# GEND810

**Advanced Readings in Gender Studies**

**S1 External 2015**

*Dept of Sociology*

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## Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Emily Cachia
emily.cachia@mq.edu.au
Contact via emily.cachia@mq.edu.au
to be advised
e-mail to arrange

Beth Saunders
beth.saunders@mq.edu.au

Credit points
4

Prerequisites
Admission to GradCertGenStud

Corequisites
GEND612

Co-badged status

Unit description
This unit begins by focussing on gender studies as a field of study, identifying its
distinguishing features, its key figures and texts, and its central issues. Higher level questions
are raised with respect to the status of the discipline, given its essential interdisciplinarity, its
political aspirations of social change, and its desire for unlimited inclusion, for example
through intersectional analyses and feminist methodologies that address other dimensions of
difference, such as race and ethnicity, class and sexuality.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are

Learning Outcomes
1. identify the distinguishing features of Gender Studies as a field of study (K)
2. identify the key figures and texts of Gender Studies as a field of study (K)
3. explain the complexity and significance of a number of key issues in contemporary
   Gender Studies (K) (T) (P) (E)
4. investigate the points of connection and disconnection between Gender Studies as a field of study, and the social movement of feminism (K) (T) (P) (J)
5. articulate a coherent, developed argument on the question of the status of Gender Studies as an academic discipline (K) (T) (P) (J)
6. articulate a coherent, developed argument on the question of the status of structural accounts of the gender order of power (e.g. ‘patriarchy’) (K) (T) (P) (C)
7. articulate a coherent, developed argument on the question of the status of gender as a key factor in Criminology (K) (T) (P) (C)
8. articulate a coherent, developed argument on the question of the status of gender as a concept in popular culture and in critical thinking (K) (T) (P) (C)
9. analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts (K) (T) (P) (C)
10. explore the complexity and importance of cross-cultural dialogue on gender issues (T) (P) (C) (E) (J)
11. formulate an original argument in the form of a postgraduate-level research essay on a topic relevant to Gender Studies (K) (T) (P) (C)
12. examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mid-semester project</td>
<td>40%</td>
<td>24/04/2015</td>
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<tr>
<td>End-semester project</td>
<td>50%</td>
<td>05/06/2015</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>throughout</td>
</tr>
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Mid-semester project

Due: **24/04/2015**
Weighting: **40%**

A self designed essay on: Gender Studies as a discipline and its relevance today

This Assessment Task relates to the following Learning Outcomes:
- identify the distinguishing features of Gender Studies as a field of study (K)
- identify the key figures and texts of Gender Studies as a field of study (K)
• explain the complexity and significance of a number of key issues in contemporary Gender Studies (K) (T) (P) (E)
• investigate the points of connection and disconnection between Gender Studies as a field of study, and the social movement of feminism (K) (T) (P) (J)
• articulate a coherent, developed argument on the question of the status of Gender Studies as an academic discipline (K) (T) (P) (J)
• articulate a coherent, developed argument on the question of the status of structural accounts of the gender order of power (e.g. ‘patriarchy’) (K) (T) (P) (C)
• articulate a coherent, developed argument on the question of the status of gender as a key factor in Criminology (K) (T) (P) (C)
• articulate a coherent, developed argument on the question of the status of gender as a concept in popular culture and in critical thinking (K) (T) (P) (C)
• explore the complexity and importance of cross-cultural dialogue on gender issues (T) (P) (C) (E) (J)
• formulate an original argument in the form of a postgraduate-level research essay on a topic relevant to Gender Studies (K) (T) (P) (C)
• examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)

**End-semester project**

Due: 05/06/2015  
Weighting: 50%

A self designed essay on: Feminist methodology and gendered harm

This Assessment Task relates to the following Learning Outcomes:

• identify the distinguishing features of Gender Studies as a field of study (K)
• identify the key figures and texts of Gender Studies as a field of study (K)
• explain the complexity and significance of a number of key issues in contemporary Gender Studies (K) (T) (P) (E)
• investigate the points of connection and disconnection between Gender Studies as a field of study, and the social movement of feminism (K) (T) (P) (J)
• articulate a coherent, developed argument on the question of the status of structural accounts of the gender order of power (e.g. ‘patriarchy’) (K) (T) (P) (C)
• articulate a coherent, developed argument on the question of the status of gender as a key factor in Criminology (K) (T) (P) (C)
articulate a coherent, developed argument on the question of the status of gender as a concept in popular culture and in critical thinking (K) (T) (P) (C)

analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts (K) (T) (P) (C)

explore the complexity and importance of cross-cultural dialogue on gender issues (T) (P) (C) (E) (J)

formulate an original argument in the form of a postgraduate-level research essay on a topic relevant to Gender Studies (K) (T) (P) (C)

examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)

**Participation**

Due: **throughout**
Weighting: **10%**

Regular and active participation on the GEND810 iLearn website via discussion posts. Please note that all students are invited to participate in the larger GEN110 iLearn website discussion; while this is not required, it will be noted and taken into consideration (along with any GEND810 discussion) in the assessment of participation.

