



CRIM12004 *Understanding Violence and Conflict*

Term 1 - 2023

Profile information current as at 26/03/2023 11:13 pm

All details in this unit profile for CRIM12004 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

In this unit you will gain a deeper understanding of violence and other forms of conflict that impact on practice in the justice system. You will explore the social history of violence in civil society. You will critically examine different techniques to manage and control violence and the theories of punishment that underpin these responses. You will be required to compare different causes of violence and conflict and discuss how these have shaped broader justice policy and individual practitioner responses to managing difficult situations. You will also evaluate the impact that conflict has on individual and organisational wellbeing by developing personal conflict management techniques.

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 1 - 2023

- 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. **Written Assessment**

Weighting: 30%

2. **Learning logs / diaries / Journal / log books**

Weighting: 30%

3. **Reflective Practice Assignment**

Weighting: 40%

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 Email

Feedback

Students enjoyed the ability to create their own mediation scenarios and apply what they have learned about conflict.

Recommendation

Now that the unit has run twice, there is a growing library of previous scenarios that can be better organised for students to access.

Feedback from Surveys

Feedback

Some of the quiz questions focus on content of the reading materials rather than application of knowledge.

Recommendation

Additional questions will be added to the bank of quiz questions to increase the diversity of tasks.

Unit Learning Outcomes

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

1. Evaluate programs for reducing violence and conflict
2. Examine conflict resolution and management skills within a justice setting
3. Interpret conflict via theoretical understandings of violence and power
4. Outline various causes of violence and conflict in society.

No external accreditation is relevant to this award.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	
2 - Learning logs / diaries / Journal / log books - 30%	•			
3 - Reflective Practice Assignment - 40%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

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)
- Zoom

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Australian Guide to Legal Citation, 4th ed](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Scott Beattie Unit Coordinator
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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 Conflict, Power and Violence	World Health Organisation. (2014). <i>WHO Global Status Report on Violence Prevention</i> . Retrieved from https://www.who.int/violence_injury_prevention/publications/violence/en/ Executive summary and pp 1-51	

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 Nature vs Nurture	Lee, Bandy X. (2019). <i>Violence: An Interdisciplinary Approach to Causes, Consequences and Cures</i> . Wiley. Chapter 2: The Biology of Violence	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Life Course Development	Benedini, Kristen M. & Fagan, Abigail, A. (2018). A Life-Course Developmental Analysis of the Cycle of Violence. <i>Journal of Developmental Life-Course Criminology</i> , 4, 1-23.	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 Systemic Violence	Arendt, Hannah. (1969) <i>On Violence</i> . Harvest Books, Ch 2	

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Non Violence	Coleman, Peter T., Deutsch, Morton & Marcus Eric C. (2014). <i>The Handbook of Conflict Resolution: Theory and Practice</i> (3 rd ed). Wiley. Chapter 43 Nonviolent Struggle: An Overview, Gene Sharp	Conflict Scenario Due: Week 5 Monday (3 Apr 2023) 6:00 pm AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 Radicalised Violence	Richardson, Louise (2007). <i>What Terrorists Want</i> . Random House. Chapter 3: What Causes Terrorism, 38-70	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 7 Toxic Masculinity	Kimmel, Michael. (2017). <i>Angry White Men: American Masculinity at the End of an Era</i> (2 nd ed). Bold Type Books. Chapter 1: Manufacturing Rage: The Cultural Construction of Aggrieved Entitlement, pp 31-67	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 8 Police Violence	Jones, James M. (2017). Killing Fields: Explaining Police Violence against Persons of Color. <i>Journal of Social Issues</i> , 73(4). 872-883.	

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 9 Trauma

McMahon, Sheila M. & Pederson, Shelby. (2020). "Love and compassion not found Elsewhere": A Photovoice exploration of restorative justice and nonviolent communication in a community-based juvenile justice diversion program. *Children and Youth Services Review*, 117, 105306.

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 10 Designing for Violence	Stenslie, Stahl. (2017). Designing for Violence. And its undoing. <i>The Design Journal</i> , 20:sup1, S4319-S4330.	

