

## HSY202.7 Youth, Gender and Identity

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|-------------------------------------|
| <b>Name of Unit 1 (Unit Code 1)</b> |
| HSY202.7 Youth, Gender and Identity |

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

| <b>Associated higher education awards</b><br><i>(list all awards)</i> | <b>Duration</b> | <b>Level</b><br><i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i> | <b>Unit Coordinator</b><br><i>(incl. academic title)</i> |
|---|-----------------|--|--|
| Bachelor of Youth Work  | One semester    | 2 <sup>nd</sup> year   | Dr Kirsten Macaitis                                      |

#### Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

| <b>Unit credit points</b> | <b>Total course credit points</b> |
|---------------------------|-----------------------------------|
| 6 credit points           | 144 credit points                 |

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

| <b>No. timetabled hours per week</b> | <b>No. personal study hours per week</b> | <b>Total workload hours per week</b> |
|--------------------------------------|--|--------------------------------------|
| 3                                    | 6  | 9                                    |

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes    No

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit equips students to understand the centrality of gender, and intimacy as identity constructs in contemporary society and especially within young people's lives. It expands upon concepts introduced in Introduction to Sociology, and applies this understanding within the context of students' personal and professional lives. This unit covers topics including feminism, embodiment, roles and relationships, masculine and feminine identities, culture, sport and religion.

**Learning outcomes for the unit**

- 1) Discuss a sociological approach to gender, sexuality and social identity.
- 2) Critically assess approaches in relation to gender, relational and identity studies and recognise the impact of these approaches at both a personal, professional and cultural level.
- 3) Critically employ these approaches across a range of youth work contexts that address gender, intimacy and social identity in order to engage with current changes and challenges around personal identification and construction.

**Assessment tasks**

| Type  | Learning Outcome/s assessed | When assessed – year, session and week | Weighting |
|---|-----------------------------|--|-----------|
| Gender theory awareness task:<br>Students will 'profile' a member of Australian society and illustrate historical influences and present challenges in various aspects of their gender/relational identity<br>(1000 words)  | 1                           | Week 6                                 | 25%       |
| Media Education Lesson Plan<br>Students will review a feature film, TV show or other form of media that addresses gender & sexuality and then produce a lesson plan that can educate young people in some chosen current challenges of Gender and Identity.<br>(1500 words)   | 1, 2                        | Week 9                                 | 25%       |
| Service Critique:<br>Students will select a service provider and critique a particular program with a focus on one of the challenges for gender or relational identity in contemporary Australia. They will then present a proposed "improved" service that addresses gender concerns to a supervisor or grant board, marketing the particular service.<br>(2500 words) | 1, 2, 3                     | Week 13                                | 50%       |

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

**Required Texts** (to purchase): Holmes, M. (2007). *What is gender?: Sociological approaches*. London: Sage.

**Recommended:**

Abrahams, G., & Ahlbrand, S. (2002). *Boy v. Girl? How Gender Shapes Who We Are, What We Want, and How We Get Along*. Free Spirit Publishing, 217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401-1299.

Allen, L., Rasmussen, M., & SpringerLink. (2017). *The Palgrave Handbook of Sexuality Education*, London: Palgrave Macmillan.

Connell, R. W., & Pearse, R (2014). *Gender: In World Perspective*, 3<sup>rd</sup> ed., Polity Press

Driscoll, C., & Morris, M. (Eds.). (2015). *Gender, Media and Modernity in the Asia-Pacific*. New York: Routledge.

Germov, J., & Poole, M. (2019). *Public Sociology: An Introduction to Australian Society* (4<sup>th</sup> ed.). Crows Nest, New South Wales: Allen & Unwin.

Kimmel, M. (2011). *The Gendered Society* (4<sup>th</sup> ed.), Oxford University Press, New York

Kramer, L. (2011). *The Sociology of Gender: A Brief Introduction* (3<sup>rd</sup> ed.), Oxford University Press, New York.

Lindsey, L. L. (2015). *Gender Roles: A Sociological Perspective*. Oxford: Routledge.

Pilcher, J., & Whelehan, I. (2004). *50 Key Concepts in Gender Studies*. London: Sage.

Watson, J. (2018). *Youth Homelessness and Survival Sex: Intimate Relationships and Gendered Unitivities*. New York: Routledge.

White, R., Wyn, J., & Robards, B. (2017). *Youth and Society*. Melbourne: Oxford University Press

Yuill, C. & Gibson, A. (2011) *Sociology for Social Work: An Introduction* Sage: London