



CRIM12005 *Community Justice Innovation*

Term 2 - 2024

Profile information current as at 29/07/2024 03:45 pm

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 - 2024

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

Weighting: 40%

3. **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 Class discussion

Feedback

Students enjoyed the interactive challenge activities during the live session.

Recommendation

The unit materials will be fine-tuned for the future iteration.

Feedback from Class discussion

Feedback

Students found that the UC presented the course material in a manner that thoroughly elucidated all aspects, simplifying the process of learning, retaining, and applying the content to real-life situations.

Recommendation

The UC will add more materials to the unit contents for students' further learning.

Feedback from Class discussion

Feedback

Students were interested in increasing the interactivity of tutorials by dedicating additional time to workshops within the lectures.

Recommendation

The UC will develop a better time management plan.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Case Study - 30%		•	•	•	
2 - Learning logs / diaries / Journal / log books - 40%	•	•			•
3 - 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					

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

Scott Beattie Unit Coordinator
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Schedule

Week 1 - 08 Jul 2024

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. <i>Restorative Justice</i> , 1(2), 159-167.	None.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Restorative Justice (1) – Origin, Concept, Definition	<p>Richards, K. (2005). Unlikely friends? Oprah Winfrey and restorative justice. <i>Australian & New Zealand Journal of Criminology</i>, 38(3), 381-399.</p> <p>Gavrielides, T. (2008). Restorative justice - The perplexing concept: Conceptual fault-lines and power battles within the restorative justice movement. <i>Criminology & Criminal Justice</i>, 8(2), 165-183.</p> <p>Wood, W. R. & Suzuki, M. (2016). Four challenges in the future of restorative justice. <i>Victims & Offenders</i>, 11(1), 149-172.</p>	None.
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Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Justice (2) – Principle, Practice, Theory	<p>United Nations Office on Drugs and Crime. (2020). <i>Handbook on restorative justice programmes second edition</i> (pp. 15-22, 23-48).</p> <p>Braithwaite, J. (2002). <i>Restorative justice and responsive regulation</i>. Oxford: Oxford University Press (pp. 73-136).</p>	None.

Week 4 - 29 Jul 2024

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

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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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).

Report Due: Week 5 Friday (9 Aug 2024) 5:00 pm AEST

Vacation Week - 12 Aug 2024

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

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Justice (5) – Critical Debates	<p>Braithwaite, J. & Daly, K. (1994). Masculinities, violence and communitarian control. In T. Newburn & B. Stanko (eds.) <i>Just boys doing business? Men, masculinities and crime</i>. London: Routledge (pp. 189-213). Suzuki, M. & Wood, W. R. (2018). Is restorative justice conferencing appropriate for youth offenders? <i>Criminology & Criminal Justice</i>, 18(4), 450-467. Gavrielides, T. (2014). Bringing race relations into the restorative justice debate: An alternative and personalized vision of 'the other'. <i>Journal of Black Studies</i>, 45(3), 216-246.</p>	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Restorative Justice (6) – Current Research Trends	<p>Shapland, J. (2014). Implications of growth: Challenges for restorative justice. <i>International Review of Victimology</i>, 20(1), 111-127.</p> <p>Saulnier, A. & Sivasubramaniam, D. (2015). Restorative justice: Underlying mechanisms and future directions. <i>New Criminal Law Review</i>, 18(4), 510-536.</p> <p>Hoyle, C. & Rosenblatt, F. (2016). Looking back to the future threats to the success of restorative justice in the United Kingdom. <i>Victims & Offenders</i>, 11(1), 30-49.</p>	None.
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Week 8 - 02 Sep 2024

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

Week 9 - 09 Sep 2024

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

Week 10 - 16 Sep 2024

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

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Community Policing – Concept, Practice, Evaluation	Putt, J. (2010). <i>Community policing in Australia</i> . Canberra: Australian Institute of Criminology.	Learning Logs Due: Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Week 12 - 30 Sep 2024

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

Review/Exam Week - 07 Oct 2024

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

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
None.	None.	None. Case Study Due: Exam Week Friday (18 Oct 2024) 5:00 pm AEST

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 working at a Department of Justice in on hypothetical jurisdiction. 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 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 5 Friday (9 Aug 2024) 5:00 pm AEST

Return Date to Students

Week 7 Friday (30 Aug 2024)

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

- Demonstrate the importance of theories of therapeutic jurisprudence and restorative justice in the contemporary justice field
- Develop an innovative response to a justice challenge
- Evaluate the public value generated by different community justice programs

2 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 from which students select 5 to write up and submit at the end of term. They are available in the study guide. Students write a 300-word response to each task.

Assessment Due Date

Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

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

No submission method provided.

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.

3 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

Exam Week Friday (18 Oct 2024) 5:00 pm AEST

Return Date to Students

Assignment will be returned two weeks after the due date.

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.

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.

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