CRIM12003 *Criminology Theory*
Term 2 - 2021

Profile information current as at 12/10/2024 07:16 pm

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 - 2021

- Online

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 evaluation survey

Feedback

Some students felt that lectures took too much time, resulting in less allocated time for the workshops during the sessions.

Recommendation

Content will be transformed into the flipped model of self-learning materials in pre-lecture. More weekly videos for the unit content will be created. This will generate more time for workshops and challenges during the lecture.

Feedback from Student email

Feedback

Students were satisfied with the assessment feedback.

Recommendation

Personalised feedback on the assignments will continue to be given.

Feedback from Student email

Feedback

Students were grateful for the flexible approach towards the extension requests during COVID.

Recommendation

A flexible approach will continue to be taken given the students' circumstances.

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

— 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
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
m.suzuki@cqu.edu.au
Stephen Colbran Unit Coordinator
s.colbran@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	• Tittle, C. R. (2016). Introduction: Theory and contemporary criminology. In A. R. Piquero (Ed.) *The Handbook of Criminological Theory*. Wiley. (pp. 1-17). https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_askewsholts_vlebooks_9781118512364. • Dooley, B. D. & Goodison, S. E. (2020). Falsification by atrophy: The Kuhnian process of rejecting theory in US criminology. *British Journal of Criminology*, *60*(1), 24-44. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotrac_619533093. • Scott, J. (2014). The quantitative-qualitative divide in criminology: A theory of ideas' importance, attractiveness, and publication. *Theoretical Criminology*, *18*(3), 317-334. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1177_1362480613519467.	None.

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Classical Criminology	• Nagin, D. S. (2013). Deterrence in the twenty-first century. *Crime and Justice*, *42*, 199-263. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotracacademiconefile_A400134694. • Clarke, R. V. & Cornish, D. B. (1985). Modeling offenders' decisions: A framework for research and policy. *Crime and Justice*, *6*, 147-185. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1295161472. • Cohen, L. E. & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, *44*(4), 588-608. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_2307_2094589.	None.

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Biological Criminology	• Burt, C. & Simons, R. L. (2014). Pulling back the curtain on heritability studies: Biosocial criminology in the postgenomic era. *Criminology*, *52*(2), 223-262. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotracacademiconefile_A397392048. • Wright, J. P. & Boisvert, Danielle (2009). What biosocial criminology offers criminology. *Criminal Justice and Behavior*, *36*(11), 1228-1240. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1177_0093854809343140. • Rocque, M. & Posick, C. (2017). Paradigm shift or normal science? The future of (biosocial) criminology. *Theoretical Criminology*, *21*(3), 288-303. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1177_1362480617707949.	None.

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Anomie and Strain Theories	• Messner, S. F. (1988). Merton's "social structure and anomie": The road not taken. *Deviant Behavior*, *9*(1), 33-53. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_pascalfrancis_primary_7617743. • Agnew, R. (1992) Foundation for a general strain theory of crime and delinquency. *Criminology*, *30*(1), 47-87. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1298131858. • Rosenfeld, R. & Messner, S. F. (2006). The origins, nature and prospects of institutional-anomie theory. In S. Henry & M. Lanier (Eds.) *The Essential criminology reader*. Westview.	None.

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Social Learning Theories	• Akers, R. (1996). Rational choice, deterrence, and social learning theory in criminology. The path not taken. *Journal of Criminal Law and Criminology*, *81*(3), 653-676. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_gale_infotracacademiconefile_A10461324. • Eassey, J. M. & Krohn, M. D. (2018). Differential association, differential social organization, and white-collar crime: Sutherland Defines the Field. In R. A. Triplett (ed.) *The handbook of the history and philosophy of criminology*. Wiley (pp. 156-172). https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_credo_entries_28660866. • Pratt, T. C. Cullen, F. T., Sellers, C. S., Thomas, W. L., Madensen, T. D., Daigle, L. E., Fearn, N. E. & Gau, J. M. (2010) The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, *27*(6), 765-802. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_informaworld_taylorfrancis_310_1080_07418820903379610.	Assessment 1: Online quiz (15%) Due 13 August 2021 9am AEST. **Online quiz** Due: Week 5 Friday (13 Aug 2021) 9:00 am AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	None.

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Control Theories	• Costello, B. J. & Laub, J. H. (2020). Social control theory: The legacy of Travis Hirschi's Causes of Delinquency. *Annual Review of Criminology*, *3*, 21-41. • Burt, C. J. (2020). Self-control and crime: Beyond Gottfredson & Hirschi's theory. *Annual Review of Criminology*, *3*, 43-73. • Pratt, T. & Cullen, F. T. (2000). The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis. *Criminology*, *38*(3), 931-964. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1474242155.	None.

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Social Disorganisation Theories	• Bursik, R. J. (1988) Social disorganization and theories of crime and delinquency: Problems and prospects. *Criminology*, *26*(4), 519-551. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1298130988. • Sampson, R. J., Randebush, S. W. & Earls, F. (1997) Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, *277*(5328), 918-924. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_miscellaneous_79207799. • Zimmerman, G. M. & Messner, S. F. (2012). Person-in-context: Insights and issues in research on neighborhoods and crime. In R. Loeber & B. C. Welsh (eds.) *The future of criminology*. Oxford University Press (pp. 70-78). https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_ebookcentral_EBC3054981.	None.

