



**School of Social Sciences and International Studies  
Faculty of Arts and Social Sciences**

**CRIM3000  
Criminology Capstone:  
Criminology in Practice**

**Semester 2, 2011**

<b>1. Location</b>	
<b>Faculty</b>	Faculty of Arts and Social Sciences
<b>School</b>	School of Social Sciences and International Studies
<b>Course Code</b>	CRIM3000

<b>Course Title</b>	Criminology Capstone: Criminology in Practice
<b>Semester/Year</b>	Semester 2, 2011

<b>2. Table of contents</b>	
	<b>Page</b>
Staff Contact Details	2
Course Details	2-4
Rationale for the Inclusion of Content and Teaching Approach	4
Teaching Strategies	4
Course Schedule	6
Resources for Students	7
Assessment	7-9
Course Evaluation and Development	9
Course Policies	9-11

<b>3. Staff contact details</b>	
<b>A. Course Coordinator</b>	
Name	Dr Alyce McGovern
Phone	02 9385 8472
Office location	Room G40 Morven Brown Building
Email address	<a href="mailto:a.mcgovern@unsw.edu.au">a.mcgovern@unsw.edu.au</a>
Contact time and availability	Thursdays 14:00-15:30 or by email or appointment outside these times

<b>4. Course details</b>	
<b>Credit Points</b>	6uoc
<b>Summary of the Course</b>	This capstone course draws together key concepts, themes and debates in criminology and encourages the application of these to current issues. Students will build an electronic 'portfolio' of knowledge around a topic of interest, engaging in the work of criminologists in the real world. The portfolio can then be used as a personal resource for further career development.
<b>Aims of the Course</b>	The capstone course aims to encourage critical engagement with current and ethical issues of criminological concern, and bring coherence to the discipline of criminology through reflecting on fundamental principles, concepts and skills and to guide students through a project that is of interest to them and their potential career paths.
<b>Student Learning Outcomes</b>	<b>1.</b> In depth understanding of the concepts, practices and challenges of the criminological discipline
	<b>2.</b> Identification of the links between project design and underlying theoretical assumptions

	3.	Articulation of challenges in researching crime and justice topics, such as practical, political and ethical hurdles
	4.	Creativity and innovation in project work through the production of a Resource and Information Pack (in the format of an electronic portfolio e.g. Mahara)
<b>Graduate Attributes</b>	1.	An understanding of the key concepts and theoretical approaches which have been developed in relation to crime, deviance, victimisation, criminalisation, criminal justice, penal practice, crime control and policing;
	2.	A critical awareness of how crime, deviance and victimisation are socially and legally constructed, and of the main agents and institutions which respond to crime and deviance, as found in the mass media, in official reports and in public opinion;
	3.	The capacity to engage critically with fundamental questions about ethics, justice and human rights including an understanding of the human rights principles which are applicable to the different stages of the criminal justice process, policing and penal practice;
	4.	An ability to understand and conduct social and criminological research, including an understanding of the construction of official crime statistics, an understanding of what can be achieved by different methodologies and techniques, of when a particular methodology or technique is most appropriately used, and of how the results and knowledge claims of any particular study may be critically evaluated;
	5.	The skills of critical, creative and imaginative thinking concerning society and its institutions including the ability to use these skills to problem solve;
	6.	The ability to work productively in a group;
	7.	An awareness of how crime, deviance and victimisation are constituted and dealt with by the criminal justice system, the police, and diverse agencies of crime control;
	8.	An understanding of complex social problems and the relationships between them in terms of criminological theory, theories of policing and of crime control, theories of penal practice and evidence, and the major theories deployed throughout the social sciences;
	9.	An understanding of the dimensions of social divisions and social diversity including an ability to understand and demonstrate the relationship of social class, gender, age, race and ethnicity, disabilities, health and other salient aspects of diversity in relation to offending, crime control, policing, criminal justice and penal systems;

	<b>10.</b>	An understanding of the local, national and international contexts of crime, criminalisation, policing, criminal justice and penal practice and an understanding of the value of comparative analysis;
	<b>11.</b>	An understanding and critical awareness of international and national criminal justice policies and policy processes;
	<b>12.</b>	Skills in oral and written communication including an ability to communicate clearly and logically a reasoned argument and an ability to take part and evaluate open minded discussion and debate. Skills in targeting information to different audiences using a different range of media and text types;
	<b>13.</b>	The skills of critical, creative and imaginative thinking concerning society and its institutions. The ability to use these skills to address social problems;
	<b>14.</b>	Skills in policy analysis, and policy formulation;
	<b>15.</b>	The skills of time planning and management.

