



# GEN 320

## 'Family Values' in the 21st Century

S2 Day 2015

*Dept of Sociology*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	6

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kumiko Kawashima

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W6A Room 834

By appointment

Credit points

3

Prerequisites

39cp or (admission to GDipArts and (GEN312 or SOC317))

Corequisites

Co-badged status

Unit description

Family values are increasingly invoked in Australia and other nations as a conservative counterbalance to shifts in the relations between the sexes, and other dimensions of difference, such as race, ethnicity, sexuality, class and age. Whilst the rhetoric of family values appears to want to return us to an earlier era in our thinking and social structures, such a transformation of the world is taking place that is impossible to get back to the way things were. It is imperative to explore the changed and changing landscapes of our social, economic and political life, popular culture, and experience of home and work, in order to grasp these changes in our globalising world. This unit explores issues such as the public vs private spheres, career vs family, adoption, gay marriage, divorce and international division of reproductive labour, among others.

## 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 a number of key concepts, issues and debates (local and global) in contemporary gender studies.

An ability to analyse gender issues of everyday significance conceptually and

theoretically.

An ability to demonstrate active engagement with unit materials.

A capacity to share insights, present complex ideas and debate constructively with peers.

An ability to write coherently, logically and succinctly, while following appropriate academic and stylistic conventions.

A capacity to conduct independent research, from topic selection and literature research to text analysis and development of worthwhile questions.

## General Assessment Information

### Attendance

For internal students, attendance at lectures and tutorials is required, and the permission to listen to ECHO recordings in lieu of attending lectures must be given by the convenor. External students are required to listen to ECHO recordings and participate in all online discussions. Details of participation requirements are available on iLearn.

### Assignment extensions and penalties for late submission - Departmental Policy

Penalty for lateness is 5 per cent for first day, and then 1 per cent each subsequent day. The penalty for lateness is applied for work not accompanied by a medical certificate or other documentation. If you are unable to submit an essay, you must contact the convenor **before** the due date.

### Plagiarism is forbidden

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Class participation</u></a>	20%	Throughout semester

Name	Weighting	Due
<u>Quizzes</u>	20%	Thursday Weeks 2-10
<u>Final Research Project</u>	60%	Weeks 7 & 13

## Class participation

Due: **Throughout semester**

Weighting: **20%**

Regular class attendance and active participation in discussions. Both internal and external students need to satisfy weekly requirements.

On successful completion you will be able to:

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to analyse gender issues of everyday significance conceptually and theoretically.
- An ability to demonstrate active engagement with unit materials.
- A capacity to share insights, present complex ideas and debate constructively with peers.

## Quizzes

Due: **Thursday Weeks 2-10**

Weighting: **20%**

Weekly multiple choice quizzes on iLearn. These will be based on the required readings and the lectures.

On successful completion you will be able to:

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to demonstrate active engagement with unit materials.

## Final Research Project

Due: **Weeks 7 & 13**

Weighting: **60%**

Part One (20%): An annotated bibliography and a research topic description

Part Two (40%): A research proposal (a workplace project or an MRes proposal) on a topic relevant to the unit.

On successful completion you will be able to:

- An understanding of a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to analyse gender issues of everyday significance conceptually and theoretically.
- An ability to write coherently, logically and succinctly, while following appropriate academic and stylistic conventions.
- A capacity to conduct independent research, from topic selection and literature research to text analysis and development of worthwhile questions.

## Delivery and Resources

### Delivery

Day and Online.

The unit comprises of one 2 hour lecture and one 1 hour tutorial each week.

### Lecture Program and Lecture/Tutorial Readings

The tutorials on campus run straight after the lectures. The required readings will be available via iLearn, and discussed in both lectures and tutorials.

### Times and Locations for Lectures and Tutorials

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

## 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 outcome**

- An ability to write coherently, logically and succinctly, while following appropriate academic and stylistic conventions.

### **Assessment tasks**

- Class participation
- Final Research Project

## **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**

- A capacity to share insights, present complex ideas and debate constructively with peers.

### **Assessment task**

- Class 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 outcome**

- An ability to demonstrate active engagement with unit materials.

### **Assessment task**

- Class 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 a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to analyse gender issues of everyday significance conceptually and theoretically.
- An ability to write coherently, logically and succinctly, while following appropriate academic and stylistic conventions.
- A capacity to conduct independent research, from topic selection and literature research to text analysis and development of worthwhile questions.

## **Assessment tasks**

- Class participation
- Quizzes
- Final Research Project

## **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 ability to analyse gender issues of everyday significance conceptually and theoretically.
- An ability to write coherently, logically and succinctly, while following appropriate academic and stylistic conventions.
- A capacity to conduct independent research, from topic selection and literature research to text analysis and development of worthwhile questions.



## Assessment tasks

- Class participation
- Final Research Project

## 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 outcome

- A capacity to conduct independent research, from topic selection and literature research to text analysis and development of worthwhile questions.

## Assessment tasks

- Class participation
- Final Research Project

## 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 capacity to share insights, present complex ideas and debate constructively with peers.
- An ability to write coherently, logically and succinctly, while following appropriate academic and stylistic conventions.

## Assessment tasks

- Class participation
- Final Research Project

## 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 a number of key concepts, issues and debates (local and global) in contemporary gender studies.
- An ability to demonstrate active engagement with unit materials.

### **Assessment task**

- Class 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:

### **Assessment task**

- Class participation