CRIM11004 *Crime and Control*
Term 2 - 2020

Profile information current as at 07/05/2024 05:19 am

All details in this unit profile for CRIM11004 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
Systems of social control can possess a different character depending on whether you are a proponent of regulation or the subject of it. In this unit you will explore the ideas of conformity and delinquency through the lens of regulatory and systems theories in order to understand the impact of the criminal justice system on non-conforming members of society. Regulatory standards change over time and you will consider the history of moral and social regulation and achieve an appreciation of the influence of changing social mores on the criminal justice system, on outsiders and on marginalised communities. These mechanisms of control, both formal and informal, involve an intersection of criminal justice with other disciplines and agencies such as mental health or public planning. In contrast you will also examine the role of other regulatory systems, such as human rights and civil liberties, in protecting individuals from authoritarian control. During this unit you will debate a gamut of different issues including regulation of sexuality, drug use (illicit and legal drugs), control of youth cultures, hate crime, causing offense and supporting terrorism.

Details
Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2020
- Online
- Rockhampton
- Townsville

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Learning logs / diaries / Journal / log books**
Weighting: 30%
2. **Online Quiz(zes)**
Weighting: 20%
3. **Case Study**
Weighting: 40%
4. **Presentation**
Weighting: 10%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse how different concepts of delinquency and social order define the regulatory role of the criminal justice system
2. Appraise the situation of socially marginalised people who are subject to systems of authoritarian control
3. Explain the social, historical and cultural intersection of systems of control originating in different disciplines and institutions
4. Identify cases of social control and critically examine the regulatory foundation and assessment of risk
5. Use regulatory theory to examine the methods by which societies seek to control behaviour through criminal law and consider balancing protections such as human rights.

No external accreditation is relevant to this award.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Case Study - 40%	●	●		●	●
2 - Presentation - 10%		●		●	
3 - Online Quiz(zes) - 20%	●		●		
4 - Learning logs / diaries / Journal / log books - 30%			●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Communication					
2 - Problem Solving					
3 - Critical Thinking	○	○	○	○	○
4 - Information Literacy	○	○	○	○	○
5 - Team Work					
6 - Information Technology Competence					
7 - Cross Cultural Competence	○	○	○	○	○

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
8 - Ethical practice	•	•			
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Case Study - 40%			•	•			•	•		
2 - Presentation - 10%			•	•			•	•		
3 - Online Quiz(zes) - 20%			•	•			•	•		
4 - Learning logs / diaries / Journal / log books - 30%			•	•			•			

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Emma Turley Unit Coordinator
e.turley@cqu.edu.au

Schedule

Introduction: Crime, deviance and control - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit What is crime, deviance and control?	Ben-Yehuda, N. (2012). Deviance A Sociology of Unconventionalities. In Ritzer, G. (ed). *The Wiley-Blackwell Companion to Sociology*. Blackwell Publishing: MA. https://onlinelibrary-wiley-com.ezproxy.cqu.edu.au/doi/pdf/10.1002/9781444347388.ch12 Hoppe, T. (2013). Controlling Sex in the Name of "Public Health": Social Control and Michigan HIV Law. *Social Problems,* 60,1, 27-49. https://academic-oup-com.ezproxy.cqu.edu.au/socpro/article/60/1/27/1687134	

Theorising deviance and control - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The role of theory in explanations of crime, deviance and control	Meneses, R.A., & Akers, R.L. (2011). A Comparison of Four General Theories of Crime and Deviance: Marijuana Use Among American and Bolivian University Students. *International Criminal Justice Review,* 21, 4, 333-352. https://journals-sagepub-com.ezproxy.cqu.edu.au/doi/full/10.1177/1057567711408302 Warner, B. (2014). Neighborhood factors related to the likelihood of successful informal social control efforts. *Journal of Criminal Justice*, 42, 5, 421-430. https://www-sciencedirect-com.ezproxy.cqu.edu.au/science/article/pii/S0047235214000646?via%3Dihub Ngo, F.T., Paternoster, R., Curran, J. & MacKenzie, D.L. (2011). Role-Taking and Recidivism: A Test of Differential Social Control Theory. *Justice Quarterly*, 28, 5. 667-697. https://www-tandfonline-com.ezproxy.cqu.edu.au/doi/full/10.1080/07418825.2010.528013	

