CRIM12009 *Crime, Media and Power*
Term 2 - 2024

Profile information current as at 02/07/2025 10:33 am

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 - 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. **Learning logs / diaries / Journal / log books**
Weighting: 30%
2. **Practical Assessment**
Weighting: 30%
3. **Written Assessment**
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 Student feedback

Feedback
Relevance of learning material to Criminology

Recommendation
Continue to embed content from 'Media Criminology' to capture the intersection of media students and criminological inquiry. Materials should continue to relate to real-world crime events to allow students to connect theory to actual crime events.

Feedback from Student feedback

Feedback
Consistency of workbook assessment with other CRIM units

Recommendation
Students remarked that the expectations for the workbook task within this course differed from other CRIM courses. In particular, the work limit of responses and the type of activities/questions that students were asked to complete. Consideration should be given to the nature of the workbook assessment in other courses, ensuring the workbook tasks align and do not confuse students regarding expectations. The multiple submission points for the task should also be retained as this appears to contribute to better grade outcomes as students can distribute the workload across the term.

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

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Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: The evolution of media criminology	Leonard, L. J. (2022). Introduction: Cases on Crime and Media. In Cases on Crimes, Investigations, and Media Coverage (pp. 1–10). IGI Global. https://doi.org/10.4018/978-1-7998-9668-5.ch001 Haney, C. (2009). Media criminology and the death penalty. The De Paul Law Review, 58(3), 689–.	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theorising media representations of crime	Marsh, I., & Melville, G. (2019). Applying theoretical perspectives on the media to crime. In *Crime, Justice and the Media* (3rd ed., pp. 21–49). Routledge. https://doi.org/10.4324/9780429432194-2 Tabbert, U. (2015). Chapter 2: Crime theories and the media. In *Crime and Corpus.* John Benjamins Publishing Company. https://web.s.ebscohost.com/ehost/detail/detail?vid=0&sid=36c73bc2-1747-40cb-819b-07dfb05842b3%40redis&bdata=JkF1dGhUeXBlPXNzbyZyY29wZT1zaXRl# Lipschultz, J. H., & Hilt, M. L. (2002). Theory and Research on Crime News. In Crime and Local Television News (pp. 33–49). Routledge. https://doi.org/10.4324/9781410606587-9	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The power of the media: Fear of crime and moral panic	Hunt, A (1997). "Moral Panic" and Moral Language in the Media. The British Journal of Sociology, 48(4), 629–648. https://doi.org/10.2307/591600 Kort-Butler, L. A., & Habecker, P. (2018). Framing and cultivating the story of crime : the effects of media use, victimization, and social networks on attitudes about crime. *Criminal Justice Review 43(2),* 127–146. https://doi.org/10.1177/0734016817710696	

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Media, politics and the state	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 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 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
The portrayal of violence in the media	Rafter, N. (2007). Crime, film and criminology: Recent sex-crime movies. Theoretical Criminology, 11(3), 403–420. https://doi.org/10.1177/1362480607079584 Anderson, C. A., & Bushman, B. J. (2018). Media Violence and the General Aggression Model. Journal of Social Issues, 74(2), 386–413. https://doi.org/10.1111/josi.12275 Wiest, J. B. (2016). Casting Cultural Monsters: Representations of Serial Killers in U.S. and U.K. News Media. The Howard Journal of Communications, 27(4), 327–346. https://doi.org/10.1080/10646175.2016.1202876	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Break		

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Court reporting and trial by media	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. Keyzer, P., Johnston, J., & Pearson, M. (2012). The courts and the media : challenges in the era of digital and social media. Halstead Press.	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Punitive media and penal populism	Norris, A. N., & Lipsey, K. (2019). Public Attitudes Toward New Prisons in New Zealand and Deficit Narratives: A Quantitative Survey. International Criminal Justice Review, 29(4), 348–360. https://doi.org/10.1177/1057567718803147 Bonner, M. D. (2018). Media and Punitive Populism in Argentina and Chile. Bulletin of Latin American Research, 37(3), 275–290. https://doi.org/10.1111/blar.12744 Intravia, J. (2019). Investigating the Influence of Social Media Consumption on Punitive Attitudes Among a Sample of U.S. University Students. International Journal of Offender Therapy and Comparative Criminology, 63(2), 309–333. https://doi.org/10.1177/0306624X18786610	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Media and victims of crime	Gronow, A. (2021). Identifying victims of sexual harassment in the age of (hashtag) MeToo: Time for the media to prioritise a victim's right to privacy. Alternative Law Journal, 46(2), 120–127. https://doi.org/10.1177/1037969X211003681 Neely, C. L. (2015). Chapter 2. The deserving vs. undeserving victim case studies of biased media reporting and law enforcement intervention. In C. L. Neely (2015). You're dead - so what? : media, police, and the invisibility of black women as victims of homicide. Michigan State University Press. https://cqu.primo.exlibrisgroup.com/permalink/61CQU_INST/rpphdm/alma991001539495603441 Cripps, K. (2021). Media constructions of Indigenous women in sexual assault cases: reflections from Australia and Canada. Current Issues in Criminal Justice, 33(3), 300–321. https://doi.org/10.1080/10345329.2020.1867039	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

