GEND612

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

S1 Day 2015

Dept of Sociology

Contents

Disclaimer

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General Information

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Credit points 4
Prerequisites Admission to GradCertGenStud
Corequisites
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:

Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic

Explain the complexity and significance of debates about gender, childhood and

discipline at home and at school

Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school

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 research essay on a topic relevant to gender, childhood and discipline

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

Assessment Tasks

Name	Weighting	Due
Quizzes	30%	weekly, weeks 2-11
Independent project	20%	Friday 24th April 2015
Research essay	40%	Friday 5th June 2015
Participation	10%	Throughout

Quizzes

Due: **weekly, weeks 2-11**
Weighting: **30%**

The assessment in GEND612 is the same as GEN312 (with the addition of extra word length on written work, and higher quality standards as appropriate to 600 level study). The quiz assignment is the same as GEN312, as follows.

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:
- Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic
- Explain the complexity and significance of debates about gender, childhood and discipline at home and at school
- Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school
- Examine the relationship between forms of knowledge and forms of everyday living

Independent project

Due: **Friday 24th April 2015**
Weighting: **20%**

The assessment in GEND612 is the same as GEN312 (with the addition of extra word length on written work, and higher quality standards as appropriate to 600 level study).

Critically analyse a film or TV program with reference to two or more of the required readings in GEN312 (word length: 1500 words)

On successful completion you will be able to:

- 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)

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:

- Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic
- Explain the complexity and significance of debates about gender, childhood and discipline at home and at school
- Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school
- Formulate an original argument in the form of a research essay on a topic relevant to gender, childhood and discipline
- Examine the relationship between forms of knowledge and forms of everyday living

Participation

Due: **Throughout**
Weighting: **10%**

Regular and active participation in the face-to-face GEN312 tutorial and on the iLearn website via discussion posts. Please note that all students are expected to participate in the larger GEN312 iLearn website discussion; it is this set of contributions to discussion that will be noted and taken into consideration (along with any GEND612 discussion) in the assessment of participation.

Please also note that it is the quality of participation as well as the quantity that will be graded.

On successful completion you will be able to:

- Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic
- Explain the complexity and significance of debates about gender, childhood and discipline at home and at school
- Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school
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Delivery and Resources

Technologies used:

There is an online iLearn website for GEND612; students require access to reliable broadband internet and a computer. Internally enrolled students must attend the face to face GEND612 seminar as well as maintain an active and regular presence on iLearn.

Please note that while GEN312 lectures (which you are required to attend; 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

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

- 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)
- Examine the relationship between forms of knowledge and forms of everyday living

Assessment tasks

- Quizzes
- Independent project
- Research 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 outcomes

- Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school
- Examine the relationship between forms of knowledge and forms of everyday living

Assessment tasks

- Quizzes
- Research essay
- 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

- 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)

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

Assessment tasks

- Quizzes

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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

- Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic

- Explain the complexity and significance of debates about gender, childhood and discipline at home and at school

- 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 research essay on a topic relevant to gender, childhood and discipline

Assessment tasks

- Quizzes

- Independent project

- Research essay

- 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

- Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic
- Explain the complexity and significance of debates about gender, childhood and discipline at home and at school
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- Research essay
- Participation

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

- Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic
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- Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school
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- Formulate an original argument in the form of a research essay on a topic relevant to gender, childhood and discipline

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Assessment tasks

- Quizzes

- Independent project

- Research 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

- Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school

- 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 research essay on a topic relevant to gender, childhood and discipline

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Assessment tasks

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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

- Explain the ways in which sociological and psychoanalytic writers have contributed to knowledge on gender, childhood, discipline, fairy tales and moral panic
- Explain the complexity and significance of debates about gender, childhood and discipline at home and at school
- Explore the complexity and importance of cross-cultural dialogue on issues of gender, childhood and discipline at home and at school
- Examine the relationship between forms of knowledge and forms of everyday living

Assessment tasks

- Quizzes
- Research essay
- 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

- 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)
- Examine the relationship between forms of knowledge and forms of everyday living

Assessment tasks

- Quizzes
- Independent project
- Research essay
- Participation

Changes from Previous Offering

This is the first year of GEND612 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.