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 11 Community Justice Innovation	Kia-Keating, Maryam., Santacrose, Diana, E., Liu, Sabrina R. & Adams, Jessica. (2017). Using Community-Based Participatory Research and Human-Centred Design to Address Violence-Related Health Disparities Among Latino/a Youth. <i>Family and Community Health</i> . 40(2), 160-169.	

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Final dispute resolution workshops	N/A	

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Workbook Due: Review/Exam Week Monday (5 June 2023) 6:00 pm AEST Conflict Reflection and Video Due: Review/Exam Week Monday (5 June 2023) 6:00 pm AEST

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Conflict Scenario

Assessment Type

Written Assessment

Task Description

1000-1500 words

This unit explores your understanding of conflict and the measures which may be taken to manage or resolve it. In the first part of the unit you will train in conflict resolution techniques, From weeks 6 to 12 you will engage in simulated scenarios that will develop your conflict management skills and apply the knowledge you have gained from this unit about the causes of conflict. You will be writing one of these scenarios, guided by a scenario writing kit and supported through workshops. You will have the opportunity to see your scenario explored by peers and the option to add it to an online archive.

Assessment Due Date

Week 5 Monday (3 Apr 2023) 6:00 pm AEST

Return Date to Students

Week 6 Monday (17 Apr 2023)

Weighting

30%

Assessment Criteria

- Development of complex conflict scenarios that demonstrate understanding of context and emotional intelligence.
- Application of concepts from unit materials in the design of scenarios.
- Practical design of materials that can be used in a learning environment.
- Creativity and effective writing.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Australian Guide to Legal Citation, 4th ed](#)

Submission

Online

Learning Outcomes Assessed

- Evaluate programs for reducing violence and conflict
- Examine conflict resolution and management skills within a justice setting
- Interpret conflict via theoretical understandings of violence and power

2 Workbook

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Six reports, approximately 300-500 words each, total 2000-3000 words

This unit emphasises practical and applied learning, to draw connections between the reading/preparatory material and the real world context in which it is used. Each workshop is designed around a challenge that tests your skills, with the support of a small group of peers. To evidence what you have learned, you will write individual reflective reports on each of the workshop activities in which you participate.

Your Workbook will include a total of six reports of your choice. Each report is approximately one half to one page in length and worth 5% for a total of 30%.

If you are unable to attend any workshops, these challenge tasks may be completed in a study group that you organise with peers at your own convenience.

Assessment Due Date

Review/Exam Week Monday (5 June 2023) 6:00 pm AEST

Return Date to Students

Exam Week Monday (12 June 2023)

Weighting

30%

Assessment Criteria

- Use creative problem solving in response to challenges.
- Report succinctly on challenge task activities and what you have learnt from them.
- Reflect on your learning process and set educational goals for the future.
- Understand how theories and concepts from the coursework integrate into practical and applied situations.
- Participate in small team activities and actively support peers' learning.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Australian Guide to Legal Citation, 4th ed](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Evaluate programs for reducing violence and conflict

3 Conflict Reflection and Video

Assessment Type

Reflective Practice Assignment

Task Description

1500 words + video

In the Conflict Scenario assessment, you will be creating scenarios that will then be used by other students as training materials in class. You will have at least one opportunity to perform the role of moderator in one of these simulated scenarios. You will create a video recording of your session which will assist you in reflecting on what you have learned from the activity. A reflective report containing a link to this video will be submitted and also be suitable for inclusion in your professional portfolio.

Assessment Due Date

Review/Exam Week Monday (5 June 2023) 6:00 pm AEST

Return Date to Students

Exam Week Monday (12 June 2023)

Weighting

40%

Assessment Criteria

- Demonstration of conflict moderation skills including reframing, enabling negotiation and setting agendas.
- Facilitation of process and consideration of power imbalances.
- Reflection on the experience and ability to set goals for self improvement.
- Application of unit theory to practical scenarios.
- Support of peers, exercising respect and providing positive feedback.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Australian Guide to Legal Citation, 4th ed](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Examine conflict resolution and management skills within a justice setting
- Interpret conflict via theoretical understandings of violence and power

- Outline various causes of violence and conflict in society.

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