Psychological approaches to deviance and control - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Psychological diagnosis as an agent of social control	Joseph, S. (2007). Agents of social control?. *The Psychologist,* 20, 429-431. https://thepsychologist.bps.org.uk/volume-20/edition-7/agents-social-control Wakefield, J. (2013). DSM-5 and the General Definition of Personality Disorder. *Clinical Social Work Journal,* 41, 168-183. https://search-proquest-com.ezproxy.cqu.edu.au/docview/1448995237?rfr_id=info%3Axri%2Fsid%3Aprimo Dixon, J. (2015). Treatment, deterrence or labelling: mentally disordered offenders' perspectives on social control. *Sociology of Health and Illness,* 37, 8, 1299-1313. https://onlinelibrary-wiley-com.ezproxy.cqu.edu.au/doi/full/10.1111/1467-9566.12313	

Feminism, masculinities, gender and crime - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
The complexities of studying gender and crime Feminist criminology	Sharp, S.F. (2009). Feminist Criminology. In Mitchell Miller, J. (Ed). *21st Century Criminology A Reference Handbook (p 245-252)*. Sage: London. http://web.b.ebscohost.com/ehost/ebookviewer/ebook/ZTAwMHh3d19fNTI1OTMzX19BTg2?sid=ed1a0ab0-4a6d-433e-82f2-386ecd584beb@pdc-v-sessmgr03&vid=0&format=EB&lpid=lp_76&rid=0 Chesney-Lind, M. & Morash, M. (2013). Transformative Feminist Criminology: A Critical Re-thinking of a Discipline. *Critical criminology*, 21, 287-304. https://link-springer-com.ezproxy.cqu.edu.au/article/10.1007/s10612-013-9187-2 Haynes, R.M., Lorenz, K. & Bell, K.A. 92013). Victim Blaming Others: Rape Myth Acceptance and the Just World Belief. *Feminist Criminology*, 8 (3), 202-222. https://journals-sagepub-com.ezproxy.cqu.edu.au/doi/full/10.1177/1557085113484788	

Convict criminology - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
A critical alternative to the ways mainstream criminology understands crime and justice, pioneered by people whi have durect experience with the criminal justice system.	Newbold, G. (2017). Convict Criminology In A. Deckert and R. Sarre (eds). *The Palgrave Handbook of Australian and New Zealand Criminology, Crime and Justice.* Pp.603-617. https://ebookcentral.proquest.com/lib/cqu/reader.action?docID=5123292&ppg=608 Williams, D.J., Bischoff, D., Casey, T. & Burnett, J. (2014). "Mom, They are Going to Kill My Dad!" A Personal Narrative on Capital Punishment From a Convict Criminology Perspective. *Critical Criminology,* 22, 3. 389-401. https://link-springer-com.ezproxy.cqu.edu.au/article/10.1007/s10612-014-9242-7	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment information session - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Information session for the case study assessment & presentation assessment	n/a	Learning Log portfolio due on 26 August at 9am AEST **Learning Log portfolio** Due: Week 6 Wednesday (26 Aug 2020) 9:00 am AEST

Queer criminology - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Queer criminology is a form of critical criminology and it is interested in the relationship between gender, sexual minorities, crime, deviance and the criminal justice system.	Ball, M. (2016). Queer Criminology as Activism. *Critical Criminology*, 24, 473–487. https://link-springer-com.ezproxy.cqu.edu.au/article/10.1007/s10612-016-9329-4 Buist, C.L. & Stone, C. (2014). Transgender Victims and Offenders: Failures of the United States Criminal Justice System and the Necessity of Queer Criminology. *Critical Criminology*, 22, 35–47. https://link-springer-com.ezproxy.cqu.edu.au/article/10.1007/s10612-013-9224-1	