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Labelling Theories	• Paternoster, R. & Iovanni, L. (1989). The labelling perspective and delinquency: An elaboration of the theory and an assessment of the evidence. *Justice Quarterly*, *6*(3), 359-394. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1292269874. • Matsueda, R. L. (1992). Reflected appraisals, parental labelling, and delinquency: Specifying a symbolic interactionist theory. *American Journal of Sociology*, *97*(6), 1577-1611. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1289788445. • Strang, H. (2020). Crime, shame and reintegration: From theory to empirical evidence. The *International Journal of Restorative Justice*, *3*(1), 23-29.	None.

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Confilct Theories	• Michalowski, R. J. (1996). Critical criminology and the critique of domination: The story of an intellectual movement. *Critical Criminology*, *7*(1), 9-16. • Daly, K. & Chesney-Lind, M. (1988). Feminism and criminology. *Justice Quarterly*, *5*(4), 497-538. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1292236541. • Donnermeyer, J. F. & DeKeserdy, W. (2008). Toward a rural critical criminology, *Southern Rural Sociology*, *23*(2), 4-28.	None.

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Developmental and Life-Course Criminology	• • Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, *100*(4), 674-701. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_614309101. • Laub, J. & Sampson, R. (1993) Turning points in the life course: Why change matters to the study of crime. *Criminology*, *31*(3), 301-325. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_1298128341. • Farrington, D. P. (2003) Developmental and life-course criminology: Key theoretical and empirical issues – The 2002 Sutherland Award Address. *Criminology*, *41*(2), 221-255. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1111_j_1745_9125_2003_tb00987_x.	None.

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Comparative Criminology	• Antonaccio, O. & Botchkovar, E. V. (2016). What international research has told us about criminology theory. In A. R. Piquero (Ed.) *The handbook of criminological theory*. John Wiley & Sons (pp. 475-496). • Karstedt, S. (2001) Comparing cultures, comparing crime: Challenges, prospects and problems for a global criminology. *Crime, Law and Social Change*, *36*(3), 285-308. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_pascalfrancis_primary_14214076. • Suzuki, M. & Pai, C.-F. (2019) Towards culture-inclusive criminology in Asia. *International Annals of Criminology*, *57*(1-2), 8-24. https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1017_cri_2020_2.	None.

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review	None.	Assessment 2: Workbook (40%) Due 8 October 2021 9am AEST **Workbook** Due: Week 12 Friday (8 Oct 2021) 9:00 am AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	Assessment 3: Case study (45%) Due 15 October 2021 9am AEST **Case study** Due: Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	None.

Assessment Tasks

1 Online quiz

Assessment Type
Online Quiz(zes)

Task Description
This online quiz has 15 questions. There are two modes of questions: True/False and Multiple choice. Time limit is 2 hours. Only one submission attempt is allowed.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date
Week 5 Friday (13 Aug 2021) 9:00 am AEST

Return Date to Students
Week 5 Friday (13 Aug 2021)

Weighting
15%

Assessment Criteria
Not applicable.

Referencing Style

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

Submission
Online

assessmentOutcome

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

assessmentGradAttribute

- Critical Thinking
- Information Literacy

2 Workbook

Assessment Type
Case Study

Task Description
Students are provided with a reflective task of the challenge activities in Modules 2-11. There are 10 tasks in total. They are available in the study guide. Students write a 150-word response to each reflective task of the challenge activities.

Assessment Due Date
Week 12 Friday (8 Oct 2021) 9:00 am AEST

Return Date to Students
Exam Week Friday (22 Oct 2021)

Weighting
40%

Assessment Criteria
This assignment is assessed by three criteria. Level of reflection is based on whether students describe a number of events and reflects critically on them in a deep and significant way. Presentation, Communication & Evidence is based on whether students provide an appropriate individual and overall structure, and whether students make clear links between their personal reflections and external factors. Completeness is based on whether students provide concrete connections between journal entries into a whole and whether they complete all the tasks.

Referencing Style

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

Submission
Online

assessmentOutcome

- 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.

assessmentGradAttribute

- Problem Solving
- Cross Cultural Competence
- Ethical practice
- Social Innovation

3 Case study

Assessment Type
Written Assessment

Task Description
In this assessment, students work on the following tasks two write a 1500-word case study. (1) Students select an agency or organisation that works with young offenders. (2) Students briefly describe the work of the agency or organisation and describe the 'philosophy' upon which the agency or organisation bases its practice. (3) Students pick a theory that is relevant to the agency or organisation. (4) Students give details about the theory by identifying the theorist and the key components of the theory. (5) Students apply the theory to the agency or organisation by linking the key components of the theory to the work of the agency or organisation. (6) Students evaluate what the agency or organisation does with young offenders in terms of the theory.

Assessment Due Date
Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST

Return Date to Students
Exam Week Friday (22 Oct 2021)

Weighting
45%

Assessment Criteria
This assignment is assessed by five criteria. Introduction is based on whether students provide a clear introduction. Organisation is based on whether the ideas are arranged in a logical, structured and coherent manner. Content knowledge is based on whether students demonstrate a balanced and high level of detailed knowledge of core concepts by providing a high level of analysis. Presentation is based on whether the quality of writing is a high standard. Conclusion is based on whether students provide a detailed and focused summary of the ideas presented.

Referencing Style

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

Submission
Online

assessmentOutcome

- 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.

assessmentGradAttribute

- Problem Solving
- Cross Cultural Competence
- Ethical practice
- Social Innovation

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