content. Each response is approximately 200 words. Two are due at the end of Week 4 (15% or 7.5% each) and four are due at the end of Week 10 (30% or 7.5% each).

Feedback via individual comments, rubric and in-class discussion.

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Additional details

TUTORIAL RESPONSES Parts I and II, to be submitted to Turn It In on Moodle by 4pm on the Friday of Week 4 (Part I) and Friday of Week 10 (Part 2).

Weight: 7.5% per response x 6 = 45%

.Each week, our tutorials are organised around three to four questions based on essential readings and the lecture. These questions are designed to engage you with the key themes of the course and feminist scholarship. While we will aim to discuss all questions in class (including in lectures), this assessment is more specific: *over the course of semester you are to answer SIX questions from different weeks – i.e. one question from six different weeks (so never answer two questions from the same week).* This assessment will be submitted in two parts – the first at the end of Week 4 will address TWO questions from Weeks 1-4. The second submission is at the end of Week 10 and will consist of FOUR responses from Weeks 5-10. The responses should be approximately 200 words and referenced with footnotes, though no bibliography is necessary (if you choose to use MLA or similar you will provide a reference list).

General Guidance:

As you will see, there is a mix of questions – some invite a more descriptive response, others focus on analysis and informed opinion, others a mix of both (i.e. you demonstrate you have understood a concept or argument and then you engage with it critically, that is you assess it fairly).

It is not always necessary to engage with each reading for that week if the reading is not directly relevant to the question. Do get into the habit of referring to scholars by their name rather than using the generic term 'the reading/s'. Sometimes the lecture will help you answer the question, but again it is not necessary to mention the lecture if this is not the case.

Extra reading is not expected but if you do find material relevant to the question you can include it, but not at the expense of the essential reading.

Presentation/ submission:

This assessment is to be submitted as one file for each instalment.

Please state the full question at the top of each response, not just Week 1, Q 4

Reader friendly presentation requested - 12 point font, in easy to read font, 1.5 or double spacing.

Referencing system:

https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

OR

For this assessment, if you use Oxford (i.e. footnotes) no bibliography is needed as footnotes give me the full reference.

If you use Harvard, please include a reference list at the end.

Feedback: The tutorial responses will be marked in Turn It In (rubric attached for Part I) and your grade and feedback will be available via Moodle ten days from submission. You will be assessed on how successfully you answer the question (argument and analysis), style and structure and research and referencing (i.e. engagement with relevant material and appropriate references)

Assessment 3: Tutorial facilitation and reflection

Assessment length: 5 minutes
Submission notes: Send your tutor your powerpoint prior to your tutorial.

From Week 2, each tutorial will feature a facilitation panel (assigned in first tutorial in Week 1) on that week's topic. The panel is organised in a similar fashion to a conference panel where presenters each present a short talk on a specific example of a general theme. The panel then discuss the theme generally and in conversation with the rest of the class. Each panellist will use a PowerPoint (or equivalent) that will also be assessed. Feedback via individual comments, rubric and in-class discussion. Weight: 15% in total – 7.5% for contribution to panel in class, 7.5% for PowerPoint submitted prior to presentation.

Feedback via individual comments on both components.

This is not a Turnitin assignment

Additional details

NOTE: Further guidance will be available on Moodle.

Short description: From Week 2, each tutorial will feature a facilitation panel (assigned in first tutorial in Week 1) on that week's topic, opening the second hour (there are some variations on this). The panel is organised in a similar fashion to a conference panel where presenters each present a short talk on a specific example of a general theme. The panel then discuss the theme generally and in conversation with the rest of the class. The tutor will chair the panel. Each panellist will use a powerpoint (or equivalent) that will also be assessed. More specific guidelines/ suggestions are available in the folder for the designated week (Moodle).

Rationale: The panel is designed to enrich our general discussion in the first hour and to put students in charge of facilitating discussion. Developing a powerpoint allows students to think about how to most effectively and concisely present information in an engaging fashion and with visual aids (i.e. use pictures). Students will need to stick to time, so may not cover all the material in their powerpoint which is why the powerpoint [or Google Slides] is assessed on its own merits as part of the assessment.

How panels are assigned: There will be eight weeks of panels – from Weeks 2-10. In week 1, volunteers will be sought for the Week 2 panel. For every other week the panellists will be assigned randomly – i.e. tutor passes around an envelope and you select your week and speaker number from the envelope (e.g. Week 5, speaker 3). On Moodle, you will find a case study/ example/ theme assigned to your speaker number.