Green Criminology - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
The effect of regulation on the environment and environmental crimes	Nurse, A. (2017). Green criminology: shining a critical lens on environmental harm. *Palgrave Communications,* 3**,** 10. 1-4. https://www.nature.com/articles/s41599-017-0007-2 Brisman, A. (2014). Of Theory and Meaning in Green Criminology. *International Journal for Crime, Justice and Social Democracy,* 3, 2, 21-34. https://www.crimejusticejournal.com/article/view/723 Johnson, H., South, N., & Walters, R. (2016). The commodification and exploitation of fresh water: Property, human rights and green criminology. *International Journal of Law, Crime and Justice,* 44, 146-162. https://www-sciencedirect-com.ezproxy.cqu.edu.au/science/article/pii/S1756061615000695?via%3Dihub Lynch, M.J., Stretesky, P. & Long, M. (2018). Green criminology and native peoples: The treadmill of production and the killing of indigenous environmental activists. *Theoretical Criminology,* 22, 3, 318-341. https://journals-sagepub-com.ezproxy.cqu.edu.au/doi/full/10.1177/1362480618790982	Quiz opens on Wednesday 9 September at 9am AEST

Subcultures - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Subculture, deviance and social control	Barmaki, R. (2016). On the Origin of the Concept of "Deviant Subculture" in Criminology: W. I. Thomas and the Chicago School of Sociology. *Deviant Behaviour,* 37, 7, 795-810. https://www-tandfonline-com.ezproxy.cqu.edu.au/doi/full/10.1080/01639625.2016.1145023 Raitanen, J. & Oksanen, A. (2018). Global Online Subculture Surrounding School Shootings. *American Behavioral Scientist,* 62, 2, 195-209. https://journals-sagepub-com.ezproxy.cqu.edu.au/doi/full/10.1177/0002764218755835 Nwalozie, C.J. (2015). Rethinking Subculture and Subcultural Theory in the Study of Youth Crime - A Theoretical Discourse. *Journal of Theoretical & Philosophical Criminology,* 7, 1, 1-16. https://search-proquest-com.ezproxy.cqu.edu.au/docview/1674473354?rfr_id=info%3Axri%2Fsid%3Aprimo Deshotels, T.H. & Forsyth, C.J. (2019). Conjuring, Expanding, and Blurring Boundaries of Sexual Subcultures: The Grounding of the Fluid. *Deviant Behaviour,* 1-10	Quiz closes on Wednesday 16 September at 9am AEST **Quiz** Due: Week 9 Wednesday (16 Sept 2020) 9:00 am AEST

Regulation of Sex Work - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
The global differences in the regulation of sex work	O'Neill, M. (2010). Cultural Criminology and Sex Work: Resisting Regulation through Radical Democracy and Participatory Action Research (PAR). *Journal of Law and Society,* 37, 1.210-232. https://onlinelibrary.wiley.com/doi/full/10.1111/j.1467-6478.2010.00502.x?casa_token=H5LOYIC6q1sAAAAA%3AjxphpKVel0xgLNoVY8py0p2ajylhHXqj26WVSEkbrsCLBR1emoyOzNZzVsde97UlJqXBcQyTYJGMXnSRMg Jeffreys, E., O'Brien, E., & Fawkes, J. (2019). The Case for Decriminalisation: Sex Work and the Law in Queensland. *Crime and Justice Briefing Paper,* 1. https://eprints.qut.edu.au/131101/1/Briefing%20Paper%20sex%20work.pdf Schmidt, J. (2017). The regulation of sex work in Aotearoa/New Zealand: An overview. *Women's Studies Journal,* 31, 2, 35-49. https://search-proquest-com.ezproxy.cqu.edu.au/docview/2002003727?rfr_id=info%3Axri%2Fsid%3Aprimo	

