# CRIM12009 *Crime, Media and Power*
## Term 2 - 2022

All details in this unit profile for CRIM12009 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 a pluralist society, criminal justice policy is heavily influenced by public perception of crime and in particular fear of crime. In this unit you will explore the media's role in constructing an image of crime and critique the ways in which forms of power control this process. You will discuss different representations of crime from the early print news media through to the growth of social media and the rise of 'fake news'. This unit discusses the forms of media regulation that seek to govern the way truth is presented particularly within news media. You will apply this knowledge by developing an organisational media response to a complex issue.

### 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. **Practical Assessment**
Weighting: 30%
2. **Written Assessment**
Weighting: 40%
3. **Learning logs / diaries / Journal / log books**
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.

# Unit Learning Outcomes

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

1. Critique the different forms of power that shape media institutions and networks
2. Develop strategies for managing organisational media presence in traditional and social media
3. Discuss the regulatory structures that govern media institutions
4. Explain the role of media in the construction of social attitudes to crime and the justice system
5. Explain the ways in which social media has changed the way that we understand crime.

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 - Written Assessment - 40%** | | | • | • | • |
| **2 - Practical Assessment - 30%** | • | • | | • | |
| **3 - Learning logs / diaries / Journal / log books - 30%** | • | • | • | | • |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** |
| **1 - Communication** | • | • | • | • | • |
| **2 - Problem Solving** | • | • | | • | • |
| **3 - Critical Thinking** | • | • | • | • | • |
| **4 - Information Literacy** | • | • | • | • | • |
| **5 - Team Work** | | | | | |
| **6 - Information Technology Competence** | • | • | • | • | • |
| **7 - Cross Cultural Competence** | • | • | • | • | • |
| **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 - Written Assessment - 40%** | • | • | • | • | | • | • | • | • | |
| **2 - Practical Assessment - 30%** | • | • | • | • | | • | • | • | • | |
| **3 - Learning logs / diaries / Journal / log books - 30%** | • | • | • | • | | • | • | • | • | |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

## 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

**Liz Walter** Unit Coordinator
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**Stephen Colbran** Unit Coordinator
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## Schedule

### Week 1 - 11 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| What is media? | APH, (2006), Media ownership regulation in Australia, Retrieved from: https://www.aph.gov.au/about_parliament/parliamentary_departments/parliamentary_library/publications_archive/archive/mediaregulation | |

### Week 2 - 18 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Media regulation in action | Draghici, C., & Woods, L. M. (2018). Killing Journalists Is Not Media Regulation: Private Rights, Collective Wrongs and the Impact of Impunity. Transnational Law and Contemporary Problems, 28(2), 263–308. | |

## Week 3 - 25 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Fear of crime and moral panic | Arnold Hunt. (1997). "Moral Panic" and Moral Language in the Media. *The British Journal of Sociology*, 48(4), 629–648. https://doi.org/10.2307/591600 | Workbook: Part One Due |

## Week 4 - 01 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Fake news | Carlson, M. (2020). Fake news as an informational moral panic: the symbolic deviancy of social media during the 2016 US presidential election. Information, Communication & Society, 23(3), 374–388. https://doi.org/10.1080/1369118X.2018.1505934 | |

## Week 5 - 08 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Open-source media | Lih, A. (2004) Wikipedia as Participatory Journalism: Reliable Sources? Metrics for evaluating collaborative media as a news resource. In Proceedings of the 5th International Symposium on Online Journalism, Austin, Texas.Retrieved from: http://www.ufrgs.br/limc/participativo/pdf/wikipedia.pdf | Media Report Due **Media Report** Due: Week 5 Tuesday (9 Aug 2022) 1:00 pm AEST |

## Vacation Week - 15 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

## Week 6 - 22 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Media and punishment | Chagnon, N., & Chesney-Lind, M. (2015). Someones been in the house: A tale of burglary and trial by media. Crime Media Culture, 11(1), 41–60. | |

## Week 7 - 29 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Influencer or influenced? | Reyns, B. W., & Fisher, B. S. (2018). The Relationship Between Offline and Online Stalking Victimization: A Gender-Specific Analysis. Violence and victims, 33(4), 769–786. https://doi.org/10.1891/0886-6708.VV-D-17-00121 | |

## Week 8 - 05 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Social Media | Crump, J., (2011) What Are the Police Doing on Twitter? Social Media, the Police and the Public, Policy & Internet: Vol. 3:. 4, Article 7 | |

## Week 9 - 12 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Crime on film | Rafter, N. (2007). Crime, film and criminology: Recent sex-crime movies. *Theoretical Criminology*, 11(3), 403–420. https://doi.org/10.1177/1362480607079584 | |

