



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Explanations of Crime
Unit ID:	CRJUS1287
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC1283 and CRJUS1283)
ASCED:	099903

Description of the Unit:

This unit introduces students to the history and transition of criminological thought and the emergence and development of key perspectives and theories of criminal justice. Students will discuss, analyse and evaluate the diverse and competing interpretations of a criminal act; the nature and basis of social and community attitudes to crime; why particular communities fear certain crimes; the causes and consequences of crime; and the relationship between crime and other forms of deviance. The community in regional, rural, urban, national and international contexts are used as focal points of this analysis.

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

Course Level:

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

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Identify and appraise key theoretical underpinnings of the study of crime and the criminal actors in the Criminal Justice system.
- K2.** Identify and analyse a range of contemporary criminal justice issues, considering key debates, issues and perspectives of the causes of crime.
- K3.** Examine the array of explanations of crime and their prominence and use in current understandings of crime.
- K4.** Identify key concepts pertaining to explanations of crime.

Skills:

- S1.** Analyse diverse theories of crime causation, with a particular focus on contemporary scholarly research.
- S2.** Express substantiated and reasoned expositions and arguments concerning the cause and effects of crime in either an Australian or 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 criminal behaviours and societal responses.
- A2.** Utilise and integrate relevant conceptual frameworks in analysing the diversity of explanations for different types of offending behaviour.
- A3.** Identify links and tensions between issues, debates, concepts and perspectives.

Unit Content:

Topics may include:

- Introduction to Explanations of Crime
- The Study of Crime: What is Theory
- Classical and Neoclassical Theories
- Biological Explanations
- Psychological Explanations
- Strain Theory
- Differential Association and Labelling Theories
- Social Conflict: Marxist and Feminist
- New Right Criminology and Left Realism
- Republican Theory Restorative Justice
- Emerging Theories: Critical Criminology, Southern Criminology, Rural Criminology

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-

operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	S2, S3	AT2, AT3, AT4
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K1, K2, K4, S2, A1	AT2, AT3, AT4
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3, K4, S1, S2, A1, A2, A3	AT2, AT3, AT4
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3, AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life 	K1, K2, K3, K4, S1, S2, A1, A2, A3	AT3, AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1; K4	Multiple choice quizzes consisting of questions based on lectures and readings	Online quizzes	10-20%
K1; K2; K3; S2; S3; A1; A2; A3	Comparative analysis of Classical versus Positivist theories of crime	Essay	20-30%
K1; K2; K3; A1; A2; A3; S1; S2; S3	Apply two relevant theories from weeks 4-10 (only) to explain a chosen crime event	Case study essay	30-40%
K1, S1; S2; A2	Periodic reflections on personal theory preferences in accordance with key learnings	Reflective activity	10-20%

Adopted Reference Style:

APA

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

 Fed Cite - [referencing tool](#)