



SOC 315

Love, Sex and Friendship

S2 Day 2016

Dept of Sociology

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Disclaimer

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General Information

Unit convenor and teaching staff

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Tutor

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Tutor

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Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

In this unit we look at intimacy in its various forms, and its importance as a basis of interaction for personal relationships, family and friendship. When we think about intimacy we tend to imagine it primarily in terms of feelings: understanding and feeling understood; loving and feeling loved; supporting and feeling supported; feeling able to be yourself, to let go, to enjoy someone's company, closeness, comfort. This unit, then, is also an invitation to think outside these psychological categories and to exercise your sociological imagination. We focus on the contested nature of sociology's contemporary interest in the intimate sphere. We turn to history to enable considered reflection upon present-day experiences. For contemporary love relationships, friendships and the ways in which family members interact, are subject to material and ideological changes that have their source in the beginnings of modernity.

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:

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.

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.

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.

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.

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.

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.

Assessment Tasks

Name	Weighting	Due
Participation	10%	Ongoing
Essay 1	20%	Week 4 (26 August)
Essay 2	30%	Week 9 (14 October)
Essay 3	40%	Week 13 (11 November)

Participation

Due: **Ongoing**

Weighting: **10%**

Attend and actively participate in tutorials.

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Essay 1

Due: **Week 4 (26 August)**

Weighting: **20%**

Choose **ONE** of the TEDx **video clips** posted in the Assessment section on your SOC315 iLearn Page.

Reflect on what the presenters have to say about intimacy.

Critically engage with the presentation by using what you've learned in the unit about intimacy so far. ('Critically' means: use lecture and reading materials to make your points.)

Minimum references: 3 (the chosen clip, lecture material, any reading posted on iLearn).

To reference lectures write: SOC315, Lecture Week3.

To reference the video write, for example: Timmerman, T. 2016, 'Virtual Intimacy'. To reference in-text, for example: (Timmermans 2016, 11:06). (referring to the time a statement begins).

Word count (including references): 600

Submit assignment through turnitin.

Please use a size 12 font and make sure it is double spaced.

Refer to the Sociology referencing guide on iLearn for referencing style.

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Essay 2

Due: **Week 9 (14 October)**

Weighting: **30%**

Choose ONE of three essay questions. Answer the question by using the following:

(a) the relevant lecture

(b) choose ONE reference from the following: the set weekly readings and where applicable, the additional reading, radio podcast or videoclip

(c) TWO additional scholarly articles or book chapters you have found.

Minimum references: 4 (ONE each from a, b, TWO from c)

To reference lectures write, for example: SOC315, Lecture Week3.

Word count (including references): 800

The questions will be posted on iLearn in Week 6.

Submit assignment through turnitin.

Please use a size 12 font and make sure it is double spaced.

Refer to the Sociology referencing guide on iLearn for referencing style.

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Essay 3

Due: **Week 13 (11 November)**

Weighting: **40%**

Choose ONE of three essay questions. Answer the question by using the following:

(a) the relevant lecture

(b) choose ONE reference from the following: the set weekly readings and where applicable, the additional reading, radio podcast or videoclip

(c) THREE additional scholarly articles or book chapters you have found.

Minimum references: 3 (ONE each from a, b, THREE from c)

To reference lectures write, for example: SOC315, Lecture Week3.

Word count (including references):1000

The questions will be posted on iLearn in Week 10.

Submit assignment through turnitin.

Please use a size 12 font and make sure it is double spaced.

Refer to the Sociology referencing guide on iLearn for referencing style.

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Delivery and Resources

The unit will be delivered as 1x2 hour weekly lectures and 1 hour weekly tutorials.

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

Commitment to Continuous Learning

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This graduate capability is supported by:

Assessment tasks

- Participation
- Essay 1
- Essay 2
- Essay 3

Discipline Specific Knowledge and Skills

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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.
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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.
- **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.
- **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.

- **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.

Assessment tasks

- Participation
- Essay 1
- Essay 2
- Essay 3