



# GEN 210

## Reading Gender in Everyday Life

S2 External 2017

*Dept of Sociology*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

### Unit convenor and teaching staff

#### Convenor

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W6A 831

By arrangement

#### Tutor

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By arrangement

#### Tutor

Conor Hannan

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By arrangement

### Credit points

3

### Prerequisites

(12cp at 100 level or above) or admission to GDipArts

### Corequisites

### Co-badged status

### Unit description

This unit examines how gender identities and relations are shaped as individuals and groups interact in the institutions that frame our everyday lives. We look at common activities such as shopping, eating, grooming, talking, reading, working, forming relationships and more, to examine some of the discourses – biological, cultural, social– that reproduce ideas of masculinity and femininity, of being a man or woman. We look at intersections of gender with class, ethnicity, and race. We engage with a range of theories of gender, and draw on research across the social sciences and humanities.

## 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:

Critically examine the operations of gender, identity and power in everyday life.

Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault, and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies

Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom

Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement with everyday texts

Synthesise ideas through discussion with peers

## General Assessment Information

Detailed **Assessment Guidelines** explaining the requirements for each assignment are available on the GEN210 iLearn page in the **Assessment Resources** section. It is necessary to read these guidelines in order to successfully complete each task.

All essays are to be submitted electronically through Turnitin on the GEN210 iLearn page.

Essay extensions of less than one week should be requested through the student's tutor. Longer extensions should be submitted 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 2% per business day.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Reading journal</a>	21%	No	Weeks 2-8
<a href="#">Research Essay Proposal</a>	25%	No	11.59pm Sunday of Week 7
<a href="#">Research Essay</a>	40%	No	Week 13
<a href="#">Tutorial Participation</a>	14%	No	Throughout the semester

### Reading journal

Due: **Weeks 2-8**

Weighting: **21%**

This assessment exercise requires students to keep an online journal about the weekly readings from weeks 2-8 (7 weeks in total). You are required to:

- For weeks 2-4 write annotations (brief summaries of no more than one paragraph) about each of the set readings for that week
  - Identify the main argument of the reading and express it in your own words.
  - Explain why it is relevant to the broader topic of the week
- For weeks 5-8 write a 200-word answer to one of the questions set for that week's tutorial.

The point of this exercise is for students to learn to identify and summarise other people's arguments in their own words. This will, in turn, help with note-taking, researching for the essay, and avoiding plagiarism.

There is a 10% margin on the word count

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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- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement with everyday texts

## Research Essay Proposal

Due: **11.59pm Sunday of Week 7**

Weighting: **25%**

Research and write a 1000 word essay proposal with an annotated bibliography (annotated bibliography is not included in word count).

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

On successful completion you will be able to:

- Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault,

and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies

- Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement with everyday texts

## Research Essay

Due: **Week 13**

Weighting: **40%**

Research and write a 2000 word essay on one of the questions listed on iLearn for this task (questions to be made available by week 3).

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

On successful completion you will be able to:

- Critically examine the operations of gender, identity and power in everyday life.
- Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault, and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies
- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement with everyday texts

## Tutorial Participation

Due: **Throughout the semester**

Weighting: **14%**

The mark is given for active participation in tutorials and not for mere attendance. Active participation includes evidence that you have done the readings, listened to the lecture, and thought about the topics in relation to your contemporary context.

Regular attendance and contribution to group discussions within GEN210 tutorials is a requirement of this unit. Participation in fewer than 80% of tutorials without documentation could result in a fail for this assessment. 2 absences are permitted without penalty. Additional absences without supporting documentation will be penalised.

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

On successful completion you will be able to:

- Critically examine the operations of gender, identity and power in everyday life.
- Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault, and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies
- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
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- Synthesise ideas through discussion with peers

## Delivery and Resources

### Delivery:

Day (on-campus) and Online (iLearn).

GEN210 comprises of 1 x 2 hour lecture and 1 x 1 hour tutorial each week. Lectures begin in Week One. Tutorials begin in Week Two.

Lecture: Wednesdays 1-3pm W5A T2

For up to date times and locations of tutorial classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

### 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 the internet. Mobile devices alone are not sufficient.

This unit will use Echo lecture recording (accessed via iLearn).

## Unit Schedule

Week	Reading Gender in Everyday Life - Lecture topics
Week 1	Introduction and theories <b>(no tutorials this week)</b>
Week 2	Making Gender and Sex
Week 3	Science and medicine
Week 4	Psychiatry, gender, and the gaze

Week 5	Reproduction
Week 6	Gender and labour
Week 7	Selling Sex
Week 8	Film screening: <i>Advantageous</i>
Week 9	Hegemony
Week 10	The State
Week 11	Religion
Week 12	Conclusions
Week 13	No lecture – work on research essay

## 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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.m](#)

[mq.edu.au](http://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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

### 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

- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement



with everyday texts

- Synthesise ideas through discussion with peers

## **Assessment tasks**

- Reading journal
- Research Essay Proposal
- Research Essay
- Tutorial 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**

- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement with everyday texts
- Synthesise ideas through discussion with peers

## **Assessment tasks**

- Reading journal
- Research Essay
- Tutorial 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**

- Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault,

and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies

- Synthesise ideas through discussion with peers

## **Assessment tasks**

- Reading journal
- Research Essay
- Tutorial 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**

- Critically examine the operations of gender, identity and power in everyday life.
- Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault, and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies
- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Synthesise ideas through discussion with peers

## **Assessment tasks**

- Reading journal
- Research Essay Proposal
- Research Essay
- Tutorial 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**

- Critically examine the operations of gender, identity and power in everyday life.
- Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault, and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies
- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
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- Synthesise ideas through discussion with peers

## **Assessment tasks**

- Reading journal
- Research Essay Proposal
- Research Essay
- Tutorial 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**

- Critically examine the operations of gender, identity and power in everyday life.
- Appraise the deployment of theories of major thinkers including Marx, Freud, Foucault, and Butler, and the ways their ideas have been used, challenged, and critically extended in Gender Studies
- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
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- Synthesise ideas through discussion with peers

## **Assessment tasks**

- Research Essay Proposal
- Research Essay
- Tutorial 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**

- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement with everyday texts
- Synthesise ideas through discussion with peers

## **Assessment tasks**

- Reading journal
- Research Essay Proposal
- Research Essay
- Tutorial 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**

- Critically examine the operations of gender, identity and power in everyday life.

- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Synthesise ideas through discussion with peers

### **Assessment tasks**

- Reading journal
- Research Essay
- Tutorial 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**

- Interpret the relationship between everyday life and theories of gender and power and apply analyses outside the classroom
- Practice skills in summarising texts, designing basic research plans, and writing research essays. These skills will in turn support the analysis and evaluation of and engagement with everyday texts
- Synthesise ideas through discussion with peers

### **Assessment tasks**

- Research Essay
- Tutorial Participation

## **Changes from Previous Offering**

The unit lectures, tutorial readings, and assessment have been updated for 2017.