



# GEND810

## Advanced Readings in Gender Studies

S1 External 2015

*Dept of Sociology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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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 available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

- 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)

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)

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

Name	Weighting	Due
<a href="#"><u>Mid-semester project</u></a>	40%	24/04/2015
<a href="#"><u>End-semester project</u></a>	50%	05/06/2015
<a href="#"><u>Participation</u></a>	10%	throughout

### Mid-semester project

Due: **24/04/2015**

Weighting: **40%**

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

On successful completion you will be able to:

- 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)
- 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

On successful completion you will be able to:

- 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)
- 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.

On successful completion you will be able to:

- 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)
- 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)
- 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)

- 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](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/)

## 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](http://ask.mq.edu.au).

## Student Support

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

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://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

### 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)
- 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

## 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)
- 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)
- 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 - 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)
- 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)
- 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 - 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)
- 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)
- 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 - 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.