GEN 320

'Family Values' in the 21st Century

D2 2012

Sociology

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Unit guide GEN 320 'Family Values' in the 21st Century

General Information

Unit convenor and teaching staff
Unit Convenor
Emily Cachia
emily.cachia@mq.edu.au
Contact via emily.cachia@mq.edu.au

Credit points
3

Prerequisites
30cp or admission to GDipArts or permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description
This is the Capstone and Honours feeder unit for the Gender Studies major. Family values are increasingly invoked in Australia and other Western nations as the 21st century unfolds. The prevailing mood of fear and fundamentalism carries with it shifts in the relations between the sexes, and other dimensions of difference - race and ethnicity, religion and culture, sexuality, class and age - deepening and compounds their effects of division and domination. Whilst the rhetoric of family values appears to want to return us to an earlier era in our thinking and our 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 political life, our popular culture, our experience of home and work, in order to grasp these changes in our Australian context. This unit explores the rhetoric of family values across a range of fields in contemporary Australian culture. Focus topics may be chosen by interest, but unit material will be offered on career v family; politics v religion; gay marriage, adoption, veiling (amongst Muslim migrants), prison v family; gang rape; rape in war.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

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

An understanding of the ways in which gender and feminism have taken on new
meanings in the 21st Century.
An understanding of what gender studies is about, why it has developed and why it matters today.
A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.?
A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
A practical knowledge of how to research a variety of texts in public circulation, including news reports and self-produced web pages or DVDS, evaluate their content and engage with it effectively.
An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.
An ability share information, debate ideas and work closely with your peers to build a complex picture of reality?.
An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mid-semester Research Project</td>
<td>40%</td>
<td>3rd October 2012</td>
</tr>
<tr>
<td>Final Research Project</td>
<td>50%</td>
<td>7th November 2012</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>10%</td>
<td>throughout semester</td>
</tr>
</tbody>
</table>

**Mid-semester Research Project**

**Due: 3rd October 2012**

**Weighting: 40%**

Write an analytic essay on the current state of play of family values (in Australia, or around the world), with reference to online news media and popular culture (magazines; films; TV shows; websites).

On successful completion you will be able to:

- An understanding of the ways in which gender and feminism have taken on new meanings in the 21st Century.
- An understanding of what gender studies is about, why it has developed and why it matters today.
• A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.

• A practical knowledge of how to research a variety of texts in public circulation, including news reports and self-produced web pages or DVDS, evaluate their content and engage with it effectively.

• An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

Final Research Project
Due: 7th November 2012
Weighting: 50%

Write a research proposal (for an Honours thesis or a workplace project) on an emerging real life situation relevant to the unit concern with 'family values.'

On successful completion you will be able to:
• An understanding of the ways in which gender and feminism have taken on new meanings in the 21st Century.
• An understanding of what gender studies is about, why it has developed and why it matters today.
• A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.
• A sense of the complexity and importance of cross-cultural dialogue on gender issues.
• A practical knowledge of how to research a variety of texts in public circulation, including news reports and self-produced web pages or DVDS, evaluate their content and engage with it effectively.

Tutorial participation
Due: throughout semester
Weighting: 10%

Regular attendance and active discussion in tutorial groups or on the iLearn GEN320 website

On successful completion you will be able to:
• An understanding of the ways in which gender and feminism have taken on new meanings in the 21st Century.
• An understanding of what gender studies is about, why it has developed and why it matters today.
• A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.
• A sense of the complexity and importance of cross-cultural dialogue on gender issues.
• A practical knowledge of how to research a variety of texts in public circulation, including news reports and self-produced web pages or DVDS, evaluate their content and engage with it effectively.
• An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.
• An ability share information, debate ideas and work closely with your peers to build a complex picture of reality.
• An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

Delivery and Resources

Delivery:
Day and Online.
GEN320 comprises of one 2 hour lecture and one 1 hour tutorial each week.

Technologies used and required
This unit has an online presence in iLearn (http://ilearn.mq.edu.au). Students require access to the internet and a computer.

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

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
GEN320 Lecture Thursday X5B 143 1-3pm
GEN320 Tutorials Thursday W6B 157 4-5pm, 5-6pm

