SRAP5106

Academic Writing in the Social Sciences

Term One // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jamie Roberts	jamie.roberts@unsw.edu.au	Thursday 10:00 - 11:00 or by appointment	The Learning Centre	93852060

School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

In this course, you will be taught the academic skills you need to succeed at the masters level. This course will be particularly useful for students who have not studied at an Australian university or who are returning to university after a period in the work force. You will learn the key stages in the research and writing process, how to construct compelling paragraphs, including introductions and conclusions, how to engage convincingly with others' work, how to read and write critically, and how to make effective use of theory. To give you an opportunity to practice these skills, your assessments will enable you to apply these skills in a range of formats, focusing on particular themes that are addressed by international policy frameworks.

Course Learning Outcomes

1. Identify and apply effective research strategies.
2. Engage appropriately with others' work, including using an academic referencing system.
3. Identify and evaluate a range of international policy frameworks which relate to the course theme.
4. Recognise and evaluate conflicting perspectives in academic research and international policy documents related to the course theme.
5. Propose a policy solution in response to an identified international problem within the course theme.

Teaching Strategies

This course uses a seminar format because this is best suited to the interactive nature of the course. While some information will be provided in lecture format, the course will involve considerable class participation both in the form of class discussions and group activities. As the course is predominantly an academic skills course, many in-class activities will be run so that students can practice the skills taught and receive immediate feedback.

The assessments have been designed to help students develop and consolidate the research, writing and speaking skills they will need when completing one of the three masters programs of which the course is a part. Specifically, the presentation gives students an opportunity to practice their speaking skills. The critical review introduces students to the important skills of locating sources and comparing and evaluating differing perspectives. The policy brief is directly relevant to the students who will need to produce similar assignments in other courses. It also introduces students to the important skill of making recommendations about how to address existing problems. The essay provides the opportunity to undertake considerable research on a topic. Together the assessments are designed to encourage students to address attempts to solve existing social, political and policy problems from multiple perspectives.

Assessment

The following are available on the moodle site for the course:

- The link to the preferred referencing system
- Student examples
- Dates when the assessment requirements will be explained

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Critical Review	15%	08/03/2019 11:59 PM	1,2,5
Policy Brief	35%	29/03/2019 11:59 PM	1,2,5
Essay	50%	26/04/2019 11:59 PM	1,2,3,4

Assessment Details

Assessment 1: Critical Review

Start date:

Length: 700

Details: 700 words. Students will critically review two contrasting articles on the course theme. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

A major aspect of producing successful academic work (indeed, being any type of successful problem solver) is understanding that subjects are not merely defined by the knowledge within them, but by the debates they contain. The purpose of this assignment is to encourage this understanding. **You need to do the following:**

- Select two articles, reports, policy briefs, etcetera, which discuss an aspect of gender in an international context (the international aspect can be slight). You need to find your own sources – they shouldn't be drawn from moodle. Also, aim for academic-style sources; in-depth news articles are possible, but avoid opinion pieces, blogs, etc. The texts should offer differing positions.
- Summarise the position of each text.
- Clarify how the positions differ.
- Explain which position is the most compelling – you may decide that neither position is compelling and suggest a third position.
- Provide links to your texts in the title page. Include the full references in a reference list.
- Given the brevity of this assignment you do not need a summative conclusion – finish with your assessment of which position is the most compelling.

Remember that the purpose of a critical review is to review texts rather than explore a topic, as you would do when writing an essay. Do not get caught up in detailed summaries. It is the contrasting and evaluating that lead to the highest marks.

Critical review marking criteria

Are the general instructions followed? 10 marks

Are two texts chosen?
 	
    • do they discuss an aspect of gender in the international context?
    • do they differ in some respect?
 	
Is Text A summarised?
 	
Is Text B summarised?
 	
Are the relevant differences identified?
 	
Is there an assessment of which position is the most compelling?

