



# CRIM12003 *Criminology Theory*

## Term 2 - 2020

Profile information current as at 07/05/2024 07:48 am

All details in this unit profile for CRIM12003 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

This unit extends your basic knowledge of the theoretical underpinnings of criminology by considering a broad range of interdisciplinary contemporary theories of crime and penology. You will investigate how these theories can inform research, legislation, law enforcement and regulatory responses to crime. You will examine theoretical and practical case studies to consider how different theoretical approaches may lead to different and perhaps contradictory outcomes. This unit will also develop your methodological analysis skills, examining qualitative and quantitative data to test models suggested by theories of crime.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

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. **Online Quiz(zes)**

Weighting: 15%

#### 2. **Case Study**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 45%

### 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](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluations

##### Feedback

Students identified technical issues

##### Recommendation

In 2020 we will use Huddle Spaces

#### Feedback from Student evaluations

##### Feedback

Students identified issues accessing recorded lectures

##### Recommendation

In 2020 we will refer students to TASAC

#### Feedback from Student evaluations

##### Feedback

Many students enjoyed having guest lecturers with real life experience

##### Recommendation

In 2020 we will continue this

## Unit Learning Outcomes

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

1. Critique, analyse and reflect on interdisciplinary contemporary theories of crime, their policy implications and practical outcomes
2. Research and develop a systematic approach to evaluating the effectiveness of criminology theories in managing criminal activity
3. Conceptualise crime using a variety of disciplines, discuss theories based on these conceptualisations, and how these theories influence law and social policy.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 15%	●		
2 - Case Study - 40%		●	●
3 - Written Assessment - 45%		●	●

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication			
2 - Problem Solving		•	
3 - Critical Thinking	•		
4 - Information Literacy	•		
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			•
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 - Online Quiz(zes) - 15%			•	•						
2 - Case Study - 40%		•					•	•	•	
3 - Written Assessment - 45%		•					•	•	•	

## 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

**Masahiro Suzuki** Unit Coordinator

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## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Kauffman, P. (1997). Michael Jordan meets C. Wright Mills: Illustrating the sociological imagination with objects from everyday life. <i>Teaching Sociology</i> , 25(4), 309-314. <a href="https://www.jstor.org/stable/1319299?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/1319299?seq=1#metadata_info_tab_contents</a> Roberts, J. V. (1992). Public opinion, crime, and criminal justice. <i>Crime and Justice</i> , 19, 99-180. <a href="https://www.jstor.org/stable/1147562?seq=1">https://www.jstor.org/stable/1147562?seq=1</a> .	No events

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Measuring crime	Australian Institute of Criminology (2005). Measuring the performance of crime prevention programs. <i>AI Crime Reduction Matters</i> no 38, Australian Institute of Criminology, Canberra. <a href="https://aic.gov.au/publications/crm/crm038">https://aic.gov.au/publications/crm/crm038</a> Morgan, A. & Homel, P. (2011). A model performance framework for community-based crime prevention. Canberra: Australian Institute of Criminology. <a href="https://aic.gov.au/publications/tbp/tbp040">https://aic.gov.au/publications/tbp/tbp040</a> .	No events

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Classical theories of crime	Monachesi, E. (1956) <i>Pioneers in Criminology IX - Cesare Beccaria (1738-1794)</i> , <i>Journal of Criminal Law and Political Science</i> , 46(4), 439-449. <a href="https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=4402&amp;context=jclc">https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=4402&amp;context=jclc</a> Geis, G. (1955) <i>Pioneers in Criminology VII - Jeremy Bentham (1748-1832)</i> , <i>Journal of Criminal Law and Political Science</i> , 46(4), 439-449. <a href="https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=4361&amp;context=jclc">https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=4361&amp;context=jclc</a>	No events

