



Course Outline (Higher Education)

School:	School of Arts
Course Title:	CRIME TO PUNISHMENT: PROCESSES AND INSTITUTIONS
Course ID:	CRJUS1285
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC1284 and CRJUS1284)
ASCED:	099903

Description of the Course:

In this course students analyse and evaluate the challenges confronting the primary criminal justice institutions including police, courts and corrections. Students explore the key debates and tensions in the administration of justice. The course examines state and federal police agencies, criminal courts, sentencing options and outcomes, punishment and corrections, diversionary and community-based initiatives. It asks, among other things, whether current approaches to the administration of criminal justice reflects the values and expectations of society.

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

Learning Outcomes:**Knowledge:**

- K1.** Explore the changes over time in the main criminal justice agencies in Australia.
- K2.** Identify and analyse the various tiers in the criminal justice process, with a particular focus on exploring community crime prevention alternatives and considering key debates, issues and perspectives in the response to criminal offending.
- K3.** Examine contemporary approaches to the administration of criminal justice and question whether the needs of various communities are met, the position of victims of crime, and measures to rehabilitate perpetrators of crime.

Skills:

- S1.** Analyse the diverse responses by criminal justice agencies to the types and prevalence of crime with a particular focus on contemporary scholarly research.
- S2.** Express substantiated and reasoned expositions and arguments concerning the merits of various responses to crime in both an Australian and an international context, and the possibility of both positive and negative impacts of policy and operational decisions.
- S3.** Summarise relevant key themes, issues and debates concerning contemporary criminal justice actions.

Application of knowledge and skills:

- A1.** Apply critical thinking to key debates concerning responses by criminal justice agencies to offending.
- A2.** Utilise and integrate relevant conceptual frameworks in analysing the range and diversity of different responses to offending behaviour.
- A3.** Identify links and tensions between issues, debates, concepts and perspectives in criminal justice.

Course Content:

Key concepts surrounding the criminal justice system in action of criminal justice, incorporating a wide diversity of issues, debates, concepts and perspectives of institutional responses may include:

Topics may include:

- Overview of the criminal justice process from crime to punishment
- How laws are made and changed
- The historical development of law enforcement and the evolution of police administration
- Police in Australia and the nature of police work
- The criminal court system and legal traditions: Key stages in decision-making in the criminal courts
- Judicial decisions and sentencing
- Punishment and penalty and the role of prisons
- The crisis in prisons and the contemporary penal system life behind bars
- Other forms of punishment: parole, probation, community based sentencing
- Crime prevention
- Failures of justice
- Criminal justice system: issues debates and trends.

Values:

- V1.** Appreciate the complexities of criminal justice processes, the notion of punishment and the impact on those who interact with it
- V2.** Appreciate the diverse range of analytical frameworks in the study of criminal justice system-wide responses

- V3.** Respect the complexities in assessing responses to crime by criminal justice agencies, addressing contemporary issues and emerging evidence-based alternatives to existing policies and practices.

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)	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.	K2; K3; S1 S2;A1; A2; A3	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; A2	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.	K2; K3; S1;S2 S3; A1;A2;A3	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 A2;A3	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;A1;A2;A3	AT1, AT2,AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1; S3; A1	Guided summary of a policy or directions document developed by one of the three primary criminal justice institutions (police, courts and corrections)	Guided document summary	15-25%
K1; K3	Reflect on a visit to a court (or video for ODL)	Guided reflective piece	30-40%
S1; A1; A2; A3; K2; K3; S2; S3	Discussion of contemporary criminal justice debates	Written piece	40-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)