



GEND310

Gender and Crime

S2 External 2017

Dept of Sociology

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General Information

Unit convenor and teaching staff

Convenor

Emily Cachia

emily.cachia@mq.edu.au

Contact via email

email to arrange

Credit points

3

Prerequisites

39cp at 100 level or above

Corequisites

Co-badged status

Unit description

A growing body of research from criminology, psychology, sociology, media studies and gender studies focuses on gender in relation to crime. How are the social constructions of masculinity and femininity, within and across cultures, implicated in the conduct and character of crime? The unit explores this question across a range of topics. Gender is complicated by other dimensions of difference: race and ethnicity, class, sexuality and generation, and these are also considered. The gendered construction of both perpetrators and victims of crime are considered. Special attention is paid to Australian material, but the displacements of modernity and globalisation (through the need to find work or to escape conflict, for example) are also considered.

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:

Examine the ways in which the social construction of gender is implicated in the conduct and character of crime

Identify the features, key figures and texts within feminist Criminology.

Understand the complexity and significance of an Intersectional framework in giving a

gendered account of crime.

Identify the features, key figures and texts within Gender Studies scholarship on crime.

Articulate a coherent, developed argument on the question of a gendered symbolic order of power.

Analyse critically a variety of texts (print, oral, film, multimedia) and data sources concerning gender within their historical, social and theoretical contexts.

Examine the relationship between forms of knowledge and forms of everyday living.

General Assessment Information

Detailed **Assessment Guidelines** explaining the requirements for each assignment are available on the GEND310 iLearn page in the **Assessment Resources** section. It is necessary to have read these guidelines in order to successfully complete each task.

All essays are to be submitted electronically through Turnitin on the GEND310 iLearn page.

Essay extensions of less than one week should be requested through the student's tutor. Longer extensions should be submitted through the convenor and [Disruption to Studies](#). Approved extensions will not incur a late penalty.

The late submission of essays (without approved extensions) will be accepted but will incur a penalty of 3% on the first day and 1% per day thereafter.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quizzes	20%	No	Weeks 2-12
Critical analysis	30%	No	Week 7
Research Essay	40%	No	Week 13
Participation	10%	No	throughout

Quizzes

Due: **Weeks 2-12**

Weighting: **20%**

- Starting from week 2, students will be required to complete one online multiple choice quiz each week (10 quizzes in total).
- The questions for each quiz are based on the required readings and the lecture material.
- Each quiz will remain open on iLearn for 1 week.
- Please see Assessment Guidelines in the Assessment Resources section on iLearn for

further details.

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Critical analysis

Due: **Week 7**

Weighting: **30%**

- This task requires students to critically analyse a selected news article using GEND310 academic reference material.
- The point of this assessment is to complicate assumptions about crime and power within the media by drawing on gender theory. See iLearn Assessment Resources for the list of media articles and scholarly readings associated with this task.
- The length of the essay is 1500 words (10% leeway accepted)
- Please see Assessment Guidelines on iLearn for further details.

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- Examine the relationship between forms of knowledge and forms of everyday living.

Research Essay

Due: **Week 13**

Weighting: **40%**

- Research and compose a 2000 word essay in response to one of the questions provided, or design your own question in consultation with your tutor.
- The essay must include 3 references drawn from GEND310 required readings.
- A minimum of 8 academic references overall must be used within the essay.
- Please see Assessment Guidelines in the Assessment Resources section on iLearn for further details.

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Participation

Due: **throughout**

Weighting: **10%**

- Regular contributions to group discussions within the GEND310 forums is a requirement of this unit for external students.
- 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 contexts.
- External students need to respond to at least 9 lecture topics in the forums. Each topic requires that students submit a minimum of 2 posts. Each post should be approximately 150 words. (Longer posts are welcome!)
- **In summary, the minimum number of total posts required is: 18 posts x 150 words each, distributed across 9 topics**
- Please see Assessment Guidelines in the Assessment Resources section on iLearn for further details

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Delivery and Resources

Delivery:

Internal (on-campus) and External (iLearn).

Lectures commence in Week One (Tuesday 10am-12pm). The live lectures are recorded and made available shortly after delivery through the GEND310 iLearn site using Echo.

Forum Participation formally starts for external students in Week Two.

For up to date times and locations of tutorial classrooms please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>

Technologies used and required

This unit has an online presence in iLearn (<http://ilearn.mq.edu.au>). Students are required to have regular access to a computer and reliable broadband internet. Mobile devices alone are not sufficient.

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

Required Readings

Required readings can be accessed through hyperlinks on iLearn or via MQ Library by searching [Unit Readings](#). These can be read online, printed out by the student and/or downloaded.

Unit Schedule

Week	Gender and Crime - Lectures
Week 1	Power: disciplining the body (no tutorials this week)
Week 2	Doing crime; doing gender: feminist criminology and theories of gendered offending
Week 3	Young people, gender and deviance
Week 4	Gendered cultures of drugs & alcohol
Week 5	Gender on the inside: focus on the incarceration of black men
Week 6	Gangs: bodies and borders
Week 7	Film screening and discussion
Week 8	Family murder-suicide
Week 9	Reproductive justice: an intersectional analysis of bodily autonomy and caregiving
Week 10	Intimate partner violence
Week 11	Love, sex and hate crime: gender identity and sexual orientation
Week 12	Sex work: gender, global economies and power
Week 13	No Lecture

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://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): <http://www.mq.edu.au/policy/docs/disr>

[ption_studies/policy.html](#)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) 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/

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

- Examine the ways in which the social construction of gender is implicated in the conduct and character of crime
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- Examine the relationship between forms of knowledge and forms of everyday living.

Assessment tasks

- Quizzes
- Critical analysis
- Research Essay
- 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

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- 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

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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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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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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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Assessment tasks

- Quizzes
- Critical analysis
- 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

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- Identify the features, key figures and texts within feminist Criminology.
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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

- Examine the ways in which the social construction of gender is implicated in the conduct

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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.

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Changes from Previous Offering

This unit no longer has a primary focus on masculinities in its examination of gender and crime.