SOCI3085

Social Order and Social Control

Session 1, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Social Sciences

Contents

General Information

Unit convenor and teaching staff
Unit Convenor, Lecturer, Tutor
Peter Rogers
peter.rogers@mq.edu.au
Contact via contact by university email address
TBC
by appointment (email). Wednesdays (drop in) 3:30-4:30

Credit points
10

Prerequisites
130cp at 1000 level or above

Corequisites

Co-badged status

Unit description
In this unit students will develop an advanced understanding of social order and social control. Students will synthesise theory and research to better understand how we are ruled in different ways at different times. We engage in individual and group work, to formulate an answer to the question 'are you truly free or do you just THINK you are?'. Theories of crime, order, control and freedom are developed to highlight the importance of social values, cultural contexts and historical events in shaping the 'soul' of Western civilisation. We explore how certain institutionalised ways of thinking emerge and which organisations benefit in each time period, with a focus on how crime, criminals and deviancy shape social order. We also discuss how controls applied at the boundaries of acceptable behaviour change over time, testing the limits of real and imagined freedom.

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:

ULO1: understand key concepts and theoretical approaches used in the sociology of crime and criminology

ULO2: critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations

ULO3: plan, design and conduct a team-based research project in collaboration with others

ULO4: evaluate and justify both individual and group performance through active participation and continuous learning

ULO5: offer a clearly reasoned argument with a logical structure; take part in and reflect upon discussion and debate with an open mind; to generate information for diverse audiences or user groups through a range of media

ULO6: describe, analyse, synthesise and reflect upon information from critical theory across disciplines as well as diverse data sources

General Assessment Information

ASSESSMENT DEADLINES

As well as checking them here, you can also check your assessment deadlines in iLearn.

Check the ASSESSMENT section in iLearn for more information.

MAJOR ESSAY

The essay will be chosen from one of the set questions used in this unit. These questions will be posted online (in iLearn) by the end of March.

The essay should address the key themes of the unit drawing on the usual range of academic sources, including (but not limited to) required readings, recommended readings *and* independent research on related topics or themes as conducted by the student.

We will run workshops on key skills and essay writing in lectures and tutorials throughout the session. It is important that you attend all lectures and tutorials to gain the maximum benefit from these sessions.

Remember:

1. The essay must be your own work. Harsh penalties are imposed for plagiarism, ghost writing or other 'cheating' as per the academic honesty policy

2. The essay must show evidence of both an understanding of core unit content & substantial wider independently researched reading on the appropriate topic

3. The Major Essay must be written on a different theory and/or topic to your group presentation. *If in doubt ask your tutor for advice.*

4. Marks will be deducted for improper referencing. Students are required to use the **APA7th** referencing style in the final submission.

◦ *Students were very clear that they want to be referred to a Macquarie support or guideline, and not to resources produced by other universities. The Library is creating a new suite of online Referencing Guides to support the five endorsed styles. A link to these guides will be built into the iLearn top menu under the **Library** dropdown menu for easy access. You can also access referencing g uides here*

For more information and answers to your frequently asked questions we have prepared a 'MAJOR ESSAY - Guidance on RUBRIC and FAQs' sheet in iLearn. For general support on essay writing you can also check out the MQ library website.

GROUP PROJECT

The group project is divided into 3 components - two group components and an individual component. These grades are then combined to give each student thier final mark for the group project assessment, as a whole:

• *PART 1. Group component.* **PROJECT PROPOSAL** = 10% of GROUP PROJECT final mark

• *PART 2. Individual Component.* **COLLABORATION WIKI** = 50% of GROUP PROJECT final mark

• *PART 3. Group Component.* **FINAL PRESENTATION** = 40% of GROUP PROJECT final mark

The groups will usually be allocated in week 3, but no later than week 5 (after the census date). This helps us minimise disruptions to the groups from students who withdraw from the unit before the census date. Group size varies depending on unit enrollments each year.

