



GEN 312

Naughty Boys, Bad Girls: Gender and Discipline at Home and at School

S1 Day 2015

Dept of Sociology

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General Information

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Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

The co-badging of this unit with SOC317 ended in 2015 but this site does not allow a change to be made in this co-badged status

Unit description

Are boys expected to be naughty, while girls are quiet but in danger of sexual entanglement as teenagers? This unit is concerned with the people who live out these expectations and yet complicate them in the home and the classroom: young children, tweens and teens, parents and teachers. It combines the sociology of education with the study of gender in early childhood, adolescence and youth. Class and race (or culture, ethnicity and religion) play a part along with age, gender and sexuality. The focus of the unit is on discipline and punishment as these are directed towards children at home and at school. What are the problems, conflicts and disruptions faced by young people and their parents and teachers? What are the best strategies for managing them? What are the best tools for understanding them? Fairy tales and children's books (eg, 'Pinocchio', 'Naughty stories for good boys and girls'), TV and film ('Supernanny', 'Boot Camp', 'Mean Girls'), expert advice and self-help manuals (Dr Spock, 'Toddler Taming') are explored alongside the sociological, educational, psychological and gender studies literature offering insight into the behaviour of boys and girls today.

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 the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment Tasks

Name	Weighting	Due
<u>1. Quizzes</u>	30%	Weekly in weeks 2-11
<u>2. Independent project</u>	20%	Friday 24th April 2015
<u>3. Research essay</u>	40%	Friday 5th June 2015
<u>4. Participation</u>	10%	Throughout

1. Quizzes

Due: **Weekly in weeks 2-11**

Weighting: **30%**

From week 2, a multiple choice quiz will be opened on the GEN312 iLearn unit on the morning of the weekly lecture. Students will have three days in which to complete it. There will be three questions each week, based on required readings or the lecture. A total of 30 questions will be set with each attracting one mark.

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
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- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today

2. Independent project

Due: **Friday 24th April 2015**

Weighting: **20%**

Critically analyse a film or TV program with reference to two or more of the required readings in GEN312

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life

- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living

3. Research essay

Due: **Friday 5th June 2015**

Weighting: **40%**

Write an analytical essay on one of the questions listed on the GEN312 iLearn unit.

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
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- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living

4. Participation

Due: **Throughout**

Weighting: **10%**

Regular contributions to group discussions on GEN312 topics in class and on-line on the GEN312 iLearn unit. Evidence of having done the readings, and having thought about the topics in connection with events and relations between people in the wider world, will be taken into account.

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
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- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
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- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Delivery and Resources

Please note that lectures start in the first week of S1 classes, tutorials start in the **second** week.

Technologies used:

There is an online presence on iLearn; lectures are recorded and available through Echo on iLearn; students require access to reliable broadband internet and a computer. Internally enrolled students are required to attend all live lectures, unless they have requested and been granted an exemption to follow the lectures through Echo recordings instead.

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

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

- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment tasks

- 2. Independent project
- 3. Research essay
- 4. Participation

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

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
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- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment tasks

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- 4. 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 ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
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- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment tasks

- 1. Quizzes
- 2. Independent project
- 4. 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 the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
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Assessment tasks

- 1. Quizzes
- 2. Independent project
- 3. Research essay
- 4. Participation

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 the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school

- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
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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 the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment tasks

- 1. Quizzes
- 2. Independent project

- 3. Research essay
- 4. Participation

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

- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment tasks

- 2. Independent project
- 3. Research essay
- 4. Participation

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 the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on

discipline, childhood, fairy tales and moral panic

- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment task

- 4. 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

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment task

- 4. Participation

Changes from Previous Offering

While all existing material is updated each year, especially the lectures, there have been new changes made to the content of this unit in 2015. This is due to the introduction of a new unit in 2015, especially dedicated to exploring masculinities (GEN220), which meant some redistribution of teaching materials. It is also due to the initiation of new collaborative links with Criminology, requiring a strengthening of the focus on gender-linked crime within the program as a whole.

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

Changes since First Published

Date	Description
20/02/2015	mistake corrected