Race, ethnicity and the criminal justice system - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exploring racial and ethnic bias in the criminal justice system The overrepresentation of People of Colour in the criminal justice system	Lehemann, P. (2020). Race, Ethnicity, Crime Type, and the Sentencing of Violent Felony Offenders. *Crime & Delinquency,* 66(6-7), 770-805. https://journals-sagepub-com.ezproxy.cqu.edu.au/doi/full/10.1177/0011128720902699 Patel. T. G. (2018). Race/Ethnicity, Crime and Social Control: An Introduction. *Social Sciences,* 7 (12), 2-8. https://www.mdpi.com/2076-0760/7/12/271/htm Brookman, R.P. & K. Weiner. (2017). Predicting punitive attitudes to sentencing: Does the public's perceptions of crime and Indigenous Australians matter?. *Australian and New Zealand Journal of Criminology,* 50 (1), 56-77. https://journals-sagepub-com.ezproxy.cqu.edu.au/doi/full/10.1177/0004865815620702	

Presentations & unit revision - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Unit revision & discussion	n/a	Case study presentations due on October 6 at 9am AEST **Case Study presentation** Due: Week 12 Tuesday (6 Oct 2020) 9:00 am AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Case study due on Thursday 15 October at 9am AEST **Case Study** Due: Review/Exam Week Thursday (15 Oct 2020) 9:00 am AEST

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Unit Coordinator : Dr Emma Turley
Email : e.turley@cqu.edu.au
Phone : 07 4726 5340
Location : Building 2, 358 Flinders Street, Townsville 4810
Please email me to arrange an appointment

Assessment Tasks

1 Learning Log portfolio

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
Students will submit a learning log portfolio consisting of short activities relating to criminology to demonstrate their knowledge and understanding of various criminological issues relating to crime and control. The learning log will consist of several activities provided in the study guide.
Students are provided with a task to complete for 10 weeks in the study guide (there are no tasks to complete for modules 6 and 12).. These short tasks make up the learning log, and there are 10 tasks in total. Each task is relevant to that module's particular topic and will develop your knowledge and reflections in relation to crime and control.
Word length per task is 330 words (around half a side of A4). There are 10 tasks to complete, and **students will submit any 6 of these tasks to form the learning log.** Students can choose which 6 tasks to submit for assessment. Word limit: 2000 words.
Responses must be written as complete sentences except where tables or bullet points are appropriate.
Students should include a separate reference list at the end of the portfolio for all material cited. Referencing must adhere to American Psychological Association (APA) guidelines, which can be found here. The reference list is not included in the word limit. More information relating to referencing can be found here.
Lecture notes should not be used as part of the reference list, instead students should find the original source/author. Remember to avoid non-scholarly sources such as dictionaries and Wikipedia.
Submission guidelines
The first page of the assignment is to be a title page containing: the assessment title, your name and student identification, the unit name and unit code, and the due date.
A contents page is required at the beginning of the portfolio and pages should be numbered.
Use 11 or 12 point font size, a sensible font, and 1.5 or double line spacing.
Submission is via Moodle.

Assessment Due Date
Week 6 Wednesday (26 Aug 2020) 9:00 am AEST

Return Date to Students
Week 8 Wednesday (9 Sept 2020)

Weighting
30%

Assessment Criteria
Application of theory from the unit
Application of concepts from the unit
Independent research conducted
Professional presentation

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submission is via Moodle

Learning Outcomes Assessed

- Explain the social, historical and cultural intersection of systems of control originating in different disciplines and institutions
- Use regulatory theory to examine the methods by which societies seek to control behaviour through criminal law and consider balancing protections such as human rights.

