Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Locating Crime in Urban, Regional and Rural Contexts
Unit ID:	CRJUS2472
Credit Points:	15.00
Prerequisite(s):	(CRJUS1283 and CRJUS1284) OR (CRJUS1285 and CRJUS1287) OR (ATSGC1283 and ATSGC1284)
Co-requisite(s):	Nil
Exclusion(s):	(CRJUS3472)
ASCED:	099903

Description of the Unit:

This unit focuses on the complex relationships between crime and violence. The unit 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

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:
1. Module One: Perspectives
- Crime in urban communities
- History of crime in rural Australia
- Theories of crime and violence
- Crime in rural and regional communities.
2. 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.
3. Module Three: Responses
- Crime prevention in rural communities
- Punishment, courts and alternative justice: from city to country.

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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: • 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.	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: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	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: • 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.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: • 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.	Not applicable	Not applicable
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: • 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.	Not applicable	Not applicable

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