

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** CRIME IN CONTEMPORARY CONTEXT

**Unit ID:** CRJUS1286

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 099903

**Description of the Unit:**

This unit provides students with the opportunity to engage with key issues and debates about the social construction of crime, types of crime and the inequities of the various responses to crime. Students will also learn to develop critical analytical skills by considering how crimes are reported in the media; the factors that inform how crime is presented and the impact of crime reporting on our understanding of crime prevalence. Students will engage with both academic literature and informed commentary and analysis about where crimes occur, who perpetrates crime and the impact of crime on society. Students will develop knowledge about the nexus of the resources required to address crime in contemporary Australian society and the consequential limitations of bringing some perpetrators to justice.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Critically examine the incidence of crime and the reporting of crime in the media.
- K2.** Identify and analyse a range of contemporary criminal justice issues, considering key debates, issues and perspectives of crime.
- K3.** Identify the range of crime types and analyse their impact on individuals and society.
- K4.** Critically assess responses to crimes by the institutions of the State, other organisations and individuals.

#### Skills:

- S1.** Analyse measurements of crime and the limitations of measurements on our understanding of crime.
- S2.** Express substantiated and reasoned expositions and arguments concerning the cause and effects of crime in both an Australian and an international context.
- S3.** Summarise relevant key themes, issues and debates.

#### Application of knowledge and skills:

- A1.** Apply skills in critical thinking to key debates concerning different types of crime.
- A2.** Utilise and integrate relevant conceptual frameworks in analysing the range of crimes and the societal and institutional response to different types of offending behaviour.
- A3.** Identify links and tensions between issues, debates, concepts and perspectives.

#### Unit Content:

Topics may include:

- Introduction to Crime in a Contemporary Context
- Extent, Prevalence and Measurement
- Inequalities of Crime
- Crime and the Media
- Dangerous Places: Street Crime Violence and the City
- Dangerous Places: Crime in the Home
- Rural Crime
- Corporate and White-Collar
- Cyber Crime
- Political, State and Transnational Crime
- Crime and the Environment
- Cost of Crime.

#### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1;K2;K3;K4;S1;S2;A1A2;A3	AT1, AT2,AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K4;A2	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3;S2;A1;A2;A3	AT1, AT2,AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2;K3;K4;S2;S3;A2;A3	AT1,AT2,AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K4;A1;A2;A3	AT2;AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3; S1	Analysis of crime data (what is it telling us and what is missing)	Crime data analysis	15-25%
K1; S3; A3	Analysis of media representation of crime	Media analysis	30-40%
K2; K4; S2; S3; A1; A2; A3	Response to a hypothetical situation	Written response	40-50%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course

Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)