Text selection 10 marks Are the texts well-chosen?
Introduction (50-100 words) 10 marks Is the subject introduced? Are the texts introduced? Are the key differences identified? Is a general assessment presented?
Body 20 marks Is there a clear and logical general structure? Are individual paragraphs well-constructed (eg: topic sentence, one point per paragraph)
Summary 10 marks Is each text clearly summarised?
Contrasting 10 marks Are the relevant differences clearly presented?
Evaluation 10 marks Is there a convincing assessment of which position is the most compelling?
Expression 10 marks Is the writing grammatically correct? Is the expression clear (uncomplicated and precise) and formal?

| **Referencing 5 marks** |
| Is a reference list included? |
| Is the format correct? |
| **Layout 5 marks** |
| Line spacing, font size, margins, page numbers, etcetera. |

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Policy Brief

Start date:

Length: 1300

Details: 1300 words. Students must identify an international problem related to the course theme and develop one or more policy solutions. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

We study International Relations and related subjects not simply to understand the world, but to change it. One of the mechanisms we use to modify the world is legislation, and a key precursor to any legislation is policy. This assignment encourages you to think about legislation and policy by creating a 'policy brief'. A policy brief identifies and explores an important problem and makes recommendations for how it should be addressed, typically through government legislation and action. **You need to do the following:**

- Identify an international problem that is related to gender (the international aspect can be slight).
- Explain the nature of the problem and why it is significant.
- Outline and assess what is currently done (if anything) to solve the problem (explore the problem in detail).
- Make specific policy recommendations for how to solve the problem and discuss the feasibility of each.
- Provide a summary of your recommendations at the end (this is separate to your detailed discussion of the recommendations).
- You can specify an audience, or the brief can take a more abstract, academic approach.
- Give the brief a title.
- Use headings for sections.
- Refer to at least five academic sources. 'Grey literature' does not count towards the five.

Policy brief m**arking criteria**

| **Are the general instructions followed? 10 marks** |
| Is an appropriate problem identified? |

- Is it related to gender?
- Is it in some way international?

Is the problem explored in detail?

Are recommendations articulated and discussed?

Introduction (~130 words) 15 marks
Is a problem identified?   Is the significance of the problem established?   Does the introduction clarify what the policy brief aims to achieve?
Body content 25 marks   Are current practices and policies outlined and assessed (this is your detailed investigation of the problem)?   Are policy recommendations made?   Are the feasibilities of the different recommendations considered?
Body structure 10 marks   Is there a clear and logical general structure?   Are individual paragraphs well-constructed (eg: topic sentence, one point per paragraph)
Summary of recommendations 5 marks   Is a summary of recommendations presented?
Engagement with sources and understanding of subject 20 marks   Are there a sufficient number of sources?   Does the assignment demonstrate understanding of the complexities of the subject?   Are claims supported by appropriate evidence?   Are sources well-integrated?
Expression 5 marks   Is the writing grammatically correct?   Is the expression clear (uncomplicated and precise) and formal?
Referencing 5 marks   Are the in-text citations appropriate?   Is the reference list formatted correctly?
Layout 5 marks   Line spacing, font size, margins, page numbers, etcetera.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Essay

Start date:

Length: 2500

Details: 2500 words. This will be the final assessment for the course. Drawing on theory related to the course theme, students should critique an international policy framework, commitment or resolution produced by an international body. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

Essays continue to exist because the form is well suited to exploring the complexities of a subject. **You need to do the following:**

- Drawing on theory (not necessarily gender-specific theory) and gender-research, critique an international policy framework, commitment, resolution, set of recommendations, etcetera, produced by an international body (eg The UN, The IMF, an NGO, etc). You could also critique a national policy that has international ramifications. You may focus on a policy/document that is concerned with promoting gender equality, empowering women, or that addresses male-specific problems, or indeed one that in some way neglects or does not adequately deal with gender. Remember that a critique can be both positive and negative. You may critique the text itself or look more broadly at implementation (or both).
- Make sure your essay is structured around a thesis that states your overall position.
- Include at least eight academic sources. 'Grey literature' does not count towards the eight but can be used.