For some guidance on getting started refer to the 'GROUP PROJECT - GETTING STARTED (and FAQs)' *in iLearn*

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PART 1. Group component. PROJECT PROPOSAL

• *The proposal is a collaborative group assessment.* This means that all group members must contribute, and that all group members receive the same mark for the proposal; unless otherwise notified by the convenor.

- *The **word limit** for the group project proposal is roughly 1000-1500 words, including the usual -/+ 10% leeway.* This does not include any figures or tables (such as the Gantt chart).
- *The proposal is submitted by uploading a word or pdf file to the wiki*. Instructions on how to upload files to the wiki are included on the wiki start page. The final submission should include the group number in the title (e.g. GROUP 1. GROUP PROPOSAL DOCUMENT. FINAL).

 The GROUP PROPOSAL should:

- clearly demonstrate the title and topic / focus of the project
- generate a properly formatted Gantt chart that can be used to track progress on the project throughout the session
- provide an initial task list / division of labour for individual contributions to the group project
- provide evidence of communication and group planning (e.g. minutes of first meetings)
- show basic language skills (e.g. grammar, referencing)

*Please also refer to the '*PART 1. GROUP PROJECT PROPOSAL. RUBRIC & CHECKLIST' *sheet provided in iLearn.*

PART 2. *Individual Component*. COLLABORATION WIKI

For this assessment students must complete KEY TASKS in the GROUP COLLABORATION WIKI to demonstrate an individual contribution to the project.

- *Examples of KEY TASKS are listed on the 'GROUP COLLABORATION WIKI RUBRIC AND GUIDANCE' sheet -* Check the ASSESSMENTS section in iLearn to access/ download this document.
- *You decide how to structure your wiki as a team -* even though you receive an individual mark for the wiki it is still part of the project. We can give you some guidance, but each group must take on responsibility for managing the wiki content as a team
- *You decide how to divide up the KEY TASKS amongst your group -* everyone must contribute to receive an individual grade, it is recommended that you keep a record of the task allocations in the wiki.
- *Learn to use the wiki -* even if you are not familiar with using a wiki you are required to try. Learning how to use the wiki is a key skill being assessed in this unit. All students

must try to develop their wiki skills throughout the session. As such each individual student should try to complete at least one key task in wiki every week.

- *If it isn't in the wiki we cannot mark it.* Please bear this in mind when deciding how you are going to work, and document your work, as a group. ONLY contributions documented in the wiki are included in your assessed work so it is vital that students learn to use the wiki and document all aspects of their individual contributions to the group project in this virtual learning space.

- *All wiki activity is monitored <u>weekly</u> by academic staff.* Bulk uploads of content at the end of term are not a replacement for weekly work.

*Please also refer to the '*PART 2. GROUP COLLABORATION WIKI RUBRIC (Individual Component)' *guide provided in iLearn*

PART 3. Group Component. FINAL PRESENTATION

A group presentation of no more than 15 minutes duration will be presented in the final week of term as the culmination of the GROUP PROJECT. Please consider that:

- **ALL group final presentations will be pre-recorded this year**. *Students will upload a copy of the original powerpoint file (ppt. file) as well as provide a recording (mp4 is best) to the collaboration wiki before the deadline (above).*

- **DO -** check the size of the file and the file type before you attempt to upload your presentation to the wiki. Some file types will not work / be too large.

- **DO NOT -** post a hyperlinks to outside storage instead of uploading a file.

- please review lecture recordings as well as Discussion Forum posts for the latest responses to FAQs
- workshops have been built into the weekly activities to assist group development, team work and general presentation skills during term.
- a template for power-point presentation will be provided in iLearn.
- not all group members are required to speak in the final presentation - if not all there must be an reasonable distribution of workload doucmented in the wiki to account for this division of labour.