Required and recommended texts:
Required tutorial readings will be available through e-reserve via iLearn. Students can access these readings online, through download and/or by printing out.
<table>
<thead>
<tr>
<th>Week  one</th>
<th>Required reading</th>
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<tbody>
<tr>
<td></td>
<td>Recommended reading</td>
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<table>
<thead>
<tr>
<th>Week  two</th>
<th>Required reading</th>
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<tr>
<td></td>
<td>Recommended reading:</td>
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<table>
<thead>
<tr>
<th>Week  three</th>
<th>Required reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Haussegger, Virginia. ‘Triggering a brawl: I said, you said, she said….’ in <em>Wonder woman: the myth of 'having it all'</em>. Crows Nest, N.S.W., Allen &amp; Unwin, 2005.</td>
</tr>
<tr>
<td></td>
<td>Cannold, Leslie. ‘Solving circumstantial childlessness: on the road to parenthood together’ in <em>What, no baby?: why women are losing the freedom to mother, and how they can get it back</em>. Fremantle, W.A. : Fremantle Arts Centre Press in partnership with Curtin University of Technology, 2005.</td>
</tr>
<tr>
<td></td>
<td>Recommended reading:</td>
</tr>
<tr>
<td></td>
<td>Macken, Deirdre. ‘Ideology’s Baby’ in <em>Oh no, we forgot to have children!: how declining birth rates are reshaping our society</em>. Publisher: Crows Nest, N.S.W., Allen &amp; Unwin, 2005.</td>
</tr>
<tr>
<td></td>
<td>Manne, Anne. <em>Motherhood: how should we care for our children?</em> Allen &amp; Unwin, 2005,</td>
</tr>
</tbody>
</table>
## Required Reading

### Week Four


### Recommended Reading


### Week Five


### Recommended Reading

- **Bendall, Anthony and Tim Leach.** *Homosexual panic defence and other family values*. Sydney, N.S.W., Lesbian and Gay Anti-Violence Project. 1995.


### Week Six


### Recommended Readings

- **Evans, Mark.** *Secularising the sacred: the impact of Geoff Bullock and Hillsong Church on contemporary congregational song in Sydney, 1990-1999*. Thesis (PhD)–Macquarie University (Division of Humanities, Department of Contemporary Music Studies). 2002.


### Week seven
**Required reading**

**Recommended Reading**

### Week eight
**Required reading**

**Recommended Reading**

### Week nine
**Required reading**
Winter, Bronwyn. 'Pauline and Other Perils: Women in Australian Right-Wing Politics' in *Right Wing Women* edited by Paola Bacchetta, Margaret Power, Routledge, UK. 2002

**Recommended reading**

### Week ten
**Required reading**

**Recommended readings**
Dagistanli, Selda "Like a pack of wild animals": Moral Panics Around 'Ethnic' Gang Rape in Sydney*, Poynting, S and Morgan, G (eds) *OUTRAGEOUS!: Moral Panics in Australia* ACYS: Hobart
Poynting, Scott, ... [et al.]. *Bin Laden in the suburbs: criminalising the Arab other Sydney*, N.S.W., Sydney Institute of Criminology, 2004.
Week eleven

Required reading


Recommended reading


Week twelve

Required reading


Recommended reading


Faludi, Susan. The Terror Dream: Fear and Fantasy in Post-9/11 America. Metropolitan Books, October 2, 2007: intro ‘The Terror Dream’; ch. 1 ‘We’re at War, Sweetheart’


FEEDBACK

Feedback and unit evaluation

The Faculty of Arts values student feedback and seeks to continually improve its teaching. At present, the Faculty collects student feedback in two ways:

1. Anonymous evaluation surveys which are disseminated at the completion of each unit. 2. Student feedback meetings which are held twice a year in the Faculty of Arts. These meetings are advertised on campus and all students are encouraged to attend.

What has changed based on student feedback

Based on feedback obtained from past students, this unit has been adapted in the following way(s):

This is a newly redesigned unit. Its design has come from the requirements of a capstone unit, and the assessment tasks respond to both capstone requirements and a university wide commitment to encourage small group work. Popular and well working elements of the former WST310 unit were retained for GEN320.

Feedback from the first run in 2010 was positive. Further feedback is sought and will be considered carefully. In 2011, the unit has been reduced from a 4 credit point unit to a 3 credit
point one, on university requirements. Accordingly, one assessment piece was dropped in order to reduce the student workload, and set readings per week were reduced to two only.

## Unit Schedule

### 2012 Lecture Program and Lecture/Tutorial Readings

The tutorials run one week after the lectures. The readings listed will be discussed in both lectures and tutorials. Required reading is directly addressed in tutorial discussion. The required readings will be accessible via e-reserve.

### Attendance

Attendance at tutorials by internal students is required for a satisfactory participation mark. Attendance at lectures by internal students is also necessary (especially for AV material), students can be given permission to listen to ECHO recordings in lieu of attending lectures only with permission from the convener.

<table>
<thead>
<tr>
<th>Week</th>
<th>‘Family Values’ in the 21st Century – Lecture topics</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Symbolic Objects: the family</td>
</tr>
<tr>
<td>Week 2</td>
<td>Symbolic Oppositions: home and work</td>
</tr>
<tr>
<td>Week 3</td>
<td>Symbolic Objects: the baby, feminism and childlessness</td>
</tr>
<tr>
<td>Week 4</td>
<td>Symbolic Objects: the baby - adoption</td>
</tr>
<tr>
<td>Week 5</td>
<td>Symbolic Objects, Symbolic Oppositions: the couple (gay marriage)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Symbolic Oppositions: religion and politics</td>
</tr>
<tr>
<td>Week 7</td>
<td>Symbolic Oppositions: private and public (muslim women and veiling)</td>
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<tr>
<td>Week 8</td>
<td>Symbolic Oppositions: home and prison</td>
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<tr>
<td>Week 9</td>
<td>Symbolic Oppositions: left and right (politics)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Symbolic Objects: the phallus – muslim men and crime</td>
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<tr>
<td>Week 11</td>
<td>Symbolic Objects: the phallus – rape in war</td>
</tr>
<tr>
<td>Week 12</td>
<td>Symbolic Objects: the phallus – globalisation and terrorism</td>
</tr>
<tr>
<td>Week 13</td>
<td>No lecture – consultation if required</td>
</tr>
</tbody>
</table>
Learning and Teaching Activities

