



# SOCX225

## Power, Difference and Recognition

S1 OUA 2017

*Dept of Sociology*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	7
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	8
<a href="#"><u>Graduate Capabilities</u></a>	11

---

#### **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

Tutor

Sandey Fitzgerald

[sandey.fitzgerald@mq.edu.au](mailto:sandey.fitzgerald@mq.edu.au)

Contact via Via dialogue or email

Lecturer

Pauline Johnson

[pauline.johnson@mq.edu.au](mailto:pauline.johnson@mq.edu.au)

Prerequisites

Corequisites

Co-badged status

Unit description

In modern liberal democratic societies, cultural and ethical differences are seen to contribute to the vitality of the community and to the formation of open personalities. Yet the affirmation of difference also presents us with a range of problems that need to be negotiated. How do we think about the common purpose and bonds of solidarity that are necessary to our survival as a society in terms that are consistent with a deeply held commitment to the principle of difference? Liberalism has supposed that the idea of the tolerant society could provide the solution here. This response has however come in for some vigorous criticism. In the unit we will consider the 'dispute' between the concept of toleration and the struggle for recognition. We will thread a discussion of these different strategies for negotiating the claims of difference. We will consider a range of ways of thinking about topics like multiculturalism, gender and class relations, and reconciliation between Indigenous and non-Indigenous populations as well as some different accounts of the way in which globalisation processes have thrust upon us the urgency of thinking through questions of power and difference at an international level. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

On successful completion of this unit, you will be able to:

learn how to think sociologically

learn how to apply those concepts in everyday life

develop writing, research and analytical skills

read and write critically

learn to communicate your own ideas simply and directly

## General Assessment Information

**Prerequisites:** You must complete Level 1 studies in Sociology before starting this unit.

Please note that this unit was previously coded SGY220. If you have successfully completed SGY220, you should not enrol in SOCX225.

### **Successful Completion of the Course**

All assessment tasks must be attempted and an overall minimum pass mark of 50% must be achieved in order to successfully complete this course.

### **Assignment submission**

This unit uses a combination of submission methods. Please check the individual assignment in the Assessments and Guides section of the course to find out which method that particular assignment uses.

### **Turnitin Submission Procedure**

### **iLearn Assignment Upload Procedure**

### **Required and Recommended Weekly Readings**

These are listed in the unit. All required and most recommended readings can be found under the unit code in Unit Readings in the Macquarie Library or are available via weblinks in the unit.

### **Required Referencing Style for this Course:**

Department of Sociology style. Guidelines available at: [http://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_sociology/undergraduate/useful\\_links/sociology\\_reference\\_guide/](http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_sociology/undergraduate/useful_links/sociology_reference_guide/)

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Assessable Discussion</u></a>	15%	No	weekly
<a href="#"><u>Tutorial Paper 1</u></a>	25%	No	Sunday Week 6
<a href="#"><u>Tutorial Paper 2</u></a>	25%	No	Sunday Week 11
<a href="#"><u>Major Research Essay</u></a>	35%	No	Sunday Week 13

## Assessable Discussion

Due: **weekly**

Weighting: **15%**

**Task:** Each week you will be prompted to participate in the week's discussion by a series of questions. The questions are designed to check your understanding of the readings or allow you to raise questions about the readings. You should aim to be able to answer *all* the questions even if your contribution to the discussion covers only one or two of them. The aim is to have a **conversation** with other students so try to be brief.

**You must contribute something to the discussion board in respect of this assessment task in order to pass the COURSE**, and you need to contribute to **10 weeks** of the discussions to pass this assessment task.

Marks up to 5% will be allocated for minimal participation to meet requirements. Additional marks up to a further 10% will be allocated for quality of participation and engagement. Quality participation is participation which either indicates a thoughtful and engaged response to the questions raised or which raises issues which stimulate further discussion.

On successful completion you will be able to:

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## Tutorial Paper 1

Due: **Sunday Week 6**

Weighting: **25%**

**Task:** Using **one** of the discussion questions from **each** week from weeks **2 to 6**, write **5 short essays** of **200 words each** - one for each week - on **one** of the set readings from **each week**.

This task is designed to assess:

- your coverage of the spread of the material in the unit. *You are required to submit 5 pieces of work*, one for each of the specified weeks.
- your ability to accurately comprehend particular texts. *Your responses should indicate your understanding of the key ideas and argument in the set text.*
- your ability to creatively and critically evaluate ideas and arguments. *Your responses should attempt to weigh the significance of key ideas in the set text. What do you think of what is being said? Can you come up with examples that confirm or challenge key points? Please note that some texts will require a heavier weighting of exposition over*

*critical and creative engagement.*

- your ability to write clearly. *You need to submit polished work in essay form that is structured around the presentation of key idea(s) that are carefully explicated and analysed. Pay attention to grammar and spelling.*

Your essay must include proper in-text referencing and a bibliography according to the Department of Sociology guidelines, **Note:** Department of Sociology guidelines available at: [http://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_sociology/undergraduate/useful\\_links/sociology\\_reference\\_guide/](http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_sociology/undergraduate/useful_links/sociology_reference_guide/)

On successful completion you will be able to:

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## Tutorial Paper 2

Due: **Sunday Week 11**

Weighting: **25%**

**Task:** Using **one** of the discussion questions from **each** week from weeks **7 to 11**, write **5 short essays** of **200 words each** - one for each week - on **one** of the set readings from **each week**.

