

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Punishment, Penalty and Rehabilitation: Australian and International Perspectives
<b>Unit ID:</b>	CRJUS2300
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CRJUS1283 and CRJUS1284) OR (CRJUS1285 and CRJUS1287) OR (ATSGC1283 and ATSGC1284)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(CRJUS2200)
<b>ASCED:</b>	099903
<b>Description of the Unit:</b>	

This unit will consider the principles, purposes and trends of sentencing; public attitudes to sentencing; sentencing options; the role of parliament; advantages and disadvantages of incarceration; the prison as a total institution, community based corrections (probation, parole, other sanctions); social circumstances and characteristics of offenders; long term supervision of offenders; privatisation of prisons; penology trends. It will also explore visual portrayals of punishment and penalty in the media and in popular culture. This unit will examine alternatives to traditional criminal justice processes and agencies, exploring the role and impact of Legal Aid, Community Legal Centres and other NGOs; law reform and campaigns in Australia; diversion programs (before and amidst the criminal justice system); restorative justice; and justice reinvestment.

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

**Work Experience:**

No work experience

**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 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"/>
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 role of the courts, parliament, media and the citizenry in sentencing decisions.
- K2.** Identify and analyse a range of contemporary sentencing and penalty issues, considering key debates, issues and scholarly perspectives.
- K3.** Identify and critique the advantages and disadvantages of a range of sentencing outcomes and analyse their impact on individuals and society.
- K4.** Critically assess the array of alternative corrections and sentencing responses options by the institutions of the State, other organisations and individuals.

**Skills:**

- S1.** Critically assess various debates centred on corrections and sentencing.
- S2.** Apply diverse theories of sentencing, penalty and punishment with a particular emphasis on Australia.
- S3.** Identify and critically compare various sentencing decision options.

**Application of knowledge and skills:**

- A1.** Apply skills in critical thinking to key debates concerning sentencing and corrections.
- A2.** Utilise and integrate relevant conceptual frameworks in analysing sentencing decision making and outcomes using higher order critical thinking skills.
- A3.** Identify links and tensions between issues, debates, concepts and perspectives.

**Unit Content:**

Topics may include:

1. Principles, purposes and trends of sentencing
2. Public attitudes to sentencing. Existing sentencing options
3. The role of parliament
4. Advantages and disadvantages of incarceration
5. The prison as a total institution
6. Community based corrections (probation, parole, other sanctions)
7. Social circumstances and characteristics of offenders
8. Long term supervision of offenders
9. Privatisation of prisons
10. Penology trends
11. Justice reinvestment and restorative justice
12. Visual portrayals of punishment and penalty in the media and in popular culture

## 13. Alternatives to traditional criminal justice processes and agencies.

**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, inter-act 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"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
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"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	Not applicable	Not applicable
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"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
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"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable

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"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, S1	Online quiz regarding weeks 1-3 content	Online quiz	10-20%
K1, S3, A3	Literature review about chosen sentencing and/or corrections issue	Literature review	30-40%
K2, K4, S2, S3, A1, A2, A3	Written response to a hypothetical situation centred on sentencing and/or correctional reform.	Reform paper	40-50%
S1, A1,A3	Students are required to engage in weekly peer discussions.	Participation in peer engagement	5-10%

**Adopted Reference Style:**

APA ()

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

 Fed Cite - [referencing tool](#)