

DISCIPLINE SPECIFIC ELECTIVE COURSE –GEOGRAPHIES OF CRIME (DSE 8)

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
GEOGRAPHIES OF CRIME	4	3	1	0	Class 12th	NIL

Learning Objectives:

To develop an understanding of Crime from a spatial perspective. The course is organized around three principles: The concept of crime, crime as a spatial construct; and the planning, Governance and spatial strategies to develop a safe place.

Learning Outcomes:

At the end of the course, the students shall understand-

- Definition of crime, its theories and types
- the geographic base of crime
- How differences in society construct space and impact crime;
- What role Policy, planning and Governance strategies play in preventing crime.

Course Outline

Unit 1: Introduction to crime: (9 hrs)

- Definitions; Typology of crimes: Traditional Crimes, Victimless crimes, Family-centered crimes, Environmental Crimes.

Unit 2: Geographies of crime: (9 hrs)

- Crime areas; Environmental correlates of crime; Spatial patterns of crime; Marginalisation of 'Problem Area'

Unit 3: Spatial Construct of Crime: (9 hrs)

- Class, Gender, Age, Disability, Race and Ethnicity based social differences and geographies of crime, Crime against third gender and gendered crimes

Unit 4: Urban Crime: (9 hrs)

- Governance and Policing, Urban settings and Crime Prevention, Attributes and Assessment of safe places.

Unit 5: Policy Intervention: (9 hrs)

- Crime Prevention: Environmental design; Local Challenges and situational crime prevention; Policies for awareness generation and deterrence.

Teaching Plan

Unit 1: 9 hours

Unit 2: 9 hours

Unit 3: 9 hours

Unit 4: 9 hours

Unit 5: 9 hours

Total: 45 hours

Essential Readings:

- Wyant, B. R. (2015). Geography and Crime. In *The Encyclopedia of Crime and Punishment* (pp. 1–5). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118519639.wbecpx007>
- Lersch and Hart. (2011). *Space, Time and Crime* 3rd Edition. Carolina Academic Press. Durham, North Carolina.
- Herbert, David. *The Geography of Urban Crime*. London: Longman, 1982.

Suggested Readings

- Marsh, I., Melville, G., Morgan, K., Norris, G., & Walkington, Z. (2006). *Theories of crime. Theories of Crime* (pp. 1–205). Routledge Taylor & Francis Group. <https://doi.org/10.4324/9780203030516>
- Cater, John, and Trevor Jones “Crime and Disorder.” In *Social Geography*. Edited by J. Cater and T. Jones, 79–113. London: Edward Arnold, 1989.
 - Evans, David, and David Herbert eds. *The Geography of Crime*. London: Routledge, 1989.
 - Pain, Rachel “Crime, Space and Inequality.” In *Introducing Social Geographies*. Edited by R. Pain, M. Barke, D. Fuller, J. Gough, R. MacFarlane, and M. Graham, 231–253. London: Arnold, 2001.
 - P.J., Brantingham, “Criminality of Place: Crime Generators and Crime Attractors”, *European Journal of Criminal Policy and Research*, 3, 5-26, 1995.
 - Johnston, R.J., Gregory, D., Pratt, G. and Watts, M. (2000). *The Dictionary*

of Human Geography. Oxford, Blackwell Publishers Inc.

- Knox, P. (1995). Urban Social Geography. Essex, England. Logman Group Limited.

Online Resources

- <https://www.unodc.org/unodc/es/urban-safety/urbansafetygovernanceapproach.html>
- <https://www.unodc.org/unodc/en/urban-safety/crime-prevention/unodcity/unodcity-pilots.html>
- <https://www.unodc.org/unodc/en/urban-safety/UNODC-toolsandresources.html>
- <https://www.perlego.com/book/1505927/crime-prevention-approaches-practices-and-evaluations-pdf>
- [https://www.unodc.org/pdf/criminal_justice/Handbook on Crime Prevention Guidelines - Making them work.pdf](https://www.unodc.org/pdf/criminal_justice/Handbook_on_Crime_Prevention_Guidelines_-_Making_them_work.pdf)
- [https://www.researchgate.net/publication/343721767 Crime Geography](https://www.researchgate.net/publication/343721767_Crime_Geography)

DISCIPLINE SPECIFIC ELECTIVE COURSE – GENDER AND DEVELOPMENT (DSE 9)

	Credits	Duration (per week)				Prerequisite
Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	
GENDER AND DEVELOPMENT	4	3	1	0	Class 12th	NIL

Learning Objectives

- This course aims to teach the basic idea of development through a gender lens.
- The course also aims to apply feminist approaches to understanding gender inequality
- It aims to bring awareness that development is not a linear and uniformly distributed phenomenon but has gendered patterns.
- The course also aims to demonstrate that gender-inclusive policies can bring sustainable development and social change through examples from the Global North and Global South.

Learning Outcomes:

The course would enable the student to:

- Develop a basic understanding of the concept of gender, Gender identities, feminism, and related concepts
- Understand the spatial dimensions of development through a gender lens
- Have an idea about the Global North-Global South and Rural-Urban divide of gendered development