



# GEND310

## Gender, Crime and Violence

S2 Day 2019

*Dept of Sociology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Unit Convenor Jyhene Kebsi <a href="mailto:jyhene.kebsi@mq.edu.au">jyhene.kebsi@mq.edu.au</a> By Appointment
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 central question across a range of topics such as domestic violence and terrorism. We also consider intersecting identities, including race and ethnicity, class, sexuality, and religion, in the construction of both perpetrators and victims of crime. The unit's focus on conflicts and displacements allows it to move from the personal to the transnational, from the intimate sphere to global geopolitics.

## 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
<u>Group Presentation</u>	15%	No	Different due dates
<u>Critical analysis</u>	30%	No	Sunday Week 6
<u>Research Essay</u>	40%	No	Sunday Week 13
<u>Participation</u>	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.

On successful completion you will be able to:

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

## Critical analysis

Due: **Sunday Week 6**

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.
- 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.

On successful completion you will be able to:

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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

## Participation

Due: **throughout**

Weighting: **15%**

- Regular contribution to group discussions within GEND310 tutorials is a requirement of this unit for internal 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.
- We will be dealing with sensitive topics like Islamophobia and terrorism. So, it is important to respond respectfully to each other.
- Please see Assessment Guidelines in the Assessment Resources section on iLearn for further details.

On successful completion you will be able to:

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

### Delivery:

Internal, External and OUA.

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 9 - 11 am 14 Sir Christopher Ondaatje Ave - T3 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 the Leganto link 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) (<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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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.
- 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

### 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:

### Learning outcomes

- 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

### Assessment tasks

- Group Presentation
- Critical analysis
- Research Essay
- 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

- 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.
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## **Assessment tasks**

- Group Presentation
- Critical analysis
- Research Essay
- Participation

## **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**

- 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.
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- 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

## 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.

This graduate capability is supported by:

### Learning outcomes

- 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.
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### Assessment tasks

- Group Presentation
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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.
- 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

## **Assessment tasks**

- Group Presentation
- 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**

- 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

## **Assessment tasks**

- Group Presentation
- Critical analysis
- Research Essay
- Participation

## 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.
- 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.
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### Assessment tasks

- Group Presentation
- Critical analysis
- Research Essay
- Participation

## 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

- 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

## **Changes from Previous Offering**

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