*Please also refer to the '*PART 3. FINAL PRESENTATION RUBRIC' *provided in iLearn for more useful information*

ADDITIONAL INFORMATION

- Rubrics, alongside more detailed guidance on both the assessment criteria for each assessment and some useful steps for students to consider when undertaking assessments, have been included in the iLearn site. Please check them for guidance.
- Students are advised to post all general questions to the Discussion Forum. Before posting your queries:
  - Information is provided in a number of locations, it is a good idea to check the following before posting a question:
    - the unit guide
    - rubrics
    - iLearn site
    - assessment guidance
  - Check previous thread titles and topics to see if your question has been asked / answered already
  - *REMEMBER - duplicate threads or questions answered elsewhere may not receive a response. It is your responsibility to read the provided guidance.*

REVIEW MEETINGS (optional). Part of the group project is learning how to collaborate. This requires you to work as mature adults to resolve any issues that arise, however we acknowledge that academic guidance may be required in some situations. If you experience difficulties within your group that you are unable to resolve - e.g. if a group member experiences a serious disruption to study, if a team emmebr refuses to respond to messages or the team falls well behind schedule (as outlined in thier Gantt chart) - the convenor may *require* OR students may *request* a 'review meeting' to discuss the project. A review meeting can be requested at any time during term, but the convenor will often schedule these meetings for the first week or two after the mid-session interval (usually around WEEK 8). Review meetings are arranged on a needs only basis, but can be requested by appointment. *All group members should try to attend a review meeting* **if** one has been arranged, but we also allocate time in tutorials throughout the session to discuss the group work as a whole. Externals/online are welcome to skype/zoom in for workshops and/or review meetings.

SPECIAL CONSIDERATION / EXTENSIONS

Unless a Special Consideration request has been submitted and approved, **a** *5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the*

7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted.

Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).

Late submission of time sensitive tasks *(such as tests/exams, performance assessments/ presentations, scheduled practical assessments/labs etc)* will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

More info is here: https://students.mq.edu.au/study/assessment-exams/special-consideration

Assessment Tasks

Name	Weighting	Hurdle	Due
Major Essay	50%	No	28/05/24
GROUP PROJECT	50%	No	PART 1: 25/03/24. PART 2: 31/05/24. PART 3: 29/05/24

Major Essay

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **28/05/24**
Weighting: **50%**

A 2000-2500 word essay chosen from a list of questions. These questions are listed in iLearn with FAQs and rubric

On successful completion you will be able to:

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- critique the social construction of criminology at different time periods, specifically using a theory of institutions and organisations
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GROUP PROJECT

Assessment Type [1]: Project
Indicative Time on Task [2]: 50 hours
Due: **PART 1: 25/03/24. PART 2: 31/05/24. PART 3: 29/05/24**
Weighting: **50%**

The group project is a three part assessment in which students will collaborate to (a) design a project proposal (b) develop and deliver a group presentation, (c) manage a wiki space and make individual contributions to that space in iLearn. The project emphasises a range of team building and problem-solving skills - further information is provided in the unit guide and via iLearn

On successful completion you will be able to:

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- evaluate and justify both individual and group performance through active participation and continuous learning
- offer a clearly reasoned argument with a logical structure; take part in and reflect upon discussion and debate with an open mind; to generate information for diverse audiences or user groups through a range of media
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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Lectures

- The week Lectures for this unit are recorded live, and are delivered in-person, on campus. ON campus students should attend all lectures in person, as several of these lectures have interactive components.
- Check iLearn to review lecture recordings (via echo) and regularly check unit announcements in iLearn (sent to your university email address) for updates.
- Depending on student up-take a drop-in clinic for advice on study, unit content, group work will be made available, however it is often best to email for an appointment.

