

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	LOCATING CRIME IN URBAN, REGIONAL AND RURAL CONTEXTS
<b>Unit ID:</b>	CRJUS2472
<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>	(CRJUS3472)
<b>ASCED:</b>	099903

## Description of the Unit:

This unit focuses on the complex relationships between crime and violence. The course tasks students to analyse the stereotypes and understandings of crime in Australia, especially as they relate to regional and rural settings. Students will challenge the assumption that crime in the modern world is primarily an urban phenomenon. The impact of crime on local communities, both acquisitional and interpersonal, will be examined. The unit will explore the complexity of contemporary crime and the responses that it generates from local communities and the formal criminal justice system. The role of law and order campaigns to manage changes in crime and violence patterns will be examined. Regional and rural crime prevention programs will be assessed, situated in the growing academic field of rural criminology. The unit will consider the role of remoteness (geographical, social and political) in cycles of violence and the responses of the criminal justice institutions.

**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	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Identify and critically examine the dominant stereotypes and understandings of crime in Australia, especially as they relate to regional and rural environments.
- K2.** Explain the impact of crime upon regional and rural communities, especially violent crime, and critique the key policy responses to those crimes.
- K3.** Evaluate the assumption that crime in the modern world is primarily an urban phenomenon.

**Skills:**

- S1.** Critically assess rural crime prevention strategies and programmes.
- S2.** Apply diverse theories of crime causation to the phenomenon of crime with a particular emphasis on rural and regional Australia.
- S3.** Identify and critically compare law and order campaigns and methods employed to manage crime and violence in urban, rural and regional communities.

**Application of knowledge and skills:**

- A1.** Apply critical thinking to key debates concerning criminal behaviours in different geographic settings with a view to critically assess the appropriateness and efficacy of key policy responses arising from those debates.
- A2.** Explain the role of remoteness (geographical, social and political) in cycles of violence and the responses of the criminal justice institutions.
- A3.** Identify and analyse the responses of criminal justice institutions to rural crime challenges and to identify dominant reasons for differences in urban and rural institutional responses.
- A4.** Apply socio-criminological concepts and knowledge to diverse social and geographical contexts with a particular emphasis on rural and regional experiences of crime and violence.

**Unit Content:**

Topics may include:

- Module One: Perspectives
  - Crime in urban communities
  - History of crime in rural Australia
  - Theories of crime and violence
  - Crime in rural and regional communities.
- Module Two: Challenges
  - Rural and remote crime: Farm crime and arson crime
  - Justice and Indigenous communities
  - Alcohol abuse and drug crime in rural Australia
  - Policing rural and remote Australia

- Policing protests and industrial disputes in regional Australia.
- Module Three: Responses
  - Crime prevention in rural communities
  - Punishment, courts and alternative justice: from city to country.

### 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;S1;S2;S3;A1;A2;A3;A4	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.	K2;K3;S2;A1;A3;A4	AT2,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.	K1;K2;K3;S1;S2;S3;A1;A2;A3;A4	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.	K1;K2;K3;S1;S2;S3;A1;A2;A3;A4	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.	K2;K3;S1;S2;S3;A1;A2;A3;A4	AT1;AT2;AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3	Analyse crime data or news pertaining to rural, regional and urban locations	Analysis of crime according to location	15-25%
K1, S2, S3, A1, A2, A3	Response to a hypothetical scenario	Briefing paper	30-40%
K2, K3, S1, S2, S3, A1, A2, A3, A4	Prepare a report for a specific audience (to be determined) which clearly demonstrates an understanding of crime and criminal justice responses in urban, rural or regional settings	Written piece	40-50%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)