CRIM12005 *Community Justice Innovation*
Term 2 - 2022

Profile information current as at 08/05/2024 07:49 am

All details in this unit profile for CRIM12005 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

Innovation in the justice sector is increasingly sought at community level involving Non Government Organisations (NGOs) and community organisations as well as government agencies. Through this unit you will understand this new environment and the importance of therapeutic jurisprudence and restorative justice as ways of understanding how justice is achieved. You will develop skills in human centred design and systems thinking that will enable you to operate in this inter-agency collaborative environment. Concepts such as social innovation will aid you in becoming a catalyst for change, in developing sustainable solutions to justice problems and participating in the changes the justice sector is undergoing.

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 - 2022

* 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. **Case Study**
Weighting: 30%
2. **Presentation**
Weighting: 10%
3. **Learning logs / diaries / Journal / log books**
Weighting: 30%
4. **Report**
Weighting: 30%

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 email

Feedback

Students felt that the unit coordinator reflected the unit content in such a way that everything is explained in enough detail, making it easy to learn, retain and apply content to everyday situations

Recommendation

Given this unit is a mandatory unit for the second-year criminology students, the teaching materials will be fine-tuned for the next offering.

Feedback from Student email

Feedback

Students were satisfied with the feedback on their assignments.

Recommendation

Personalised feedback on assignments will continued to be given.

Unit Learning Outcomes

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

1. Apply the human centred design approach to justice issues and innovations
2. Demonstrate the importance of theories of therapeutic jurisprudence and restorative justice in the contemporary justice field
3. Develop an innovative response to a justice challenge
4. Evaluate the public value generated by different community justice programs
5. Identify opportunities for change in the justice system that are located at the community level.

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 - 30%		●		●	
2 - Presentation - 10%	●				
3 - Learning logs / diaries / Journal / log books - 30%	●	●			●
4 - Report - 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	•	•		•	•
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 - 30%			•				•	•	•	
2 - Presentation - 10%		•	•				•		•	
3 - Learning logs / diaries / Journal / log books - 30%		•	•				•	•	•	
4 - Report - 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

Masahiro Suzuki Unit Coordinator
m.suzuki@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction.	Walgrave, L., Aertsen, I., Parmentier, S., Vanfraechem, I. & Zinsstag, E. (2013). Why restorative justice matters for criminology. *Restorative Justice*, *1*(2), 159-167.	None.

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Justice (1) – Origin, Concept, Definition	Richards, K. (2005). Unlikely friends? Oprah Winfrey and restorative justice. *Australian & New Zealand Journal of Criminology*, *38*(3), 381-399. Gavrielides, T. (2008). Restorative justice - The perplexing concept: Conceptual fault-lines and power battles within the restorative justice movement. *Criminology & Criminal Justice*, *8*(2), 165-183. Wood, W. R. & Suzuki, M. (2016). Four challenges in the future of restorative justice. *Victims & Offenders*, *11*(1), 149-172.	None.

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic

| Restorative Justice (2) – Principle, Practice, Theory | United Nations Office on Drugs and Crime. (2020). *Handbook on restorative justice programmes second edition* (**pp. 15-22, 23-48**). Braithwaite, J. (2002). *Restorative justice and responsive regulation*. Oxford: Oxford University Press (**pp. 73-136**). | None. |

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Justice (3) – Empirical Studies on Offenders	Hayes, H. (2005). Assessing reoffending in restorative justice conferences. *Australian & New Zealand Journal of Criminology*, *38*(1), 77-101. Wood, W. R. (2015). Why restorative justice will not reduce incarceration. *British Journal of Criminology*, *55*(5), 883-900. Maruna, S. (2016). Desistance and restorative justice: It's now or never. *Restorative Justice*, *4*(3), 289-301.	None.

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Justice (4) – Empirical Studies on Victims and Other Stakeholders	Braithwaite, J. (2002). Setting standards for restorative justice. *British Journal of Criminology*. *42*(3), 563-577. Bolivar, D. (2010). Conceptualizing victims' 'restoration' in restorative justice. *International Review of Victimology*, *17*(3), 237-265. Daly, K. (2006). The limits of restorative justice. In D. Sullivan & L. Tift (Eds.) *Handbook of restorative justice: A global perspective*. Routledge (pp. 134-146).	None.

Vacation Week - 15 Aug 2022

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

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

| Restorative Justice (5) – Critical Debates | Braithwaite, J. & Daly, K. (1994). Masculinities, violence and communitarian control. In T. Newburn & B. Stanko (eds.) *Just boys doing business? Men, masculinities and crime*. London: Routledge (pp. 189-213).
Suzuki, M. & Wood, W. R. (2018). Is restorative justice conferencing appropriate for youth offenders? *Criminology & Criminal Justice*, *18*(4), 450-467.
Gavrielies, T. (2014). Bringing race relations into the restorative justice debate: An alternative and personalized vision of 'the other'. *Journal of Black Studies*, *45*(3), 216-246. | Assignment 1: Report (30%)
Due date: Week 6 Friday (26 August 2022) 9:00 am AEST
Assessment 2: Presentation (10%)
Due date: Week 6 Friday (26 August 2022) 9:00 am AEST

Report Due: Week 6 Friday (26 Aug 2022) 9:00 pm AEST
Presentation Due: Week 6 Friday (26 Aug 2022) 9:00 pm AEST |

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Justice (6) – Current Research Trends	Shapland, J. (2014). Implications of growth: Challenges for restorative justice. *International Review of Victimology*, *20*(1), 111-127. Saulnier, A. & Sivasubramaniam, D. (2015). Restorative justice: Underlying mechanisms and future directions. *New Criminal Law Review*, *18*(4), 510-536. Hoyle, C. & Rosenblatt, F. (2016). Looking back to the future threats to the success of restorative justice in the United Kingdom. *Victims & Offenders*, *11*(1), 30-49.	None.

