GEND310

Gender, Crime and Violence

S2 External 2018

Dept of Sociology

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General Information

Unit convenor and teaching staff Unit Convenor Jyhene Kebsi jyhene.kebsi@mq.edu.au Email me
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 and violence. How are the social constructions of masculinity and femininity, within and across cultures, implicated in the conduct and character of crime and violence? 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 and violence 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 gender, crime and violence from a transnational perspective.

Understand the complexity and significance of feminist approaches to criminology and an intersectional framework in giving a gendered account of crime.

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

Analyse critically a variety of texts (documentaries, novels, media articles, poems, news

clips) and data sources concerning gender within their historical, social and theoretical contexts.

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

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.

For any extensions please lodge a special consideration request via http://ask.mq.edu.au . Approved extensions will not incur a late penalty.

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
Group Presentation	15%	No	Different due dates
Critical analysis	30%	No	Sunday Week 7
Research Essay	40%	No	Sunday Week 13
Participation	15%	No	throughout

Group Presentation

Due: **Different due dates**
Weighting: **15%**

- This task consists of small group presentations on the readings the class has done.
- In Week 1 tutorial, each student will be assigned a group with which to prepare a presentation on the weekly readings.
- Each week, a different team of 2-3 students presents a critical analysis of the compulsory and/or recommended readings.
- All students who are not making a presentation in a particular week should bring 2

questions for the presenters based on their reading of the week's texts.
- The presentation and questions should open up class discussion.
- The presentation should be 7-10 minutes long.

For External students:

- Much of this also applies to external students. But externals should also think about how to engage with online discussion for the week.
- External students will run the iLearn online forum. They will need to set up the framework for a discussion. The aim is to provide an overview of the readings and key concepts and themes for the week. You do not need to provide all the answers yourselves, but you do need to open up the discussion. What you post should have a clear and coherent structure that allows other students to understand what aspects of the themes and weekly readings you are focusing on.
- To help you with this, we have set up chatrooms in iLearn. The first step is to decide what week you want to present. You then enroll in that week in the link on the unit home page. Once you are enrolled in a group (e.g. Week 5) you can then access a chat room where only the members of your group have access and can discuss what you plan to do for that week. The team members should figure out ways to encourage discussion.

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Critical analysis

Due: **Sunday Week 7**
Weighting: **30%**

- This task requires students to critically analyse a selected media article using academic reference material.
- 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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Research Essay

Due: **Sunday 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 10 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: **15%**

- Regular attendance and contribution to group discussions within GEND310 tutorials is a requirement of this unit for internal students.
- Students should write notes on the readings and use them to inform their comment on the weekly presentations. As noted above, each student should have 2 questions prepared for the presenters based on their own reading.
- 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.
- We will be dealing with sensitive topics like Islamophobia and terrorism. So, it is important to respond respectfully to each other.
- Two absences are permitted without penalty. Additional absences without supporting documentation will be penalised.
- Please see Assessment Guidelines in the Assessment Resources section on iLearn for further details.

For external students:

Your tutorial is the weekly online forum. What internal students do in classes on campus, you do in the discussion forum. To gain marks for online participation as an external student, you need to:

1). post within a week after the lecture (Thursday 2 pm). There are no extensions possible. If you have problems or serious reasons for not being able to post within a week, please let your tutor know.

2). Your post needs to share and discuss with others how you would answer the questions posted on iLearn.

3). You need to respond to others' posts by engaging substantially with the contents of their post and pointing out what might be missing, could be added or needs clarification.

4). Integrate concepts, ideas and examples from the lectures and reading material into your answer.

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Delivery and Resources

Delivery:

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

Internal enrolment for GEND310 comprises of one 2hr lecture and one 1hr tutorial each week. Lectures begin in Week One. Tutorials begin in Week One.

Lectures: Thursdays 12 - 2 pm 14 Sir Christopher Ondaatje Ave - T5 Theatre

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.

Unit Schedule

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). 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). 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).

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

- Examine gender, crime and violence from a transnational perspective.
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- Examine the relationship between forms of knowledge and forms of everyday living.
- Analyse critically a variety of texts (documentaries, novels, media articles, poems, news clips) and data sources concerning gender within their historical, social and theoretical contexts.
- Examine the ways in which the social construction of gender is implicated in the conduct and character of crime

Assessment tasks

- Group Presentation
- 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:

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- Examine gender, crime and violence from a transnational perspective.
- Understand the complexity and significance of feminist approaches to criminology and an intersectional framework in giving a gendered account of crime.
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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

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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:

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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.

This graduate capability is supported by:

Learning outcomes

- Examine gender, crime and violence from a transnational perspective.
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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

- Examine gender, crime and violence from a transnational perspective.
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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 gender, crime and violence from a transnational perspective.
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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.

This graduate capability is supported by:

Learning outcomes

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Changes from Previous Offering

This unit looks at gender, crime and violence from a transnational perspective.

Changes since First Published

Date	Description
24/07/2018	changed special consideration text
18/07/2018	Link to unit reading list updated