Research essay m**arking criteria**

Are the general instructions followed? 5 marks
Does the essay focus on a national or international policy or policy framework, commitment, resolution, etcetera?
Is some form of theory used?
Introduction (~200 words) 15 marks
Is the subject of the essay introduced?
Is the significance of the subject considered?
Is a thesis (an overall position) articulated?
Is an outline of the essay provided?
Body structure 20 marks

Is there a clear and logical general structure? Are individual paragraphs well-constructed (eg: topic sentence, one point per paragraph)
Conclusion 5 marks Are the main points summarised? Is the thesis restated?
Does the essay sustain an argument? 10 marks Does the essay stick closely to the thesis throughout?
Critical thinking 20 marks Are claims supported with sound reasoning and evidence? Are critiques present, or does the essay remain descriptive? Does the essay demonstrate an understanding of the complexities of the subject? Are conflicting perspectives adequately dealt with? Is there a strong 'voice' throughout?
Engagement with sources 10 marks Are there a sufficient number of sources? Are sources well integrated?
Expression 5 marks Is the writing grammatically correct? Is the expression clear (uncomplicated and precise) and formal?
Referencing 5 marks Are the in-text citations appropriate? Is the reference list formatted correctly?
Layout 5 marks Line spacing, font size, margins, page numbers, etcetera.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

You must attend 7 out of 9 classes. If you are having trouble meeting this requirement, you must talk to the course coordinator.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Seminar	**Gender and IR** -Course overview (why gender and IR) -Assessment overview **Skills** -University philosophy -The field -Reading strategies -The research process *Essentials*, **Ch 1, 6**
Week 2: 25 February - 3 March	Seminar	**Gender and IR** Useful concepts: - Is/ought (confirmation bias and 'wicked problems') - Essentialism/relativism - Structure/agency - Signal/noise - Correlation vs causation **Skills** -The research process continued -Analysing critical reviews *Essentials*, **Ch 6**

Week 3: 4 March - 10 March	Seminar	**No Gender and IR this week**
		Skills
		-Introductions
		-Paragraphs
		Essentials, Ch 7-10
Week 4: 11 March - 17 March	Seminar	**Gender and IR**
		The nation:
		-Are nations conceptualised as male or female?
		-How do nations relate to (construct!?) men and women?
		Skills
		-Assignment feedback
Week 5: 18 March - 24 March	Seminar	**Gender and IR**
		War:
		-Should soldiers be men?
		-Preventing war: The Hillary Doctrine.
		-Gender and imperialism
		Skills
		-Assignment feedback
Week 6: 25 March - 31 March	Seminar	**No Gender and IR this week**
		Skills
		-Integrating research
		-Analysing policy briefs
		Essentials, Ch 3,4
Week 7: 1 April - 7 April	Seminar	**Gender and IR**
		Economics:
		-Gender and poverty
		-Gender and climate change

		-Quotas
		Skills
		-Critical thinking
		Essentials, Ch 2
Week 8: 8 April - 14 April	Seminar	**No Gender and IR this week**
		Skills
		-Expression
		-Presentation skills
		-Analysing essays
		Essentials, Ch 5
Week 9: 15 April - 21 April	Seminar	**No Gender and IR this week**
		Skills
		-Expression
		-Presentation skills
		-Analysing essays
		Essentials, Ch 5
Week 10: 22 April - 28 April	Online Activity	**ANZAC DAY**

Resources

Prescribed Resources

The textbook for the academic skills componenet of the course is *Essentials of Essay Writing* by Roberts. It's available in the bookshop.

Resources for the Gender and IR component of the course are available on Moodle.