Graduate Attributes

- Critical Thinking
- Information Literacy
- Cross Cultural Competence

2 Quiz

Assessment Type
Online Quiz(zes)

Task Description
This test will consist of both multiple choice and short answer questions.
The quiz will open on Wednesday at 9am (AEST) in week 8 (09/09/2020) and close on Wednesday in week 9 (16/09/2020) at 9am (AEST).
This is an online multiple choice and short answer assessment. The questions will be drawn from the material from weeks 1-7. The quiz will include material from lectures, workshops, readings and other resources
The quiz will consist of 20 questions. Students will have to complete this assessment in one session. Multiple attempts will not be available, so think carefully about your responses. You will not be able to go back and change your responses.
This assessment item:
• is a school based activity
• is an individual activity
• does not include a self assessment activity
• does not have a resubmission provision

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 9 Wednesday (16 Sept 2020) 9:00 am AEST

Return Date to Students
Week 9 Wednesday (16 Sept 2020)
Marks will be available on Moodle after the quiz has closed

Weighting
20%

Assessment Criteria
Knowledge of course content including readings, resources and workshop activities
Application of theory to practical situations
Understanding of the context of regulatory control on crime and deviance

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submission will be via Moodle

Learning Outcomes Assessed

- Analyse how different concepts of delinquency and social order define the regulatory role of the criminal justice system

- Explain the social, historical and cultural intersection of systems of control originating in different disciplines and institutions

Graduate Attributes

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Case Study

Assessment Type
Case Study

Task Description
A case study requires you to analyse and write about a person, a scenario, an event or an organisation. You will be given a choice of topics on which to base your case study, and these will be drawn from the modules covered in the unit. The purpose of a case study is to apply the concepts and theories you have learnt about in Crime & Control unit to the particular case you have selected.
What is a case?
A case can be an event, a problem, a process, an activity, an organisation, an individual person or a group of people.
What is a case study?
A case study is an in-depth exploration or examination of one of the above. A case study should be highly descriptive, nuanced, detailed and should emphasise the specific context(s) of the example being examined.
Your case study will be focusing on a deviant or marginalised group in society.
Assessment instructions
For this assessment you are required to produce a case study focusing on the legal and/or societal regulation of a deviant or marginalised group in society. You will explore:
· Who the marginalised or deviant group is
· the reasons for control (these may be legal or social or both)
· the regulatory strategies employed
· the balancing protections in place such as human rights and civil liberties
Students will be able to choose their case from a choice of topics provided, which will be drawn from the Crime & Control modules. You can choose to focus your case within an Australian context or another global context, or you can compare and contrast various global and political contexts from around the world.
You are required to identify, describe and explain the current issues related to the deviant or marginalised group and the current regulatory policies in place to control that particular group.
1. Identify and describe the marginalised or deviant group that you have selected for the case study
2. Describe and explain the current issues or problems relating to the group you have selected for the case study
3. Describe the historical and current context of the issue or problem
· Why is the group considered problematic in their country/culture/society?
· Has this changed or developed over time or during different political periods?
4. Critically evaluate how the issues are framed or positioned by the government or by society, drawing on theoretical perspectives from the unit
5. Describe and explain the current laws and policies that shape or are designed to respond to the problem
6. Describe and explain the current balancing protections in place e.g. human rights and civil liberties. The balancing protections may be formal or informal, organised by charities, NGOs, etc
7. Conclude the case study by providing an overview of the main points
Content:
Make sure you provide a short summary of the case at the beginning. This will provide context for the rest of your analysis. The main part of the assessment will involve you discussing the issues and problems relating to the case and applying the concepts and theories you have learnt about to the case study. This means that you will be referencing research and theory to support your ideas. You should also include details of relevant policies and laws if these are important to your case.
Structure:
A case study can be structured in the same way as an essay, with an introduction, a series of body paragraphs and a conclusion. However, unlike essays, case studies usually have headings based on information in the task description or marking criteria. It is strongly suggested that you include subheadings to structure the case study, for example Summary of the case, Identification of main issues, Regulatory strategies etc. the choice of subheadings will depend on the topic and content of the case study.
Make sure you have a good balance between describing your case study and analysing it. Many students fall into the trap of being too descriptive when writing about their case. Some ways to include analysis are:
Explaining and giving reasons