What if I can't present on the week I am assigned? In Week 1 tutorial, after the panels are assigned, the tutor will leave time to do swaps. This usually satisfies everybody. If something comes up during term, contact your tutor and she will organise a swap with another student in the class – just make sure you give her time to do so.

How do the panels work

The emphasis is on short contributions of 5 minutes each. After each panellists has spoken, the tutor will respond as Chair and open up discussion with the rest of the class based on the papers presented and the themes and questions raised.

Note: panels will usually take place in the second hour, so there will time during the break between the first and second hour to set up the panel and for the panellists to have a chat with each other.

Attendance Requirements

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

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Lecture	Introduction Western feminisms and post-colonial critique
	Tutorial	1: Meet and Greet/ facilitation allocation 2. Western feminisms and post-colonial critique
Week 2: 21 February - 25 February	Lecture	Global histories of suffrage
	Tutorial	Global histories of suffrage
Week 3: 28 February - 4 March	Lecture	Left feminisms: Socialism and Anarchism Spotlight: Alexandra Kollontai, Emma Goldman and Claudia Jones
	Tutorial	Tutorial topic: Left feminisms Workshop: Writing tutorial responses
Week 4: 7 March - 11 March	Lecture	Feminist internationalisms 1: Between the Wars 2: WIDF, the Cold War and anti-colonialism
	Tutorial	1: Feminist Internationalism between the wars 2. Feminist internationalism, the Cold War and anti-colonialism
	Assessment	2 x 200 word tutorial responses due by 4pm Friday.
Week 5: 14 March - 18 March	Lecture	Women's Liberation: Global History

		Screening: *Brazen Hussies* (2021)

	Tutorial	Women's Liberation & the 'origins' of intersectionality
Week 6: 21 March - 25 March	Reading	This is a compulsory reading week. There are no classes and you are encouraged to start your research essay.
Week 7: 28 March - 1 April	Lecture	Arab/ Islamic feminisms.
	Online Activity	Watch: *Feminism Inshallah: A History of Arab Feminism* (2014) - available via Library Catalogue
	Tutorial	Secular and / vs religious feminisms in the Middle East and North Africa
Week 8: 4 April - 8 April	Lecture	What is Global Feminism? The UN Women's Decade
	Tutorial	What is Global Feminism? The UN Women's Decade Workshop: Essay Writing
Week 9: 11 April - 15 April	Lecture	Decolonising feminism: Indigenous/ Native feminisms
	Tutorial	Decolonising feminisms NOTE: the tutorial falls on Good Friday. Alternative online tutorials will be arranged for this week.
Week 10: 18 April - 22 April	Lecture	Body Politics: Feminisms in the 21st century
	Tutorial	Body Politics: Feminisms in the 21st century
	Assessment	Research Essay (2000 words) due Monday 18th April by 4pm -submit to Turn It In/ Moodle
	Assessment	Tutorial responses - 4 x 200 words from weeks 5-10 due by Friday 22nd April by 4pm. Submit to Turn It In/ Moodle.

Resources

Prescribed Resources

There is no set textbook for this course. Set readings for each week will be available in designated folders on Moodle.

An essay guide will be provided on Moodle, with suggested readings for specific essay questions.

Extensive use will be made of Leganto - including readings and sources for the essay.

Recommended Resources

Journals: *Australian Feminist Studies; Feminist Studies; Feminist Review; Gender and History; Gender and Society;) Journal of Women's History; Journal of the History of Sexuality; History Workshop; Lilith (Aust., feminist history); Sexualities; Signs; Women's Historical Review Women's Studies International Forum); Women's Studies Quarterly* – all available via Library Catalogue. When using Google Scholar make sure you are logged into the Library, that way you can download articles.

In terms of resources, I highly recommend the amazing new ***Routledge History of Feminism*** data base available via the Library catalogue (link of Leganto) – it contains primary and secondary sources spanning the globe, our whole time period.

Course Evaluation and Development

The revamped version of this course was first taught by Zora in 2017 and since then she has taken care to respond to suggestions made from feedback received in 2017/ 2018/2019 /2020/2021 via My Experience/ email/ class discussion - these include setting essay questions on decolonising feminism and the UN Women's Decade, screening more documentary footage and more time devoted to assessment preparation.

Submission of Assessment Tasks

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, assessment tasks 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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, 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

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

Toni Robertson, History II - ....but not much! There must be ways to break the fence down, 1977

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