



# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	EXPLANATIONS OF CRIME
<b>Unit ID:</b>	CRJUS1287
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC1283 and CRJUS1283)
<b>ASCED:</b>	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	■	■	✓	■	■	■

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

#### 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, S3, A1, A2, A3	1,2,3,4
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.	K1, K2, K3, S1, S2, S3, A1, A2, A3	3 & 4
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.	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	4
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.	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	1,2,3,4
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.	K1, K2, K3, S1, S2, A1, A2, A3	4

### 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](#)