



GEND810

Advanced Readings in Gender Studies

S2 External 2015

Dept of Sociology

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General Information

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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 meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology

Identify the ways in which gender is conceived and found significant in everyday life and

popular culture

Explain how the writing of scholars like Freud, Foucault and others has been taken up and critically extended in Gender Studies

Analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts

Formulate an original argument in the form of a postgraduate-level research essay on the concept of gender

Examine the relationship between forms of knowledge and forms of everyday living.

Assessment Tasks

Name	Weighting	Due
<u>Quizzes</u>	30%	Weekly from week 2
<u>Two Summaries</u>	20%	Week 7 (Friday)
<u>Research Essay</u>	40%	Week 13 (Friday)
<u>Participation</u>	10%	throughout

Quizzes

Due: **Weekly from week 2**

Weighting: **30%**

The quizzes are accessed on the GEND820 iLearn site. Each contains three multiple choice questions on required weekly readings.

This assessment component is worth 30% (with each question attracting one mark, and three questions per week, therefore 30 in total).

On successful completion you will be able to:

- Identify the meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
- Identify the ways in which gender is conceived and found significant in everyday life and popular culture

Two Summaries

Due: **Week 7 (Friday)**

Weighting: **20%**

Students can choose two readings (by Freud, Foucault or Butler) to summarise, from a list of choices on the GEND820 iLearn site.

The minimum number of words for each summary is 500, maximum 750. One reading per summary, two summaries in total.

On successful completion you will be able to:

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- Identify the ways in which gender is conceived and found significant in everyday life and popular culture
- Explain how the writing of scholars like Freud, Foucault and others has been taken up and critically extended in Gender Studies

Research Essay

Due: **Week 13 (Friday)**

Weighting: **40%**

Write an analytical essay on the concept of gender, designing and development it in consultation with the unit convenor.

On successful completion you will be able to:

- Identify the meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
- Identify the ways in which gender is conceived and found significant in everyday life and popular culture
- Analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts
- Formulate an original argument in the form of a postgraduate-level research essay on the concept of gender
- Examine the relationship between forms of knowledge and forms of everyday living.

Participation

Due: **throughout**

Weighting: **10%**

Discussion of unit material in class and/or in the appropriate forums (based on the suggested weekly topics and required readings) on the GEND820 iLearn site.

The benchmark for a clear pass is regular, active participation in forum discussions, and regular attendance (if internally enrolled). In the absence of a sizeable class in this unit, discussion items can be made up of a log of notes documenting the student's reflections on the readings and

associated resources, including self-sourced materials, and documenting the student's developing ideas. The quality as well as quantity of discussion is important, especially for the higher grades.

On successful completion you will be able to:

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- Explain how the writing of scholars like Freud, Foucault and others has been taken up and critically extended in Gender Studies
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Delivery and Resources

Delivery:

Day and Online.

GEND820 comprises of one X 1 hour seminar each week (or on-line for externals, spread throughout the week). With small numbers of students enrolled in the Graduate Certificate of Gender Studies, the separate GEND units may be rolled into one seminar for internal students.

Technologies used and required

This unit has an online presence in iLearn (<http://ilearn.mq.edu.au>). Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

This unit may use Echo lecture recording (accessed via iLearn), but not in 2015.

- For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help - For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Times and Locations for seminars

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

Required and recommended resources

Required readings can be accessed through e-reserve via iLearn. These can be read online, printed out by the student and/or downloaded.

FEEDBACK

Feedback and unit evaluation

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.

Unit Schedule

2015 SEMINAR PROGRAM AND READINGS

The readings listed will serve to initiate discussion in the seminars, which will be tailored to the particular interests and needs of the student cohort. The required readings will be accessible via iLearn.

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

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

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/>

Learning Skills

Learning Skills (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

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

- Identify the meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
- Analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts
- Examine the relationship between forms of knowledge and forms of everyday living.

Assessment tasks

- Quizzes

- Two Summaries
- Research Essay
- 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 meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
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- Analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts
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- 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

- Identify the meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
- Identify the ways in which gender is conceived and found significant in everyday life and

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- Explain how the writing of scholars like Freud, Foucault and others has been taken up and critically extended in Gender Studies
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Assessment tasks

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- Research Essay
- 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

- Identify the meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
- Identify the ways in which gender is conceived and found significant in everyday life and popular culture
- Analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts
- Formulate an original argument in the form of a postgraduate-level research essay on the concept of gender

Assessment tasks

- Quizzes
- Two Summaries
- Research Essay
- 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

- Identify the meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
- Explain how the writing of scholars like Freud, Foucault and others has been taken up and critically extended in Gender Studies
- Analyse and assess a variety of texts (print, oral, film, multimedia) and data sources critically within their historical, social and discursive contexts
- Formulate an original argument in the form of a postgraduate-level research essay on the concept of gender
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- 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

- Identify the meanings of gender as a concept in academic fields of study including Gender Studies, Psychology and Evolutionary Psychology
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- Analyse and assess a variety of texts (print, oral, film, multimedia) and data sources

critically within their historical, social and discursive contexts

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Assessment tasks

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Changes from Previous Offering

2015 is the first year of offering in this unit. Feedback from 2015 students will be crucial in monitoring its initial design and suggesting improvements for future offerings.