**Week 10 - 19 Sep 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Discourse analysis | Anabela Carvalho (2008) MEDIA(TED) DISCOURSE AND SOCIETY, Journalism Studies, 9:2, 161-177, DOI: 10.1080/14616700701848162 | |

**Week 11 - 26 Sep 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Infamous crimes | Julie B. Wiest (2016) Casting Cultural Monsters: Representations of Serial Killers in U.S. and U.K. News Media, Howard Journal of Communications, 27:4, 327-346, DOI: 10.1080/10646175.2016.1202876 | Critical Case Study Due<br><br>**Critical Case Study** Due: Week 11 Tuesday (27 Sept 2022) 1:00 pm AEST |

**Week 12 - 03 Oct 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Critical Breakdown | Reporting on the opioid crisis (2000–2018): role of The Globe and Mail, a Canadian English-language newspaper in influencing public opinion https://doi.org/10.1186/s12954-020-00443-7 | |

**Review/Exam Week - 10 Oct 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | Workbook: Part Two Due |

**Exam Week - 17 Oct 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

# Assessment Tasks

## 1 Media Report

**Assessment Type**
Practical Assessment

**Task Description**
This unit develops your understanding of media institutions and the regulatory structures that govern them. In this report you will select two media institutions and identify governing bodies and regulations in Australia that apply to each institution. You will then compare the ways these organisations are regulated and include a discussion on the appropriateness of these regulatory structures for your chosen institutions. This may be presented visually or in writing with appropriate APA references with a maximum of 1,000 words.

**Assessment Due Date**
Week 5 Tuesday (9 Aug 2022) 1:00 pm AEST

**Return Date to Students**
Week 7 Thursday (1 Sept 2022)

**Weighting**
30%

**Assessment Criteria**

- Concise overview of the organisations chosen and their social context
- Accurate evaluation of the different regulatory contexts
- Critical comparison of the chosen organisations
- Use of theory to understand and contextualise analysis
- Exploration of implications for media control and regulation

**Referencing Style**

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

**Submission**
Online

**Learning Outcomes Assessed**

- Critique the different forms of power that shape media institutions and networks
- Develop strategies for managing organisational media presence in traditional and social media
- Explain the role of media in the construction of social attitudes to crime and the justice system

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

# 2 Critical Case Study

**Assessment Type**
Written Assessment

**Task Description**
Throughout this unit the workshops and weekly activities will incorporate opportunities for critical analysis of case studies in the Media. This assessment requires you to explain how media has potentially influenced social attitudes to crime in relation to that specific case study. This will also include any regulations you identify to be relevant in their reporting of the case study. This is an exercise in critical thinking and requires your research and original thoughts on the issues presented. This may be presented in an essay style format. However if you wish to present in a different written format, please discuss with the unit coordinator prior to Week 8.
Suggested case studies and areas of focus will be outlined on Moodle and discussed in workshops. Maximum 1500 words for an essay or by agreement for alternative formats.

**Assessment Due Date**
Week 11 Tuesday (27 Sept 2022) 1:00 pm AEST

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

**Weighting**
40%

**Assessment Criteria**

- Concise and accurate breakdown of the case study and its relevance for analysis.
- Exploration and explanation of the impact this case study has on social attitudes to crime.
- Framing your discussion within themes and issues raised in this course, the set readings and your own independent research.
- Analysis of the social and regulatory context for the case study.

**Referencing Style**

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

**Submission**
Online

**Learning Outcomes Assessed**

- Discuss the regulatory structures that govern media institutions
- Explain the role of media in the construction of social attitudes to crime and the justice system
- Explain the ways in which social media has changed the way that we understand crime.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

# 3 Workbook

**Assessment Type**
Learning logs / diaries / Journal / log books

**Task Description**
This assessment is submitted in two parts.
Part One Due Week 2, July 27 1PM
Part Two Due Week 13, October 27, 1PM
Approximately 300 words for each entry.
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 be divided into two parts.
Part One contains Module one and Module two reflections.
Part Two is a choice of four of the remaining workshops.
Each workbook entry is approximately one half to one page in length and worth 5% for a total of 30%. You will be graded on satisfactory completion of each report.
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**

Divided into two assessment submissions, please see Moodle for more information.

**Return Date to Students**

**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)](#)

**Submission**
Online

**Learning Outcomes Assessed**

- Critique the different forms of power that shape media institutions and networks
- Develop strategies for managing organisational media presence in traditional and social media
- Discuss the regulatory structures that govern media institutions
- Explain the ways in which social media has changed the way that we understand crime.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- 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