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Justice (7) – Beyond Conventional Criminal Justice Settings	None.	None.

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic Jurisprudence (1) – Concept, Application, problem-solving courts	Braithwaite, J. (2002). Restorative justice and therapeutic jurisprudence. *Criminal Law Bulletin*, *38*(2), 244-262. Daly, K. & Marchetti, E. (2012). Innovative justice processes: Restorative justice, Indigenous justice, and therapeutic jurisprudence. In M. Marmo, W. de Lint & D. Palmer, *Crime and justice: A guide to criminology*. Pyrmont: LawBook (pp. 455-481).	None.

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic Jurisprudence (2) – Drug Courts, Mental Health Courts, Family Violence Courts, Indigenous Sentencing Courts, reentry courts	Winick, B. J. (2003). Therapeutic jurisprudence and problem-solving courts. *Fordham Urban Law Journal*, *30*(3), 1055-1103. Rottman, D. B. (2000). Does effective therapeutic jurisprudence require specialized courts (and do specialized courts imply specialist judges)? *Court Review*, *37*(1), 22-28.	None.

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Community Policing – Concept, Practice, Evaluation	Putt, J. (2010). *Community policing in Australia*. Canberra: Australian Institute of Criminology.	Assignment 3: Learning Logs (30%) Due date: Week 11 Friday (30 September 2022) 9:00 am AEST **Learning Logs** Due: Week 11 Friday (30 Sept 2022) 9:00 pm AEST

Week 12 - 03 Oct 2022

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

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	Assignment 4: Case study (30%) Due date: Exam Week Friday (14 October 2022) 9:00 am AEST **Case study** Due: Review/Exam Week Friday (14 Oct 2022) 9:00 pm AEST

Exam Week - 17 Oct 2022

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

Assessment Tasks

1 Report

Assessment Type
Case Study

Task Description
In this assignment, students work on a hypothetical scenario in which they are tasked to write a 1000-words report. In this scenario, students are a youth justice worker. Since juvenile delinquency is on the rise in the jurisdiction, the government seeks an alternative approach to deal with delinquent kids. Students' boss at the Department of Youth Justice has heard of restorative justice conferencing and thought it might be a useful approach. Since your agency needs to obtain funding from the government to implement restorative justice approach students are asked to do research on the restorative justice initiative and write a 1000-word report, which involves a pitch for your government. Specifically, in this report students (1) explain what restorative justice is and(2) discuss why restorative justice is an effective mechanism to address the rise of juvenile delinquency in their jurisdiction.

Assessment Due Date
Week 6 Friday (26 Aug 2022) 9:00 pm AEST

Return Date to Students
Week 8 Friday (9 Sept 2022)

Weighting
30%

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
No submission method provided.

Submission Instructions
Via Moodle

Learning Outcomes Assessed

- Demonstrate the importance of theories of therapeutic jurisprudence and restorative justice in the contemporary justice field
- Evaluate the public value generated by different community justice programs

Graduate Attributes

- Critical Thinking
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Presentation

Assessment Type
Presentation

Task Description
Based on the Assignment 1 Report, students create a 3-minute video of their spoken presentation of the pitch for funding a restorative justice initiative. By using visual aids (e.g. powerpoints), the video should summarise (1) what restorative justice is and (2) why restorative justice is an effective mechanism to address the problem.

Assessment Due Date
Week 6 Friday (26 Aug 2022) 9:00 pm AEST

Return Date to Students

Weighting
10%

Assessment Criteria
Presentation is assessed by five criteria. Introduction is based on whether the key points and purpose of the presentation are introduced in a clear and interesting way. Knowledge of content is based on whether students have a thorough knowledge of the content as demonstrated by their research of the presentation topic. Organisation of Presentations is based on whether students present the information and ideas in a logical and interesting sequence. Visual Aids is based on whether students powerpoints are well designed and confidently used. Conclusion is based on whether students have a clear and concise summary with effective links to the introduction and body of the presentation.

Referencing Style

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

Submission
Online

Submission Instructions
Via moodle

Learning Outcomes Assessed

- Apply the human centred design approach to justice issues and innovations

Graduate Attributes

- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Social Innovation

3 Learning Logs

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
Students are provided with a task to complete 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 task.

Assessment Due Date
Week 11 Friday (30 Sept 2022) 9:00 pm AEST

Return Date to Students
Review/Exam Week Friday (14 Oct 2022)

Weighting
30%

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

Submission Instructions
Via Moodle

Learning Outcomes Assessed

- Apply the human centred design approach to justice issues and innovations
- Demonstrate the importance of theories of therapeutic jurisprudence and restorative justice in the contemporary justice field
- Identify opportunities for change in the justice system that are located at the community level.

Graduate Attributes

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

4 Case study

Assessment Type
Report

Task Description
In this assessment, students work on the following tasks to write a 1000-word case study. (1) Students identify an agency/organisation that works under the philosophy of community justice. (2) Students briefly describe the work of the agency/organisation. (3) Students describe the 'philosophy' of community justice upon which the agency/organisation bases its practices. (4) Students explain how the work of the agency/organisation aligns with the community justice philosophy. (5) Students evaluate what this agency/organisation does in terms of their community justice initiatives.

Assessment Due Date
Review/Exam Week Friday (14 Oct 2022) 9:00 pm AEST

Return Date to Students
Exam Week Friday (21 Oct 2022)

Weighting
30%

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

Submission Instructions
Via Moodle

Learning Outcomes Assessed

- Develop an innovative response to a justice challenge
- Evaluate the public value generated by different community justice programs
- Identify opportunities for change in the justice system that are located at the community level.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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