



GEND820

Gender as a Concept: Advanced Readings

S2 External 2016

Dept of Sociology

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General Information

Unit convenor and teaching staff

Convenor

Emily Cachia

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email to arrange

Credit points

4

Prerequisites

Admission to GradCertGenStud

Corequisites

GEND620

Co-badged status

Unit description

This unit begins by focusing on gender as a concept, tracing its historical and intellectual trajectories in the twentieth and twenty-first centuries. Higher level questions are raised with respect to the status of the sex-gender distinction; the status of femininity and masculinity when gender is considered as a social performance more than as a biological inheritance (through genes, hormones or evolutionary psychology); and the status of 'queer' methodologies in sociological research.

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.

General Assessment Information

Detailed **Assessment Guidelines** explaining the requirements for each assignment are available on the GEND820 iLearn page in the **Assessment Resources** section. It is necessary to have read these guidelines in order to successfully complete each task.

The formal written assessments (Summaries & Essay) are to be submitted electronically through Turnitin on the GEND820 iLearn page.

Discussion posts should be submitted on the **GEN210 iLearn page**.

Essay extensions of less than one week should be requested through the convenor. Longer extensions should again be first requested through the convenor but additionally through [Disruption to Studies](#). Approved extensions will not incur a late penalty.

The late submission of essays (without approved extensions) will be accepted but will incur a penalty of 3% on the first day and 1% per weekday thereafter.

Assessment Tasks

Name	Weighting	Due
Summaries	35%	Week 7
Research Essay	50%	Week 13
Participation	15%	throughout

Summaries

Due: **Week 7**

Weighting: **35%**

- This task requires students to write a precis (a summary in one's own words) of three separate texts from a list provided in the Assessment Guidelines on iLearn.
- Each precis requires that students produce a concise but accurate account of the principal argument of an academic text, rather than exploring their own opinions
- The maximum length for **each** summary is 750 words.
- Please see Assessment Guidelines in the Assessment Resources section on iLearn for further details.

On successful completion you will be able to:

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Research Essay

Due: **Week 13**

Weighting: **50%**

- A self-designed 3000 word essay on the theme *gender as a concept*; examining the relationship(s) between forms of knowledge and forms of everyday living,
- Please see Assessment Guidelines in the Assessment Resources section on iLearn for further details.

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: **15%**

- Regular contributions to group discussions within the GEN210 online forums is a requirement for GEND820 students.
- Two absences are permitted without penalty. Additional absences without supporting documentation will be penalised.
- Participation should provide evidence of the student having done the readings, listened

to the lecture and thought about the topics in relation to local and/or global events and contexts.

- Please see Assessment Guidelines in the Assessment Resources section on iLearn for further details.

Minimum Requirements:

- students need to respond to a minimum of 9 lecture topics in the forums
- each of these topics require a **minimum** of 300 words posted, i.e. 1 x 300 word post or 2 x 150 word posts per topic

On successful completion you will be able to:

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Delivery and Resources

Delivery:

Online (iLearn)

GEND820 will use the weekly lecture material delivered within GEN210 Reading Gender in Everyday Life as the underlying pedagogical framework for its own discussion. Graduate Certificate students will have access to both the GEND820 and the GEN210 iLearn sites to enable engagement with a larger Gender Studies student cohort. Online forum participation for GEND820 students formally begins in Week Two.

Lectures commence in Week One (Monday 2-4pm) and the Echo recordings are made available shortly afterwards through the GEN210 iLearn site.

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 reliable broadband internet. Mobile devices alone are not sufficient.

Required Readings

GEN210/GEND820 **required** readings can be accessed through hyperlinks on iLearn or via MQ Library by searching the [Unit Readings](#). These can be read online, printed out by the student and/or downloaded. GEND820 students will also have a brief **recommended** list of advanced readings provided to them, with the expectation that they will actively generate a more developed and comprehensive reference list in keeping with their individual interests and capacities as graduate students within the discipline.

Week 1

Hines, Melissa, 2003. "Engendering the Brain" In her book *Brain gender*. Oxford; New York, Oxford University Press.