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Crime as pathology	Ellwood, C. A. (1912). Lombroso's Theory of Crime, <i>Journal of Criminal Law and Criminology</i> , 2(5), 716-723. <a href="https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=1128&amp;context=jclc">https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=1128&amp;context=jclc</a> Morley, K. & Hall, W. (2003). Is there a genetic susceptibility to Engage in Criminal Acts? Trends and Issues in Crime and Criminal Justice, 263. <a href="https://aic.gov.au/publications/tandi/tandi263">https://aic.gov.au/publications/tandi/tandi263</a> .	No events

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Marxism and conflict theories of crime	Burawoy, M. & Wright, E. O. (2002). <i>Sociological Marxism</i> . In J. Turner, <i>Handbook of Sociological Theory</i> , New York, NY: Academic/Plenum Publishers (pp. 459-486). <a href="http://burawoy.berkeley.edu/Marxism/Sociological%20Marxism.pdf">http://burawoy.berkeley.edu/Marxism/Sociological%20Marxism.pdf</a> Colvin, M. & Pauly, J. (1983). A critique of criminology: Toward an Integrated structural-Marxist theory of delinquency production, <i>American Journal of Sociology</i> , 89(3), 513-551. <a href="https://www.jstor.org/stable/2779004?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/2779004?seq=1#metadata_info_tab_contents</a> .	<b>Assessment Item 1</b> Online quiz. Due: Week 5 Friday (14 August 2020) 9:00 am AEST  <b>Online quiz</b> Due: Week 5 Friday (14 Aug 2020) 9:00 am AEST

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
No topic	No reading	No events

**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Structural theories and strain theories of crime	Agnew, R. (1999). A general strain theory of community differences in crime rates, <i>Journal of Research in Crime and Delinquency</i> 36(2), 123-155. <a href="https://journals.sagepub.com/doi/10.1177/0022427899036002001">https://journals.sagepub.com/doi/10.1177/0022427899036002001</a> . Bucher, J., Manasse, M. & Milton, J. (2015). Soliciting strain: examining both sides of street prostitution through general strain theory, <i>Journal of Crime and Justice</i> , 28(4), 435-453. <a href="https://www.tandfonline.com/doi/full/10.1080/0735648X.2014.949823">https://www.tandfonline.com/doi/full/10.1080/0735648X.2014.949823</a> .	No events

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Social disorganisation and social ecological theories of crime	Bursik, R. J. (1988) Social disorganization and theories of crime and delinquency: Problems and prospects, <i>Criminology</i> , 26(4), 519-551. <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-9125.1988.tb00854.x">https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-9125.1988.tb00854.x</a> .	No events

**Week 8 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Feminist theories of crime	Chesney-Lind, M. & Chagnon, N. (2016). Criminology, gender, and race: A case study of privilege in the academy, <i>Feminist Criminology</i> , 11(4), 311-333. <a href="https://journals.sagepub.com/doi/10.1177/1557085116633749">https://journals.sagepub.com/doi/10.1177/1557085116633749</a> . Griber, A. (2007). The feminist war on crime. <i>Iowa Law Review</i> , 92, 741-833. <a href="https://pdfs.semanticscholar.org/c23f/b7a21a29f2d2629823058596d2e2b179ee78.pdf">https://pdfs.semanticscholar.org/c23f/b7a21a29f2d2629823058596d2e2b179ee78.pdf</a> . · Mason, G. & Stubbs, J. (2010). Feminist approaches to criminological research. In D. Gadd, S. Karstedt, & S. F. Messner, <i>The SAGE Handbook of Criminological Research Methods</i> , Thousand Oaks, CA: SAGE (pp. 486-499). <a href="https://methods.sagepub.com/book/sage-hdbk-criminological-research-methods/n32.xml">https://methods.sagepub.com/book/sage-hdbk-criminological-research-methods/n32.xml</a> .	<b>Assessment Item 2</b> Case study. Due: Week 8 Friday (11 September 2020) 9:00 am AEST  <b>Case Study</b> Due: Week 8 Friday (11 Sept 2020) 9:00 am AEST