#### **5. Rationale for the inclusion of content and teaching approach**

In accordance with UNSW Learning and Teaching Guidelines, the course recognises that students have an active role to play in the learning process. As a result students will be engaged in learning through structured hands-on learning and research activities. The assessments– the development and presentation of a research plan and the creation of a CV and job selection criteria– are designed to enable students to reflect on their understanding of and engagement with the discipline area, and develop skills in research and communication; both written and verbal. The course is designed to build on prior knowledge gained in previous study, to encourage independent work and to provide meaningful and timely feedback, all of which will contribute positively to students in their post university career.

#### **6. Teaching strategies**

We take the view that the classroom is a creative space and that knowledge, rather than being ‘imparted’ is created and recreated in this space. This course will be run in seminar mode, which means that each week there will be a different topic of focus for the group during the three-hour seminar period. The seminar mode of presentation means that it is integral for you students to actively participate in the weekly seminar sessions, a process that depends upon the dialogue established between participants (students and teachers). In order to engage in this dialogue, there will be preparation work required of you prior to class, as well as in class through the discussion of set readings and engagement in experiential exercises and assessment related activities. The form of class organisation makes it very important that you prepare well for all classes. This class will only be as good as you make it. If you prepare, engage and participate you will get the most out of this course, as ultimately the benefit is for you and your future career.

#### **Seminar**



Friday 15:00-18:00 Morven Brown Room 103

The weekly 3-hour seminars will commence in Week 1 and conclude at the end of Week 12.

There are no formal lectures and seminars will not be recorded in any way, so in order to keep on top of the work it is imperative that you attend all classes and engage in activities.

### **Moodle 2 Site**

Moodle 2 is a learning management tool. We will be using Moodle 2 to support the learning and teaching activities of this course. It will be used for communication and submission of assignments as well as a discussion tool. You can access Moodle 2 via the TELT Gateway under 'Applications Undergoing Pilot' (Learning Management Systems), or via this link <http://moodle2.telt.unsw.edu.au/>

### **Mahara**

Mahara is an open source e-portfolio system with a flexible display framework. Mahara, meaning 'think' or 'thought' in Te Reo Māori, is a user centred environment with a permissions framework that enables different views of an e-portfolio to be easily managed. Mahara also features a weblog, resume builder and social networking system, connecting users and creating online learner communities. We will be using Mahara throughout this course in relation to your assessment items. There will be a training session in Week 2 on the use of the tool, so it is imperative that you attend this class. Access to Mahara will be via the Moodle 2 gateway, so please ensure you are properly enrolled in the course before Week 2 so that you can access the system.

<b>7. Course schedule</b>			
<b>Week</b>	<b>Date</b>	<b>Weekly Seminar Topics</b>	<b>Presenter</b>
1	22 <sup>nd</sup> July 2011	What is a Capstone?	Dr Alyce McGovern
2	29 <sup>th</sup> July 2011	Mahara Training	Fiona Thurn Learning and Teaching @ UNSW
3	5 <sup>th</sup> August 2011	Ethics in Criminology and Criminal Justice	Dr Alyce McGovern
4	12 <sup>th</sup> August 2011	Criminology in the 'Real World'	Dr Jane Bolitho
5	19 <sup>th</sup> August 2011	Criminology in the 'Real World': Strategic Planning and Research Priorities	Mandy Young NSW Department of Attorney General and Justice and Garner Clancey Crime Prevention Consultant
6	26 <sup>th</sup> August 2011	Research Proposals	Dr Alyce McGovern
7	2 <sup>nd</sup> September 2011	Research Proposals	Dr Alyce McGovern
<b>Mid Semester Break 3<sup>rd</sup> – 11<sup>th</sup> September 2011</b>			
8	16 <sup>th</sup> September 2011	Research Proposals	Dr Alyce McGovern
9	23 <sup>rd</sup> September 2011	Graduate Attributes	Dr Alyce McGovern
10	30 <sup>th</sup> September 2011	Careers	Lyndall Partington UNSW Careers
11	7 <sup>th</sup> October 2011	Careers	Lyndall Partington UNSW Careers
12	14 <sup>th</sup> October 2011	Finalising the course	Dr Alyce McGovern
13	21 <sup>st</sup> October 2011	No seminar this week	

