



Course Outline (Higher Education)

School:	School of Arts
Course Title:	PUNISHMENT, PENALTY AND REHABILITATION
Course ID:	CRJUS2300
Credit Points:	15.00
Prerequisite(s):	(CRJUS1283 and CRJUS1284 OR CRJUS1285 and CRJUS1287 OR ATSGC1283 and ATSGC1284)
Co-requisite(s):	Nil
Exclusion(s):	(CRJUS2200)
ASCED:	099903

Description of the Course :

This course 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 course 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, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	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.

Course Content:

Topics may include:

- Principles, purposes and trends of sentencing
- Public attitudes to sentencing. Existing 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
- Justice reinvestment and restorative justice
- Visual portrayals of punishment and penalty in the media and in popular culture
- Alternatives to traditional criminal justice processes and agencies.

Values:

- V1.** Appreciate the complexity of punishment in the broad sociocultural context
- V2.** Respect the various underpinning perspectives in sentencing decision making.
- V3.** Recognise the complexities in assessing, mitigating and/or addressing contemporary correctional outcomes.

Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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	B	AT1,AT2,AT3	A
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.	K3;K4;S1;A1A2	B	AT1, AT3	B
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.	K4;S3;A2	B	AT2,AT3	B
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;S3;A2	A	AT1, AT2, AT3 AT4	A
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.	K2;K3;K4;S2;S3;A2	B	AT2,AT3	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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