



# SOC 225

## Power, Difference and Recognition

S2 Day 2015

*Dept of Sociology*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	4
<a href="#"><u>Policies and Procedures</u></a>	5
<a href="#"><u>Graduate Capabilities</u></a>	6

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

In liberal democratic societies we have become used to defending and celebrating the idea of our difference as individuals and as groups. What are some of the practical and conceptual difficulties currently faced by the right to difference? Is tolerance for a difference that is not understood but simply endured enough? How can we in the context of the profound differences that characterise our multicultural world, and elaborate the common ground through which our diversity can be recognised and our distinctive needs comprehended? We use these broad themes to look at a range of contemporary problems and issues. How, for example, do we interpret and respond to multiculturalism and Indigenous rights in contemporary Australia, gender difference and the assertion of cultural differences within a globalising world?

## 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:

- learn how to think sociologically

- learn how to apply those concepts in everyday life

- develop writing, research and analytical skills

- read and write critically

- learn to communicate your own ideas simply and directly

## Assessment Tasks

Name	Weighting	Due
<a href="#">Tutorial Exercises</a>	50%	Sept 8, Oct 27
<a href="#">Major Essay</a>	35%	November 17
<a href="#">Participation</a>	15%	Weekly

### Tutorial Exercises

Due: **Sept 8, Oct 27**

Weighting: **50%**

Rationale:

this task is designed to assess

- your coverage of the spread of material in the unit. *You are required to submit 10 pieces of work.*
- your ability to accurately comprehend particular texts. *Your responses should indicate your understanding of the key ideas in the set text.*
- your ability to creatively and critically evaluate ideas and arguments. *Your responses should attempt to weigh the significance of key ideas in the set text. What do you think of what is being said? Can you come up with examples that confirm or challenge key points? Please note that some texts will require a heavier weighting of exposition over critical and creative engagement.*
- your ability to write clearly. *You need to submit polished work that is structured around the presentation of key idea(s) that are carefully explicated and analysed. Pay attention to grammar and spelling.*

On successful completion you will be able to:

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

### Major Essay

Due: **November 17**

Weighting: **35%**

Rationale:

this task is designed to assess

- your capacity for independent research. *Use some of the literature nominated in the unit guide and supplement with your own search for relevant material on your chosen topic.*
- your ability to develop a sustained and coherent answer to a set question. *Include a clear interpretation of the question and an introduction that sets out the terms of and the steps in your argument.*
- your ability to bring creativity, imagination and originality of argumentation to bear on a set question. *Having an opinion is vital to but not sufficient to the purposes of an argument. You need to back all claims with reasons and with evidence.*
- your ability to write clearly, accurately and succinctly. *You need to draft, redraft and redraft your essay. Develop one main point per paragraph and make sure that each paragraph links tightly to the next and the whole forms a coherent unity. Pay attention to grammar and spelling.*

On successful completion you will be able to:

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## Participation

Due: **Weekly**

Weighting: **15%**

Attendance at tutorials is required. You will receive no marks for mere attendance. Your active, participation in discussions (drawing upon your attendance at lectures and your careful, creative responses to set readings) will be assessed.

On successful completion you will be able to:

- learn how to think sociologically
- learn to communicate your own ideas simply and directly

## Delivery and Resources

**Technologies used.** This unit has a presence on ilearn (ilearn.mq.edu.au) and you will be

required to have regular access to a reliable broadband internet connection and a computer.

## Weekly Readings

You will find these listed in your online unit in 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](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://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

### 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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically

### Assessment tasks

- Tutorial Exercises
- Major Essay
- 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 outcome

- learn how to apply those concepts in everyday life

## 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:

### Assessment task

- 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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

### Assessment tasks

- Tutorial Exercises
- Major Essay

## 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**

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

### **Assessment tasks**

- Tutorial Exercises
- Major Essay

## **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**

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically

### **Assessment tasks**

- Tutorial Exercises
- Major Essay
- 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

- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## Assessment tasks

- Tutorial Exercises
- Major Essay
- 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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- learn to communicate your own ideas simply and directly

## Assessment task

- 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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- learn to communicate your own ideas simply and directly

## Assessment task

- Participation