Comparing and contrasting
Making suggestions and recommendations
Supporting your ideas with information from sources
Style:
Case studies require you to write in the third person (people's names, he/she/they, and so forth) when discussing the theories or research of authors, the group, the professionals or the organisations involved in the case. You should write the case study in a formal, academic style. You can include images and pictures in your case study, as long as they are correctly referenced and openly available.
Submission guidance:
The first page of the assignment is to be a title page containing: the assessment title, your name and student identification, the unit name and unit code, and the due date.
Use 11 or 12point font size, a sensible font, and 1.5 or double line spacing. **Do not make the text too small.**
The reference list is not included in the word limit. Word limit: 1500 words.
Submission is via Moodle.

Assessment Due Date
Review/Exam Week Thursday (15 Oct 2020) 9:00 am AEST

Return Date to Students

Return to students Thursday 29 October 2020

Weighting
40%

Assessment Criteria
Relevance of chosen topic to criminology
Appropriateness of selected topic for a case study
Application of theory to practical situations
Understanding of the context(s) of social and regulatory control as applied to marginalised groups

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submission is via Moodle

Learning Outcomes Assessed

- Analyse how different concepts of delinquency and social order define the regulatory role of the criminal justice system
- Appraise the situation of socially marginalised people who are subject to systems of authoritarian control
- Identify cases of social control and critically examine the regulatory foundation and assessment of risk
- Use regulatory theory to examine the methods by which societies seek to control behaviour through criminal law and consider balancing protections such as human rights.

Graduate Attributes

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

4 Case Study presentation

Assessment Type
Presentation

Task Description
Content:
For this assessment students are required to produce a 7 minute video presentation based on the topic selected for the case study assessment.
The presentation should address:
· Which marginalised or deviant group is the focus of the case study
· Provide some background about this group, including a brief overview of the reasons why they are considered to be

deviant or marginalised, including examples

· Why you have selected this particular group as the focus of your case study

Style:

Students are able to use the video production software of their choice. Some examples of this software or software with a free trial include Zoom, Camtasia and Screencast-O-Matic.

You are permitted to use Powerpoint or Prezzi, however, be very selective with the content of the slides, avoid placing too much text on slides and avoid death by Powerpoint!

There is **no requirement** to include slides for the presentation. The choice of delivery mode for the video is up to individual students.

Be creative! Include imagery, photographs, music and captions in the videos, however, please avoid including particularly distressing or graphic imagery, and make sure you have the correct permissions and any music is royalty free. There are plenty of online sources for royalty free music and copyright free images. For example see https://freemusicarchive.org/ and https://pixabay.com/ for a starting point.

Submission guidelines:

The videos should be narrated in the 1st person style, meaning the use of words such as 'me/I/our/their' is permitted. The video presentation should be around 7 minutes long, penalties will apply if the video is longer than 7 minutes 15 seconds or shorter than 6 minutes 45 seconds.

A reference list must be submitted with the video presentation.

Submission will be via Moodle.

Assessment Due Date

Week 12 Tuesday (6 Oct 2020) 9:00 am AEST

Return Date to Students

Exam Week Tuesday (20 Oct 2020)

Weighting

10%

Assessment Criteria

Appropriateness of content for a case study presentation

Personal reflections on the main issues facing a marginalised or deviant group

Presentation of clear and relevant information

Interesting and engaging presentation style

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

Submission is via Moodle

Learning Outcomes Assessed

- Appraise the situation of socially marginalised people who are subject to systems of authoritarian control
- Identify cases of social control and critically examine the regulatory foundation and assessment of risk

Graduate Attributes

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem