



POL 202

Gender and the State

S2 External 2018

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Ashley Lavelle

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Contact via (02) 9850 9660

Australian Hearing Hub, Level 2

By appointment

Credit points

3

Prerequisites

12cp at 100 level including 3cp from POL units at 100 level

Corequisites

Co-badged status

Unit description

Critically analyses core institutions of the State as gendered entities to discern the implications of gender for democracy and thus answer the fundamental question, 'Is politics gendered?'. Drawing on contemporary theories of neo-institutionalism that identify the sociological aspects of institutions and how they interact with and affect society, the unit will critically examine foundational concepts and theories of political science, including precepts of liberal political theory and various theories of the State, to interrogate the gendered assumptions and outcomes of these. Secondary institutions and their 'logic of appropriateness' that are fundamental to Western democracies will then be examined through a gendered lens. These include the bureaucracy, the parliament, the judiciary, the electoral system, federalism and the Australian constitution. Finally, crucial policies of Australian governments will be examined in a global context with a view to determining their gendered nature and outcomes, such as war, foreign aid and responses to terrorism. Students will develop their theoretical knowledge of core concepts of political science, while sharpening their critical thinking and analytical skills especially in regard to scrutinising the presence of gender in so-called 'neutral' institutions, and heightening their understandings of Australia's role in global politics.

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:

To be able to comprehend the basic problem of 'gender and the state'

To be able to outline some of the key elements of gender disadvantage in western capitalist society, and their various causes

To have an understanding of 'the state' and its various institutions, and prominent critical approaches to it

To be aware of some of the main criticisms of the state, in particular in relation to its inability to eradicate gender discrimination

To be aware of the ways in which the family, monogamy, motherhood, and marriage contribute to women's oppression, not to mention wider societal disharmony and unhappiness

General Assessment Information

Late Submissions

Late Submission Penalty “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.”

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Major Essay</u>	45%	No	Week 7
<u>Reading Critique</u>	25%	No	Week 4
<u>Minor Essay</u>	30%	No	Week 11

Major Essay

Due: **Week 7**

Weighting: **45%**

This essay, approximately 2000 words in length, provides students with the opportunity to explore a topic of interest in depth. Students should develop a considered answer to a specific question based on reading a range of sources wider than simply the key readings. (Students must read and refer to a minimum of 12 substantive sources.) A high standard essay would draw upon a wide range of resources to support a well-organized argument in response to the

set question (essay questions will be provided in the Week 1 lecture). Remember, there is no necessarily 'correct' answer to each question: rather, there are arguments that are more persuasively made and intelligently constructed. Consider whether the arguments you read are logical and based on convincing evidence. The same criteria should apply to your own work.

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- To be aware of some of the main criticisms of the state, in particular in relation to its inability to eradicate gender discrimination
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Reading Critique

Due: **Week 4**

Weighting: **25%**

Students should choose one reading (book, chapter from an edited book collection, or journal article) from the list of Further Readings provided after each week's lecture topic, or choose a suitable alternative reading. The aim is to critique and discuss the reading and the subject matter it raises. No references are required other than for the reading that is chosen. The critique should be approximately 1000 words long.

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Minor Essay

Due: **Week 11**

Weighting: **30%**

This essay, approximately 1500 words in length, deals with one of the 'important questions' listed in the Week 1 lecture notes for the course. You should refer to a minimum of 6 sources in answering your chosen question. In writing your essay, you should follow largely the same format as that for the major essay, including for referencing.

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Delivery and Resources

This unit is delivered online, and has no on-campus activities or requirements.

Unit Schedule

Week 1) Introduction to Gender and the State

Week 2) Gender Oppression, the Family, and the State in Historical Context: From Marriage to #MeToo

Week 3) Here Comes the Bride: Gender Oppression, Marriage, and the State

Week 4) The Family's Impacts on Women: Still a Historic Defeat?

Week 5) A Room with No View: Women, Housewifery, and the State

Week 6) Don't Tell Me What to Do! Women, Children, the Family and the State

Week 7) No Lecture: Reading and Assignment Preparation Week

Week 8) A Tale of Two Halves? Women, Monogamy, and the State

Week 9) Subversion or Sleaze? Pornography, the Family, Monogamy, and Relationships

Week 10) 'Blood is Stronger than Bigotry'? Gender, the Family, and Homosexual Oppression

Week 11) Rainbow Wedding: Gender, Same-Sex Marriage, and the State

Week 12) Conclusion: Beyond the Family, Gender Oppression, and the State

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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

- To be able to outline some of the key elements of gender disadvantage in western capitalist society, and their various causes
- To be aware of some of the main criticisms of the state, in particular in relation to its inability to eradicate gender discrimination
- To be aware of the ways in which the family, monogamy, motherhood, and marriage contribute to women's oppression, not to mention wider societal disharmony and unhappiness

Assessment task

- Reading Critique

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

- To be able to outline some of the key elements of gender disadvantage in western capitalist society, and their various causes
- To have an understanding of 'the state' and its various institutions, and prominent critical approaches to it
- To be aware of the ways in which the family, monogamy, motherhood, and marriage contribute to women's oppression, not to mention wider societal disharmony and unhappiness

Assessment tasks

- Reading Critique
- Minor 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

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contribute to women's oppression, not to mention wider societal disharmony and unhappiness

Assessment tasks

- Major Essay
- Reading Critique
- Minor 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

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Assessment tasks

- Major Essay
- Reading Critique
- Minor 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.

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Assessment tasks

- Major Essay
- Reading Critique
- Minor 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.

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unhappiness

Assessment tasks

- Major Essay
- Reading Critique
- Minor 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

- To be able to comprehend the basic problem of 'gender and the state'
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Assessment tasks

- Major Essay
- Reading Critique
- Minor 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.

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Learning outcomes

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Assessment tasks

- Major Essay
- Reading Critique
- Minor 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

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Assessment tasks

- Major Essay
- Reading Critique
- Minor Essay

Changes from Previous Offering

This year's version of the course will discuss developments such as the rise of the #MeToo movement