Week 1
Symbolic Objects: the family

Week 2
Symbolic Oppositions: home and work

Week 3
Symbolic Objects: the baby, feminism and childlessness

Week 4
Symbolic Objects: the baby - adoption

Week 5
Symbolic Objects, Symbolic Oppositions: the couple (gay marriage)

Week 6
Symbolic Oppositions: religion and politics

Week 7
Symbolic Oppositions: private and public (muslim women and veiling)

Week 8
Symbolic Oppositions: home and prison

Week 9
Symbolic Oppositions: left and right (politics)

Week 10
Symbolic Objects: the phallus – muslim men and crime

Week 11
Symbolic Objects: the phallus – rape in war

Week 12
Symbolic Objects: the phallus – globalisation and terrorism

Week 13
No lecture or tutorial – consultation if required
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://www.mq.edu.au/policy/docs/academic_honesty/policy.html]
- **Grade Appeal Policy** [http://www.mq.edu.au/policy/docs/gradeappeal/policy.html]
- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html]

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/).

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning_skills/]
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the Disability Support Unit who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](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 and it outlines what can be done.

Graduate Capabilities

**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 the ways in which gender and feminism have taken on new meanings in the 21st Century.
- An understanding of what gender studies is about, why it has developed and why it matters today.
- A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.
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- A practical knowledge of how to research a variety of texts in public circulation, including news reports and self-produced web pages or DVDS, evaluate their content and engage with it effectively.
- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

**Assessment tasks**

- Mid-semester Research Project
- Final Research Project
- 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**

- An understanding of the ways in which gender and feminism have taken on new meanings in the 21st Century.
An understanding of what gender studies is about, why it has developed and why it matters today.

A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.

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An ability share information, debate ideas and work closely with your peers to build a complex picture of reality.

An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

**Assessment tasks**

- Mid-semester Research Project
- Final Research Project
- 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**

- An understanding of the ways in which gender and feminism have taken on new meanings in the 21st Century.
- An understanding of what gender studies is about, why it has developed and why it matters today.
- A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.
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• An ability share information, debate ideas and work closely with your peers to build a complex picture of reality.

Assessment tasks

• Mid-semester Research Project
• Final Research Project
• Tutorial participation

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

• A practical knowledge of how to research a variety of texts in public circulation, including news reports and self-produced web pages or DVDS, evaluate their content and engage with it effectively.

• An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

Assessment tasks

• Mid-semester Research Project
• Final Research Project
• 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

• A practical knowledge of how to research a variety of texts in public circulation, including news reports and self-produced web pages or DVDS, evaluate their content and engage with it effectively.

• An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.

• An ability share information, debate ideas and work closely with your peers to build a complex picture of reality?

Assessment tasks

• Mid-semester Research Project
• Final Research Project
• 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

• An understanding of the ways in which gender and feminism have taken on new meanings in the 21st Century.

• An understanding of what gender studies is about, why it has developed and why it matters today.

• A sense of the complexity and significance of a number of key political issues and debates (local and global) in contemporary gender studies.

• A sense of the complexity and importance of cross-cultural dialogue on gender issues.

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• An understanding specifically of symbolic oppositions and symbolic objects in their
gendered effects in the real world of the 21st Century.

Assessment task

• 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

• A sense of the complexity and importance of cross-cultural dialogue on gender issues?.
• An understanding of the relationship between forms of knowledge and forms of everyday
  living. What you learn here is knowledge that you will be able, through using the
  analytical skills developed in the unit, to adapt to the real world.
• An understanding specifically of symbolic oppositions and symbolic objects in their
  gendered effects in the real world of the 21st Century.

Assessment task

• 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

• An understanding of the relationship between forms of knowledge and forms of everyday
  living. What you learn here is knowledge that you will be able, through using the
  analytical skills developed in the unit, to adapt to the real world.
• An ability share information, debate ideas and work closely with your peers to build a
  complex picture of reality?.
Assessment task

- 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

- An understanding of the relationship between forms of knowledge and forms of everyday living. What you learn here is knowledge that you will be able, through using the analytical skills developed in the unit, to adapt to the real world.
- An understanding specifically of symbolic oppositions and symbolic objects in their gendered effects in the real world of the 21st Century.

Assessment tasks

- Mid-semester Research Project
- Tutorial participation

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/07/2012</td>
<td>The Prerequisites was updated.</td>
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