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General Information

Unit convenor and teaching staff
Convenor
Emily Cachia
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to be advised
e-mail to arrange

Credit points
4

Prerequisites
Admission to GradCertGenStud

Corequisites

Co-badged status

Unit description
Are boys expected to be naughty, while girls are quiet but in danger of sexual entanglement as teenagers? This unit is concerned with the people who live out these expectations and yet complicate them in the home and the classroom: young children, tweens and teens, parents and teachers. It combines the sociology of education with the study of gender in early childhood, adolescence and youth. Class and race (or culture, ethnicity and religion) play a part along with age, gender and sexuality. The focus of the unit is on discipline and punishment as these are directed towards children at home and at school. What are the problems, conflicts and disruptions faced by young people and their parents and teachers? What are the best strategies for managing them? What are the best tools for understanding them? Fairy tales and children's books (eg, 'Pinocchio', 'Naughty stories for good boys and girls'), TV and film ('Supernanny', 'Boot Camp', 'Mean Girls'), expert advice and self-help manuals (Dr Spock, 'Toddler Taming') are explored alongside the sociological, educational, psychological and gender studies literature offering insight into the behaviour of boys and girls today.

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

1. An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
2. An understanding of the complexity and significance of debates about discipline at home and at school
3. An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
4. An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
5. A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
6. A developed understanding of the relationship between forms of knowledge and forms of everyday living
7. An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

General Assessment Information

The assessment in GEND612 is the same as GEN312 with the addition of extra word length for written work and higher quality standards as appropriate to 600 level study. Detailed guidelines explaining the requirements for each assignment are available on iLearn in the 'Assessment Resources' section. It is necessary to have read these guidelines in order to successfully complete each task.

The late submission of written work will incur a penalty of 3% on the first day and 1% per weekday thereafter.

Internal students who are absent from 3 or more tutorials without supporting documentation will be at risk of academic failure.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
<td>Weeks 2 - 11</td>
</tr>
<tr>
<td>Independent Project</td>
<td>30%</td>
<td>Sunday 10th April 2016</td>
</tr>
<tr>
<td>Research essay</td>
<td>30%</td>
<td>Sunday 5th June 2016</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Weeks 2 - 12</td>
</tr>
</tbody>
</table>
Quizzes
Due: **Weeks 2 - 11**
Weighting: **30%**

- Starting from week 2, students will be required to complete one online multiple choice quiz each week (10 quizzes in total).
- There will be three questions for each quiz based on the required readings and/or the lecture material.
- Quizzes will be opened on the day of the lecture and remain open for one week.
- Please see Assessment Resources on iLearn for further details.

This Assessment Task relates to the following Learning Outcomes:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today

Independent Project
Due: **Sunday 10th April 2016**
Weighting: **30%**

- Critically analyse a film or TV program with reference to two or more of the required readings in GEND612
- The length of this essay is 1500 words
- Please see Assessment Resources on iLearn for further details.

This Assessment Task relates to the following Learning Outcomes:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today

A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively

A developed understanding of the relationship between forms of knowledge and forms of everyday living

Research essay
Due: Sunday 5th June 2016
Weighting: 30%

- Compose a 2000 word analytical essay on one of the questions listed in the Assessment Guidelines.
- Please see Assessment Resources on iLearn for further details.

This Assessment Task relates to the following Learning Outcomes:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living

Participation
Due: Weeks 2 - 12
Weighting: 10%

- Regular attendance and contribution to group discussions within GEND612 tutorials is a requirement of this unit for internal students. 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 both local and global events and
contexts.

• Please see Assessment Resources on iLearn for further details.

This Assessment Task relates to the following Learning Outcomes:

• An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
• An understanding of the complexity and significance of debates about discipline at home and at school
• An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
• An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
• A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
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• An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Delivery and Resources

GEND612 is delivered on-campus (day) and online (iLearn). Graduate Certificate students will attend GEN312 lectures commencing in Week One. Please note that all tutorials start in Week Two. Graduate Certificate students will have access to the GEND612 iLearn site AND the GEN312 iLearn site to enable engagement with a wider student cohort.

Lectures are recorded and available through both the GEND612 and GEN312 iLearn sites using Echo. All students require access to reliable broadband internet and a computer. Internally enrolled students are required to attend all live lectures unless they have been granted an exemption by the Convenor to follow the lectures through Echo recordings.

For current updates on lecture times and classrooms please consult the MQ Timetables website: [http://www.timetables.mq.edu.au](http://www.timetables.mq.edu.au)

Required readings can be accessed electronically through the hyperlinks provided on iLearn or via MQ library by searching Unit Readings for the GEN312 list. The texts can be read online, printed out by the student or downloaded. There is no textbook for this unit.

Unit Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discipline and Fear</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Childhood and Adolescence</td>
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## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

### Academic Honesty Policy

### New Assessment Policy in effect from Session 2 2016

### Assessment Policy prior to Session 2 2016

### Grading Policy prior to Session 2 2016

### Grade Appeal Policy

### Complaint Management Procedure for Students and Members of the Public

### Disruption to Studies Policy

In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/) 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/)
Graduate Capabilities

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 ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
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- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment tasks

- Quizzes
- Independent Project
- Research essay
- 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 developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality
**Assessment tasks**

- Independent Project
- Research essay
- 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**

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

**Assessment tasks**

- Quizzes
- Independent Project
- Research essay
- 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**

- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
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**Assessment tasks**

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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.

This graduate capability is supported by:

**Learning outcomes**

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of
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Assessment tasks
• Quizzes
• Independent Project
• Research essay
• 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 developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
• A developed understanding of the relationship between forms of knowledge and forms of everyday living
• An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

Assessment tasks
• Independent Project
• Research essay
• 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 ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
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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 ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
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**Assessment tasks**

- Quizzes
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**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 ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
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