The resources for each week are as follows. **(Note that the point is not to read every word of the readings. If your time is limitied, it is a good idea to read a few pages from each - introductions and conclusions. This will give you breadth of understanding. We will talk more about reading strategies in the course.)**

Week 1 - Course overview

Enloe, C. (1989) *Bananas, beaches & bases: Making feminist sense of international politics*, Berkeley: University of California Press

Lawson, S. (2012) *International relations,* 2nd edn, Cambridge: Polity Press

Week 2 - Useful concepts

Billet, B. (2007) Cultural relativism in the face of the west: The plight of women and female children, New York: Palgrave Macmillan

Abu-Lughod, L. (2013) 'Introduction: rights and lives', *Do Muslim women need saving?* Harvard University Press,
http://ebookcentral.proquest.com.wwwproxy1.library.unsw.edu.au/lib/unsw/detail.action?docID=3301358

Week 4 - The nation

General readings

Andersen, P. & Wendt, S. (2015) *Masculinities and the nation in the modern world: between hegemony and marginalization.* New York: Palgrave Macmillan.

Yuval-Davis, N. (1993) 'Gender and nation', *Ethnic and Racial Studies 16*(4). 621-632.

Readings with a Russian focus

Riabov, O. & Riabova, T. (2014) The remasculinization of Russia? Gender, nationalism, and the legitimation of power under Vladimir Putin, *Problems of Post-Communism*, 61(2), 23–35

Bernstein, A. (2013) 'An inadvertent sacrifice: Body politics and sovereign power in the Pussy Riot affair', *Critical Inquiry*, 40(1), 220–241

Week 5 - War

On soldiers

Goldstein, J. S. (2001) 'Introduction', *War and gender: How gender shapes the war system and vice versa*, Cambridge: Cambridge University Press

Browne, K. (2007) *Co-ed combat: The new evidence that women shouldn't fight the nation's wars*, New York: Sentinel

Mackenzie, M. (2015) 'Conclusion', *Beyond the band of brothers: The US military and the myth that women can't fight*, Cambridge: Cambridge university press

Sjoberg, L. (2010) 'Women fighters and the "beautiful soul" narrative', *International Review of the Red Cross*, 92(877), 53–68

The Hillary doctrine

Hudson, V. (2015) *The Hillary doctrine: sex and American foreign policy.* Columbia University Press.

Week 7 - Economics

Gender pay gap

The Lancet. (2018) 'Closing the gender pay gap: when and how?' *391*. 1455.

Guest, R. (2018) 'The real gender pay gap', *Policy 34*(2). 3-7.

Gender employment quotas

Hughes, M., Paxton, P. & Krook, M. L. (2017) 'Gender quotas fro legislatures and corporate boards', *Annual review of Sociology 43.* 331-352.

Week 8 - Analysing policy documents

United Nations (1981) *Convention on the elimination of all forms of discrimination against women.*

Echavez, C. R., Mosawi, S. M. & RE Pilongo, L. W. (2016) *The other side of gender inequality: men, masculinities in Afghanistan*. Afghanistan Research and Evaluation Unit.

Recommended Resources

See Moodle for additional resources, such as weekly readings and links to international organisations, UN policy frameworks and so on.

Course Evaluation and Development

Feedback is gathered in three ways.

1) Students can complete the online 'My Exprience' survey.

2) Students can discuss the course with the convenor, either in person or via email.

3) The course convenor notes how successful individual classes were.

All of these mechanisms have led to the course being modified. The following changes have been made:

- there is now a greater focus on academic skills than the gender and IR material.

- the less interesting gender and IR topics have been discarded.

- considerable course time is dedicated to analysing successful assessments before the respective assessments are due.

- considerable course time is dedicated to providing feedback on assessments once they are marked.

- the gender and IR seminars will include more group activities to facilitate discussions.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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https://www.pexels.com/photo/woman-holding-trump-keep-america-great-again-2020-banner-1464210/

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