



# GEN 320

## 'Family Values' in the 21st Century

S2 External 2014

*Sociology*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Changes from Previous Offering</u>	12
<u>Changes since First Published</u>	12

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A Room 830

By appointment

Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

Family values are increasingly invoked in Australia and other nations as a conservative counterbalance to shifts in the relations between the sexes, and other dimensions of difference, such as race, ethnicity, sexuality, class and age. Whilst the rhetoric of family values appears to want to return us to an earlier era in our thinking and social structures, such a transformation of the world is taking place that is impossible to get back to the way things were. It is imperative to explore the changed and changing landscapes of our social, economic and political life, popular culture, and experience of home and work, in order to grasp these changes in our globalising world. This unit explores the rhetoric of family values across a range of fields, through topics such as career vs family, international adoption, gay marriage, and international division of reproductive labour, among others.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.

An ability to design a thesis proposal or a workplace study on a topic relevant to gender

studies.

Skills in doing independent research and using the library efficiently and knowledgeably.

A sense of the complexity and importance of cross-cultural dialogue on gender issues?.

An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.

An understanding of why and in what ways gender studies and feminism matter today.

An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

## General Assessment Information

### Attendance

Attendance at tutorials by internal students is required for a satisfactory participation mark. Attendance at lectures by internal students is also necessary (especially for AV material), students can be given permission to listen to ECHO recordings in lieu of attending lectures only with permission from the convenor.

### Assignment extensions and penalties for late submission - Departmental Policy

Penalty for lateness is 5 per cent for first day, and then 1 per cent each subsequent day. The penalty for lateness is applied for work not accompanied by a medical certificate. If you are unable to submit an essay, you must email the course convenor **before** the due date.

### Plagiarism is forbidden

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## Assessment Tasks

Name	Weighting	Due
<u>Tutorial participation</u>	20%	Throughout semester
<u>Quizzes</u>	20%	Fridays weeks 2-10
<u>Final Research Project</u>	60%	Weeks 10 & 13

### Tutorial participation

Due: **Throughout semester**

Weighting: **20%**

In-class response to set readings for up to 5 minutes and facilitation of the tutorial discussion (2 students per week, starting in week 2). Regular attendance and active discussion in tutorial groups or on the iLearn GEN320 website.

On successful completion you will be able to:

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.
- An understanding of why and in what ways gender studies and feminism matter today.
- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

### Quizzes

Due: **Fridays weeks 2-10**

Weighting: **20%**

Weekly multiple choice quizzes on iLearn. These will be based on the required readings and the lectures.

On successful completion you will be able to:

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.

- An understanding of why and in what ways gender studies and feminism matter today.
- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.
- An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

## Final Research Project

Due: **Weeks 10 & 13**

Weighting: **60%**

Part One (20%): A research proposal plan with key readings identified and annotated, and ideas sketched under headings.

Part Two (40%): A research proposal (for an MRes thesis or a workplace project) on an emerging real life situation relevant to the unit concern with 'family values.'

On successful completion you will be able to:

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to design a thesis proposal or a workplace study on a topic relevant to gender studies.
- Skills in doing independent research and using the library efficiently and knowledgeably.
- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
- An understanding of why and in what ways gender studies and feminism matter today.
- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

## Delivery and Resources

### Delivery

Day and Online.

GEN320 comprises of one 2 hour lecture and one 1 hour tutorial each week.

### Lecture Program and Lecture/Tutorial Readings

The tutorials run one week after the lectures. The readings listed will be discussed in both lectures and tutorials. Required reading is directly addressed in tutorial discussion. Required tutorial readings will be available through e-reserve via iLearn. Students can access these readings online, through download and/or by printing out.

## Times and Locations for Lectures and Tutorials

For current updates, lecture times and classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

## Technologies used and required

This unit has an online presence in iLearn (<http://ilearn.mq.edu.au>). Students require access to the internet and a computer.

This unit will use Echo lecture recording (accessed via iLearn).

## Feedback

The Faculty of Arts values student feedback and seeks to continually improve its teaching. At present, the Faculty collects student feedback in two ways:

1. Anonymous evaluation surveys which are disseminated at the completion of each unit.
2. Student feedback meetings which are held twice a year in the Faculty of Arts. These meetings are advertised on campus and all students are encouraged to attend.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Skills in doing independent research and using the library efficiently and knowledgeably.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.

## **Assessment task**

- Tutorial participation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.
- An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

## **Assessment task**

- Tutorial participation

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to design a thesis proposal or a workplace study on a topic relevant to gender studies.
- Skills in doing independent research and using the library efficiently and knowledgeably.
- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
- An understanding of why and in what ways gender studies and feminism matter today.



- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.
- An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

## **Assessment tasks**

- Tutorial participation
- Quizzes
- Final Research Project

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to design a thesis proposal or a workplace study on a topic relevant to gender studies.
- Skills in doing independent research and using the library efficiently and knowledgeably.
- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.
- An understanding of why and in what ways gender studies and feminism matter today.
- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.
- An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

## **Assessment tasks**

- Tutorial participation
- Final Research Project

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to design a thesis proposal or a workplace study on a topic relevant to gender studies.
- Skills in doing independent research and using the library efficiently and knowledgeably.
- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.
- An understanding of why and in what ways gender studies and feminism matter today.
- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

### Assessment tasks

- Tutorial participation
- Final Research Project

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- An ability to design a thesis proposal or a workplace study on a topic relevant to gender studies.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.
- An understanding of the relationship between forms of knowledge and forms of everyday

living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

## **Assessment tasks**

- Tutorial participation
- Final Research Project

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- An ability to design a thesis proposal or a workplace study on a topic relevant to gender studies.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.

## **Assessment tasks**

- Tutorial participation
- Final Research Project

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.

- An understanding of why and in what ways gender studies and feminism matter today.
- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

## **Assessment task**

- Tutorial participation

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
- An ability to share information, present and debate ideas and work closely with your peers to build a complex picture of reality?.

## **Assessment task**

- Tutorial participation

## **Changes from Previous Offering**

Based on feedback obtained from past students, this unit has been adapted in the following way(s): This is a newly redesigned unit. Its design has come from the requirements of a capstone unit, and the assessment tasks respond to those requirements. In 2014 assessment has been further modified to encourage more active and continuous participation with a closer focus on weekly readings and lectures, as well as to provide a stronger focus on development of presentation and group facilitation skills.

## **Changes since First Published**

Date	Description
20/07/2014	Minor changes have been made to learning outcomes.