It is the quality of participation as well as the quantity that will be graded.

This Assessment Task relates to the following Learning Outcomes:

- identify the key figures and texts of Gender Studies as a field of study (K) (T) (P) (E)
- explain the complexity and significance of a number of key issues in contemporary Gender Studies (K) (T) (P) (E)
- investigate the points of connection and disconnection between Gender Studies as a field of study, and the social movement of feminism (K) (T) (P) (J)
- articulate a coherent, developed argument on the question of the status of Gender Studies as an academic discipline (K) (T) (P) (J)
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• explore the complexity and importance of cross-cultural dialogue on gender issues (T) (P) (C) (E) (J)
• examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)

Delivery and Resources

Technologies used:

There is an online iLearn website for GEND810; students require access to reliable broadband internet and a computer. Externally enrolled students must maintain an active and regular presence on GEND810 iLearn.

Please note that while GEN110 lectures (which you are invited to attend or listen to, lectures are recorded and available through Echo on iLearn) start in the first week of S1 classes, Graduate Certificate seminars start in the second week.

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
Disruption to Studies Policy 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/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.
Student Support
Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](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 Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Equity 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.

IT 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
PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- identify the distinguishing features of Gender Studies as a field of study (K)
- identify the key figures and texts of Gender Studies as a field of study (
- explain the complexity and significance of a number of key issues in contemporary Gender Studies (K) (T) (P) (E)
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• articulate a coherent, developed argument on the question of the status of gender as a concept in popular culture and in critical thinking (K) (T) (P) (C)
• analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts (K) (T) (P) (C)
• formulate an original argument in the form of a postgraduate-level research essay on a topic relevant to Gender Studies (K) (T) (P) (C)

**Assessment tasks**

- Mid-semester project
- End-semester project
- Participation

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- explain the complexity and significance of a number of key issues in contemporary Gender Studies (K) (T) (P) (E)
- investigate the points of connection and disconnection between Gender Studies as a field of study, and the social movement of feminism (K) (T) (P) (J)
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Assessment tasks

• Mid-semester project
• End-semester project
• Participation

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

• investigate the points of connection and disconnection between Gender Studies as a field of study, and the social movement of feminism (K) (T) (P) (J)
• articulate a coherent, developed argument on the question of the status of Gender Studies as an academic discipline (K) (T) (P) (J)
• articulate a coherent, developed argument on the question of the status of gender as a key factor in Criminology (K) (T) (P) (C)
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• examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)
Assessment tasks

- Mid-semester project
- End-semester project
- Participation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- explain the complexity and significance of a number of key issues in contemporary Gender Studies (K) (T) (P) (E)
- investigate the points of connection and disconnection between Gender Studies as a field of study, and the social movement of feminism (K) (T) (P) (J)
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- examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)

Assessment tasks

- Mid-semester project
PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcomes**

- articulate a coherent, developed argument on the question of the status of structural accounts of the gender order of power (e.g. ‘patriarchy’) (K) (T) (P) (C)
- articulate a coherent, developed argument on the question of the status of gender as a key factor in Criminology (K) (T) (P) (C)
- articulate a coherent, developed argument on the question of the status of gender as a concept in popular culture and in critical thinking (K) (T) (P) (C)
- analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts (K) (T) (P) (C)
- explore the complexity and importance of cross-cultural dialogue on gender issues (T) (P) (C) (E) (J)
- formulate an original argument in the form of a postgraduate-level research essay on a topic relevant to Gender Studies (K) (T) (P) (C)
- examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)

**Assessment tasks**

- Mid-semester project
- End-semester project
- Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:
Learning outcomes

• explain the complexity and significance of a number of key issues in contemporary Gender Studies (K) (T) (P) (E)
• explore the complexity and importance of cross-cultural dialogue on gender issues (T) (P) (C) (E) (J)
• examine the relationship between forms of knowledge and forms of everyday living. (T) (P) (C) (E) (J)

Assessment tasks

• Mid-semester project
• End-semester project
• Participation

Changes from Previous Offering

This is the first year of GEND810 offering.

We will continue to seek and respond to student feedback on all aspects of the unit throughout the semester, so that it works in well with student interests, capabilities and needs.