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous theories of crime	Cunneen, C. & Tauri, J. (2016). Chapter Four: Policing, Indigenous peoples and social order. <i>Indigenous Criminology</i> , Bristol, UK: Bristol University Press (pp.67-87). <a href="https://www.jstor.org/stable/j.ctt1t893kz.9?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/j.ctt1t893kz.9?seq=1#metadata_info_tab_contents</a> .	No events

**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Neoclassical theories of crime	Reed, G. E. & Yeager, P. C. (1996). Organizational offending and neoclassical criminology: Challenges the reach of a general theory of crime. <i>Criminology</i> , 34(3), 357-382. <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-9125.1996.tb01211.x">https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-9125.1996.tb01211.x</a> .	No events

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Cultural theories of crime	Cohen, S. (2011). Whose side were we on? The undeclared politics of moral panic theory. <i>Crime, Media, Culture</i> , 7(3), 237-243. <a href="https://journals.sagepub.com/doi/10.1177/1741659011417603">https://journals.sagepub.com/doi/10.1177/1741659011417603</a> . Ferrell, J. (1999). Cultural criminology, <i>Annual Review of Sociology</i> , 25, 395-418. <a href="https://www.jstor.org/stable/223510?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/223510?seq=1#metadata_info_tab_contents</a> . · O'Brien, M. (2005) What is cultural about cultural criminology? <i>British Journal of Criminology</i> , 45(5), 599-612. <a href="https://academic.oup.com/bjc/article/45/5/599/589113">https://academic.oup.com/bjc/article/45/5/599/589113</a> .	No events

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
New left realism theories of crime	DeKeseredy, W. S. & Schwartz, M. D. (2010). Friedman economic policies, social exclusion, and crime: Toward a gendered left realist subcultural theory, <i>Crime Law and Social Change</i> , 54(2), 159-170. <a href="https://link.springer.com/article/10.1007/s10611-010-9251-8">https://link.springer.com/article/10.1007/s10611-010-9251-8</a> . Lea, J. (2015). Jock Young and the development of left realist criminology. <i>Critical Criminology</i> , 23, 165-177. <a href="https://link.springer.com/article/10.1007/s10612-015-9273-8#citeas">https://link.springer.com/article/10.1007/s10612-015-9273-8#citeas</a> .	<b>Assessment Item 3</b> Written assessment. Due: Week 12 Friday (9 October 2020) 9:00 am AEST.  <b>Written Assessment</b> Due: Week 12 Friday (9 Oct 2020) 9:00 am AEST

**Review/Exam Week - 12 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
No topic	No reading	No events

**Exam Week - 19 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
No topic	No reading	No events

## Assessment Tasks

### 1 Online quiz

**Assessment Type**

Online Quiz(zes)

**Task Description**

Students will complete an online quiz, which consists of 15 questions. Students have 2 hours to complete the quiz. Only one submission attempt is allowed. The type of questions include True/False and Multiple Choice. This quiz will open from 31 July 2020 at 9 am and close on 14 August 2020 at 9 am.

**Number of Quizzes****Frequency of Quizzes****Assessment Due Date**

Week 5 Friday (14 Aug 2020) 9:00 am AEST

**Return Date to Students**

Week 7 Friday (4 Sept 2020)

**Weighting**

15%

**Assessment Criteria**

There is no assessment criteria needed.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Critique, analyse and reflect on interdisciplinary contemporary theories of crime, their policy implications and practical outcomes

**Graduate Attributes**

- Critical Thinking
- Information Literacy

### 2 Case Study

**Assessment Type**

Case Study

**Task Description**

Students will select an agency that works with ex-prisoners and write a 1500-word case study report. They have to:

1. Select an agency that works with ex-prisoners. The agency may NOT deal specifically with crime or legal matters. Rather, the agency should be one that works more broadly with ex-prisoners across areas such as welfare, leisure, education, accommodation/shelter, and substance abuse (but, of course, not necessarily all of them). The agency might be quite small – focusing on one area of the ex-prisoners' welfare. It might operate from a particular location (premises) or it might concentrate on out-reach street work, or both.
2. Briefly describe the work of the agency or organisation and describe the 'philosophy' upon which the agency bases its practices (e.g., how do the workers in the agency contribute to the welfare of ex-prisoners? How is the work of the agency related to reintegration of ex-prisoners?).
3. Pick a criminology theory that is relevant to the agency you choose. Give details about the theory (e.g. its main ideas, points and theorists) and apply the theory to the agency (e.g., how does it explain the way the agency engages with their target audience?)
4. Discuss the strengths and weaknesses of what this agency does with ex-prisoners in terms of the theory they choose.

**Assessment Due Date**

Week 8 Friday (11 Sept 2020) 9:00 am AEST

**Return Date to Students**

Week 10 Friday (25 Sept 2020)

**Weighting**

40%

**Assessment Criteria**

This assignment will be assessed by seven criteria. The first is Introduction, in which students will be assessed by whether they clearly outline their main arguments in Introduction. The second is Description of agency, in which students will be assessed by whether they clearly describe the work and philosophy of the agency. The third is Evidence, relevance and application of theory, in which students will be assessed by whether they demonstrate excellent and original illustrations of the theory in relation to the work of the agency. The fourth is Analysis of theory, in which students will be assessed by whether they clearly demonstrate their understanding of the strengths and limits of the theory. The fifth is Conclusion, in which students will be assessed by whether they clearly summarise the major themes in Conclusion. The sixth is Clarity of expression, in which students will be assessed by whether they have a logical structure in their writing. The seventh is Referencing, in which students will be assessed by whether they adhere to APA.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Critique, analyse and reflect on interdisciplinary contemporary theories of crime, their policy implications and practical outcomes
- Research and develop a systematic approach to evaluating the effectiveness of criminology theories in managing criminal activity
- Conceptualise crime using a variety of disciplines, discuss theories based on these conceptualisations, and how these theories influence law and social policy.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

### 3 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

Students will select one theory discussed in this unit and use it to explain the criminal behaviour and criminality of **one of the following criminals:**

- Ivan Milat
- Moran family (Note: Students may focus one of the family members)
- John 'Chow' Hayes
- Martin Bryant
- Craig Minogue
- Dennis Ferguson

Students will then write a 1500-word essay (+/- 10%) on the following:

1. Describe the key features of the theory.
2. Describe the criminal (Note: You must document the source of your information. Because you will not have access to case files, you will have to rely on media reports of the criminal or online sources including Wikipedia).
3. Use the theory to explain the criminal.
4. Discuss the limitations of the theory.

**Assessment Due Date**

Week 12 Friday (9 Oct 2020) 9:00 am AEST

**Return Date to Students**

Exam Week Friday (23 Oct 2020)

**Weighting**

45%

**Assessment Criteria**

This assignment will be assessed by eight criteria. The first is Introduction, in which students will be assessed by whether they clearly outline their main arguments in Introduction. The second is Description of criminal, in which



students will be assessed by whether they clearly describe what their chosen criminal did. The third is Evidence, relevance and application of theory, in which students will be assessed by whether they provide excellent and original illustrations of theory application in relation to their chosen criminal. The fourth is Analysis of theory, in which students will be assessed by whether they have a strong argument of strengths and limits of the theory and excellent use of sources. The fifth is Conclusion, in which students will be assessed by whether they clearly summarise their major themes in Conclusion. The sixth is Clarity of expression, in which students will be assessed by whether they have a logical structure in writing. The seventh is Referencing, in which students will be assessed by whether they adhere to APA.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Research and develop a systematic approach to evaluating the effectiveness of criminology theories in managing criminal activity
- Conceptualise crime using a variety of disciplines, discuss theories based on these conceptualisations, and how these theories influence law and social policy.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 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