Study & Support

- For *administrative* advice (on your enrollment etc), consult ask.mq
- For *academic* advice (on unit content and assessments etc.) please contact teaching staff via email.
- Unit announcements provide important updates on study throughout the session. These updates will be posted to iLearn and sent to your university email account. Please read them.
- Whilst active participation is no longer assessed in this unit that does not mean you can coast through without doing *all* of the required work. Students who do not complete all of the learning activities will see this lack of engagement reflected in their final marks.
- Some rooms or workshop dates/locations/times may change. Check announcements regularly for updates.

- If you have a question:
    1. *Check the unit guide for an answer*
    2. *Check iLearn - most frequently asked questions are answered in our FAQs documents*
    3. *Check the Discussion Forum in iLearn - if you do not see a post relating to your question then post your question to the Discussion Forum in the GENERAL QUESTIONS thread*
    4. *If you do not receive an answer within a day or so email your tutor / the unit convenor*

Readings

This unit requires you to read multiple papers every week. A bulk of your study time outside of class will be spent reading and making connections between the content of readings. Whilst we do our best to make sure the Leganto reading list is ready before term begins, this is not always possible - so please be pateint in the first week of term.

You may benefit from buying one or more of the following textbooks.

IMPORTANT NOTE: *Several of the texts we use will be only available on e-reserve for a limited time due to copyright restrictions imposed by the publisher. Please manage your reading schedule accordingly, this is not something that academic staff are able to influence. Be mindful that accessing the readings whilst they are available is your responsibility.*

- We do not use one single core text for this unit. Readings are drawn from a number of sources. If you do wish to focus on ONE book you may find this particularly useful:

White, R.; Haines, F., Asquith, N. (2012) *Crime and Criminology*, Oxford: Oxford University Press (5th edition)

- There are also many copies of the earlier editions by White and Haines in the library. For this text in particular the earlier editions have similar content. Another important text from which required readings are drawn, is:

North, D. C., Wallis, J. J., & Weingast, B. R. (2009). *Violence and social order: A conceptual framework for interpreting recorded human history.* Cambridge: New York.

- Reading BEFORE you attend face-to-face activities is mandatory in this unit. We advise you to read the unit readings before the lecture, and again afterwards.
- Readings must be completed before attending tutorials - Note. You get more out of youir learning in the seminars & online if you read & come to class prepared for a discussion.

Unit Schedule

The unit schedule is provided in iLearn for students who decide to enrol in this unit.

ENGAGEMENT THROUGHOUT THE SESSION: It is vital that students attend or engage with every lecture and topic. Pragmatic, strategic or time-poor students sometimes feel that they can only engage with the topic that they choose to write their major paper on. *This is a mistake.* Content builds throughout the schedule, linking each week to sequentially build a theoretical 'genealogy of ideas' over time. Students who skip topics have found it much harder to land good grades in assessments. Consider the value of attending every week and engaging with every topic.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

- Assessment Procedure

- Complaints Resolution Procedure for Students and Members of the Public

- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops

- Chat with a WriteWISE peer writing leader

- Access StudyWISE

- Upload an assignment to Studiosity

- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

Changes from Previous Offering

Referencing

A "Harvard" style is not endorsed

We can see from student feedback that using the "Harvard" style causes unnecessary complexity and confusion as there is no one defined "Harvard" style manual, and a number of variations are readily available. The Referencing Project's iLearn sampling survey identified at least six versions of Harvard in use. An environmental scan identified that this is a pain point across the sector with a number of institutions also moving away from Harvard towards APA7 as the preferred Author-Date style.

Students were also very clear that they want to be referred to a Macquarie support or guideline, and not to resources produced by other universities. The Library is creating a new suite of online Referencing Guides to support the five endorsed styles. A link to these guides will be built into

the iLearn top menu under the **Library** dropdown menu for easy access.

You can also access referencing guides here

A new APA7 Guide (beta) has been developed with student and academic input. Academic Writer, a resource produced by the American Psychological Association, is also available for comprehensive style advice and includes many teaching resources and support material.

Unit information based on version 2024.02 of the Handbook