**8. Resources for students**

**Textbook details**

There is no set text for this course, but there will be a number of academic sources students will need to read in preparation for seminars each week. These readings and links to them will be made available on the Moodle 2 course site.

**Additional readings**

- Anthony, T. and Cunneen, C. (2008). *The Critical Criminology Companion*. Annandale: Federation Press.
- Bachman, R. and Schutt, R.K. (2011). *The Practice of Research in Criminology and Criminal Justice*. Thousand Oaks: Sage.
- Banks, C. (2009). *Criminal Justice Ethics: Theory and Practice 2.d ed*. Thousand Oaks: Sage Publications.
- Bartels, L. and Richards, K. (2011). *Qualitative Criminology: Stories from the Field*. Leichhardt: Hawkins Press.
- Coleman, R., Sim, J., Tombs, S. and Whyte, D. (2010). *State, Power, Crime*. London: Sage.
- Jupp, V., Davies, P. and Francis, P. (2011). *Doing Criminological Research 2<sup>nd</sup> ed*. London: Sage.
- Noakes, L. and Wincup, E. (2004). *Criminological Research: Understanding Qualitative Methods*. London: Sage.
- Maxfield, M. and Babbie, E. (2005). *Research Methods for Criminal Justice and Criminology 4<sup>th</sup> ed*. Belmont: Wadsworth/Thompson Learning.
- Coleman, C. and Moynihan, J. (1996). *Understanding Crime Data*. Buckingham: Open University Press

**Recommended websites**

- UNSW Library website: <http://info.library.unsw.edu.au/web/services/services.html>
- Australian Institute of Criminology: <http://www.aic.gov.au/>
- NSW Bureau of Crime Statistics and Research: [http://www.agd.nsw.gov.au/lawlink/bocsar/ll\\_bocsar.nsf/pages/bocsar\\_index](http://www.agd.nsw.gov.au/lawlink/bocsar/ll_bocsar.nsf/pages/bocsar_index)

**9. Assessment**

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Assessment 1: Ethics Case Study	600 words	10%	1, 2	2, 3, 5, 9	11:59pm Monday 15 <sup>th</sup> August 2011
Assessment 2 Part A: Literature Review	1800-2000 words	20%	1, 2, 4	1, 2, 7, 8, 10	11:59pm Friday 2 <sup>nd</sup> September 2011
Assessment 2 Part B: Research Plan	4000 words	40%	1, 2, 3, 4	1, 2, 4, 5, 7, 8, 10, 11, 12, 13, 14	11:59pm Friday 30 <sup>th</sup> October 2011
Assessment 3: Curriculum Vitae and Selection Criteria	2 page CV and selection criteria (variable length)	30%	3	6, 12, 15	11:59pm Friday 21 <sup>st</sup> October 2011

### Details of Assessment Tasks

**THIS IS A SUMMARY OF THE ASSESSMENT ITEMS FOR THIS COURSE. FULL ASSESSMENT DETAILS AND INSTRUCTIONS, INCLUDING MARKING CRITERIA, WILL BE MADE AVAILABLE ON THE MOODLE 2 COURSE SITE**

#### **Assessment 1: Ethics Case Study, Value 10%, Due Monday 15<sup>th</sup> August 2011**

In this task you are asked to identify some of the key ethical concerns currently facing the criminal justice system, using examples.