This task is designed to assess:

- your coverage of the spread of the material in the unit. *You are required to submit 5 pieces of work, one for each of the specified weeks.*
- your ability to accurately comprehend particular texts. *Your responses should indicate your understanding of the key ideas and argument in the set text.*
- your ability to creatively and critically evaluate ideas and arguments. *Your responses should attempt to weigh the significance of key ideas in the set text. What do you think of what is being said? Can you come up with examples that confirm or challenge key points? Please note that some texts will require a heavier weighting of exposition over critical and creative engagement.*
- your ability to write clearly. *You need to submit polished work in essay form that is structured around the presentation of key idea(s) that are carefully explicated and analysed. Pay attention to grammar and spelling.*

Your essay must include proper in-text referencing and a bibliography according to the Department of Sociology guidelines (see above).

On successful completion you will be able to:

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## Major Research Essay

Due: **Sunday Week 13**

Weighting: **35%**

**Task Description:** You will be asked to select **one** question from a list of questions made available at the end of Week 6 and research and write a formal research essay of 2,500 words in response.

This task is designed to assess:

- your capacity for independent research. *Use some of the literature nominated in the unit guide and supplement with your own search for relevant material on your chosen topic.*
- your ability to develop a sustained and coherent answer to a set question. *Include a clear interpretation of the question and an introduction that sets out the terms of and the steps in your argument.*
- your ability to bring creativity, imagination and originality of argumentation to bear on a set question. *Having an opinion is vital to but not sufficient to the purposes of an argument. You need to back all claims with reasons and with evidence.*
- your ability to write clearly, accurately and succinctly. *You need to draft, redraft and redraft your essay. Develop one main point per paragraph and make sure that each paragraph links tightly to the next and the whole forms a coherent unity. Pay attention to grammar and spelling.*

Your response must be in formal essay form, and in appropriate academic language. It should demonstrate familiarity with the course concepts, themes and set readings that relate to the question topic, as well as an effort to locate and draw on additional **scholarly** material to support your argument. You are also encouraged to utilize the Journal Find, Database and Multisearch functions offered by the Macquarie Library to locate material for yourself. Scholarly material is peer-reviewed material. Care must be taken if you choose to search the web for material.

Your essay **must** be fully referenced according to the Department of Sociology guidelines (see above).

On successful completion you will be able to:

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## Delivery and Resources

### Unit webpage and technology used and required

Online units can be accessed at: <http://ilearn.mq.edu.au/>

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please contact teaching staff for any further, more specific requirements. [ents](#)

### Weekly Readings

You will find these listed in your online unit in iLearn. Most required readings are provided in Unit Readings in the Macquarie University Library. A link is provided in the course.

## Unit Schedule

<b>Module 1 - Theoretical Approaches:</b> Considers the topic from the standpoint of some distinct theoretical approaches.	
Week 1	Theorising Power and Difference
Week 2	Tolerance and its Limits
Week 3	The Stranger (A Cosmopolitan Approach to Difference)
Week 4	The Struggle for Recognition
<b>Module 2 - The Interpersonal: Negotiating Difference:</b> Looks at the task of building relationships at an interpersonal level that expresses our respect for the individuality and difference of the other.	
Week 5	Stigmatized Difference
Week 6	Friends and Lovers

**Module 3 - Power in the Differentiated Society:** Explores the problems of thinking about solidarities and obligations in a society structured around power inequalities and cultural differences

Week 7	Feminism: Who Needs it?
Week 8	What Ever Happened to Equality?
Week 9	The Politics of Recognition: From Indigenous Exclusion to Constitutional Inclusion?
Week 10	From Assimilation to Multiculturalism to Social Cohesion; What Works?
<b>Module 4 - Globalisation: The Challenge of Cosmopolitan Futures:</b> Takes up the themes of how we can think about our connectedness on a global stage in terms that are respectful of rather than seeking to suppress different ways of thinking and doing things	
Week 11	The Challenge of Cosmopolitan Futures
Week 12	Civility and/or Decency
Week 13	Michael Walzer: Notes

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

**Special Consideration Policy and Procedure**  
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying



for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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.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://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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

#### Assessment tasks

- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

### 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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- learn to communicate your own ideas simply and directly

## Assessment tasks

- Assessable Discussion
- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

## 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

- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- learn to communicate your own ideas simply and directly

## Assessment tasks

- Assessable Discussion
- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

## 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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills

- read and write critically
- learn to communicate your own ideas simply and directly

## **Assessment tasks**

- Assessable Discussion
- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

## **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**

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## **Assessment tasks**

- Assessable Discussion
- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

## **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**

- learn how to think sociologically

- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## **Assessment tasks**

- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

## **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**

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- read and write critically
- learn to communicate your own ideas simply and directly

## **Assessment tasks**

- Assessable Discussion
- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

## **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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- learn to communicate your own ideas simply and directly

## Assessment tasks

- Assessable Discussion
- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay

## 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

- learn how to think sociologically
- learn how to apply those concepts in everyday life
- develop writing, research and analytical skills
- learn to communicate your own ideas simply and directly

## Assessment tasks

- Assessable Discussion
- Tutorial Paper 1
- Tutorial Paper 2
- Major Research Essay