Hasinoff, Amy Adele (2009). 'It's sociobiology, hon! Genetic gender determinism in Cosmopolitan Magazine.' *Feminist Media Studies*, Vol. 9, Number 3, Sept., pp. 267-283(17)

Week 2

Hrdy, Sarah Blaffer (2009) 'Grandmothers among Others' in *Mothers and Others: The Evolutionary Origins of Mutual Understanding*. Harvard Uni Press

Laqueur, Thomas (1990) 'Of Language and the Flesh' in *Making sex: body and gender from the Greeks to Freud*. Cambridge, Mass.: Harvard Uni Press

Week 3

Poole, Marilyn (2000) 'Socialisation' in *Sociology: Australian connections*. eds Ray Jureidini and Marilyn Poole. St. Leonards, N.S.W.: Allen & Unwin

Goffman, Erving (1979) 'Gender Display' in his *Gender Advertisements*. Cambridge, Mass.: Harvard University Press

Week 4

Ebert, Norbert (2012) 'Socialisation: A Continuous State of Becoming?' in *Individualisation at work: the self between freedom and social pathologies*. Burlington, VT: Ashgate

Camhi, Leslie (1993) 'Stealing Femininity: Department Store Kleptomania as Sexual Disorder.' *Differences* vol. 5, no. 1

Week 5

Kingston, Anne (2005) Ch. 1. "The wife gap" from her *The meaning of Wife*. New York, Farrar, Straus, and Giroux

Boden, Sharon (2007) 'Consuming pleasure on the wedding day: the lived experience of being a bride.' in *Gender and consumption: domestic cultures and the commercialisation of Everyday Life*, eds. E. Casey and L. Martens. Ashgate

Week 6

Rand, Erica (1995) "Older Heads on Younger Bodies", Ch. 2 in her *Barbie's Queer Accessories*. Durham and London, Duke University Press

Rogers, Mary F (1999) "Plastic Selves" in *Barbie culture*. London, Sage Publications

Week 7

Moi, Toril (1982) 'Jealousy and Sexual Difference,' *Feminist Review*, 11, pp53-69

Yates, Candida (2000) 'Masculinity and Good Enough Jealousy,' *Psychoanalytic Studies*, Vol. 2, No.1

Week 8

Heyes, Cressida J. "All Cosmetic Surgery is Ethnic: Asian Eyelids, Feminist Indignation, and the Politics of Whiteness." In *Cosmetic Surgery: A Feminist Primer*. eds Heyes, Cressida J. and Jones, Meredith. Aldershot, UK: Ashgate. 2009

Haiken, Elizabeth (1997) "Consumer Culture and the Inferiority Complex" in *Venus envy: a history of cosmetic surgery*. Baltimore, Johns Hopkins UP

Week 9

Germon, Jennifer (2009) 'Dangerous desires: intersex as subjectivity in her *Gender: a genealogy of an idea*. New York, NY: Palgrave Macmillan

Mak, Geertje (2012) 'Early sex reassignments and the absence of a sex of self' in *Doubting sex: inscriptions, bodies and selves in nineteenth-century hermaphrodite case histories* Manchester; New York: Manchester University Press

Week 10

Bordo, Susan (2004) 'The Body and the Reproduction of Femininity' in her *Unbearable Weight: Feminism, Western Culture, and the Body*. University of California Press

Haber, Honi Fern (1996) 'Foucault Pumped: Body Politics and the Muscled Woman' in *Feminist Interpretations of Michel Foucault*, ed. Susan J Hekman. University Park, Pa., Pennsylvania State University Press

Week 11

Peiss, Kathy. (1996) "Making Up, Making Over: Cosmetics, Consumer Culture, and Women's Identity" in *The sex of things: gender and consumption in historical perspective*, edited by Victoria de Grazia. Berkeley, Uni. of California Press,

Riviere, Joan.(1929/1986) "Womanliness as a Masquerade", in *Formations of Fantasy*, eds. Victor Burgin, James Donald, Cora Kaplan, Methuen

Butler, Judith (1990) 'Bodily Inscriptions, Performative Subversions' and 'Conclusion - From Parody to Politics' in *Gender Trouble: feminism and the subversion of identity*. New York: Routledge

Unit Schedule

Week	Lecture topic

Week 1	Having gender (biology): the brain and hormones (no forum participation this week)
Week 2	Having gender (sociobiology): rape; mothering
Week 3	Representing gender (socialisation & coding): advertising
Week 4	Buying into gender (socialisation & consuming): shopping
Week 5	Playing out gender (socialisation & coupling): weddings
Week 6	Playing with gender (socialisation & queering): Barbie dolls
Week 7	Constructing gender (socialisation & psychoanalysis): stalking and jealousy
Week 8	Doing gender (cutting up the body; conforming/transforming): cosmetic surgery
Week 9	Doing gender (cutting up the body; conforming/transforming): inter-sex and trans-sexual surgery
Week 10	Doing gender (fighting back through the body): female body building
Week 11	Performing gender (through the masquerade): make-up, masking and drag
Week 12	Film screening & discussion
Week 13	No lecture – study 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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

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

Assessment tasks

- Summaries
- Research Essay

- 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
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Assessment tasks

- Summaries
- 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

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

Assessment tasks

- Summaries
- Research Essay
- 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
- 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
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Assessment tasks

- Summaries
- Research Essay
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