#### **Assessment 2 Part A: Literature Review, Value 20%, Due Friday 2<sup>nd</sup> September 2011**

This task is the first element, Part A, of your Research Plan assessment. The task in Part A involves producing the literature review, which will ultimately form part of the Research Plan. It identifies research that has already been carried out in your chosen area, providing the background or context of the research you will be proposing in your plan. The literature review should include a summary and assessment of a range of material relevant to your topic together with a critical evaluation of the material in the context of your research priority area.

#### **Assessment 2 Part B: Research Plan, Value 40%, Due Friday 30<sup>th</sup> October 2011**

This task is designed to get you thinking about what it might be like to work in an environment where you apply your skills and knowledge in order to approach a particular area of interest or concern, specifically, a research priority area. In Part A you will have carried out a review of existing literature on the area. In Part B you will build upon this literature review to develop an approach to the research priority area. Your research plan will include the following elements:

- A title that clearly captures the research focus
- A background to the plan, including a profile of the organisation and a review of the literature
- A statement of your research objectives and research questions
- An outline of the research methods that will best fit the plan, and how these methods will address the research questions. This section should include a clear description of your research design – the sources and nature of your data, the sampling method used and your data analysis strategies. You should also provide a justification for the research method chosen and its strengths and limitations. In this section you should refer to relevant literature. It should not be a purely descriptive account.
- The expected outcomes and/or outputs of the research
- Budgetary and personnel considerations
- A detailed schedule for completion of the research.

#### **Assessment 3: Curriculum Vitae and Selection Criteria, Value 30%, Due Friday 21<sup>st</sup> October 2011**

In this task you will be preparing a resume, detailing your skills and knowledge, for use beyond your university studies. You will also prepare responses to a set of selection criteria for a job. Full details and requirements will be communicated on Moodle and by Lyndall Partington from Careers @ UNSW during weeks 10 and 11.

**All assessments must be attempted in order for students to be eligible to pass this course.**

### Submission of Assessment Tasks

All submissions for this course will be made electronically. For Assessment 1 students are to submit their work electronically via the Turnitin link on Moodle 2. For assessments 2A, 2B and 3 students are required

to submit an electronic copy of the assignment via Mahara, as well as a copy via Moodle 2 (through the Turnitin link). Instructions for the return of assignments submitted electronically will be communicated to students by the course coordinator. All electronic submissions must be accompanied by an Assignment Declaration statement. It is the student's responsibility to keep a copy of their work in case of loss. Assignments are due in by 23:59 on the due date indicated in the assessment details above.

## 10. Course evaluation and development

This course is being run for the first time and, as such, student feedback on the course content, assessments and format is especially important so that we can adapt the course for the future if necessary. I will be using the University's CATEI system to evaluate the course and any other feedback as we go through the course will be very welcome. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## COURSE POLICIES

### 11. Student conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that "provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students' dealings with fellow students, staff, the University, and the national and international community." (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

A related document is the UNSW Student Misconduct Procedures (2009):

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Integrity in academic work is one of the main expectations of all students and staff. It is the student's responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (<http://elise.library.unsw.edu.au/home/welcome.html>)
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other

types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

### **12. Class attendance and communication**

Students are expected to attend all seminars. A satisfactory attendance record of at least 80% is expected and failure to attend 80% of seminars will result in failure of the course. Your tutor will keep attendance records for seminars each week; you must sign the roll to be considered in attendance. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the seminar to be considered present.

Email and relevant Moodle 2 and Mahara functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly.

### **13. Extension for submission of work**

All assignments must be submitted by the due date unless an extension of time has been granted. Requests for extension must be communicated to your lecturer at the earliest possible opportunity. You should also submit a Special Consideration application with supporting documentation upon making your request.

The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

### **14. Special consideration**

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

### **15. Review of results**

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

### **16. Occupational health and safety**

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

### **17. Student support services**

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at <http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at [www.studentequity.unsw.edu.au/](http://www.studentequity.unsw.edu.au/)