| Media and minorities | [Chesney-Lind, M. and Eliason, M. (2006) 'From invisible to incorrigible: The demonisation of marginalised women and girls', Crime, Media, Culture, 2 (1), 29-47](#) Jacobs, L. (2017). Patterns of criminal threat in television news coverage of ethnic minorities in Flanders (2003-2013). Journal of Ethnic and Migration Studies, 43(5), 809–829. https://doi.org/10.1080/1369183X.2016.1217152 Douai, A., & Perry, B. (2018). A Different Lens?: How Ethnic Minority Media Cover Crime. Canadian Journal of Criminology and Criminal Justice, 60(1), 96–121. https://doi.org/10.3138/cjccj.2016-0013.r2 | **Case study critical analysis** Due: Week 9 Wednesday (11 Sept 2024) 9:00 am AEST |

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social media facilitated offending	Müller, K., & Schwarz, C. (2021). Fanning the Flames of Hate: Social Media and Hate Crime. Journal of the European Economic Association, 19(4), 2131–2167. https://doi.org/10.1093/jeea/jvaa045 Louie, D. W. (2017). Social Media and the Sexual Exploitation of Indigenous Girls. Girlhood Studies, 10(2), 97–113. https://doi.org/10.3167/ghs.2017.100208 Sammons, J. (2015). The intersection between social media, crime, and digital forensics: #WhoDunIt? In Digital Forensics. Elsevier Science & Technology Books. https://doi.org/10.1016/B978-0-12-804526-8.00004-6	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Crime as entertainment: The 'true crime renaissance'	Michele Byers, Val Marie Johnson (2009). The CSI Effect: Television, Crime, and Governance. Lexington Books. https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e000xww&AN=283945&scope=site Walters, E. (2021). Netflix Originals: The Evolution of True Crime Television. The Velvet Light Trap, 88(88), 25–37. https://doi.org/10.7560/VLT8803	**Research essay** Due: Week 11 Wednesday (25 Sept 2024) 9:00 am AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Summary and reflection: Doing media criminology		

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Workbook Due: Review/Exam Week Wednesday (9 Oct 2024) 9:00 am AEST

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Workbook

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
Complete the workbook template that is <u>provided</u> to you on Moodle. Do not develop your own workbook document.
Each week there is different challenge, question or reflection task that you must respond to which relates to the weekly

topic. Include citations using APA 7 format where requested underneath each response.
Each entry should be approximately <u>160 words</u> = 1600 words total.
The assessment is submitted in two parts:
Part One (weeks 1-5): due (break week)
Part Two (weeks 6-11): due (exam week/13)

Assessment Due Date
Review/Exam Week Wednesday (9 Oct 2024) 9:00 am AEST

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

Return Date to Students

Within 2 weeks of timely submission

Weighting
30%

Assessment Criteria

- Succinctly answer the question showing a sufficient understanding of each weekly topic.
- Quality of written responses, including presentation, spelling, grammar, language use etc.
- Ability to identify and integrate sources where required to support answer, including adherence to APA format.
- Reflect on the topic, where requested, in a meaningful way that shows depth of reflection expected for this level.

Referencing Style

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

Submission
Online

Submission Instructions
Part 1 due 14 August 9am AEST, part 2 due 9 October 9am AEST

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

2 Case study critical analysis

Assessment Type
Practical Assessment

Task Description
This assessment is a practical exercise in "Doing media criminology". It requires you to critically analyse the media portrayal of a chosen crime event by applying the theories and concepts from the unit.
Collect <u>two different media portrayals of the same crime event</u> (e.g., News articles - provide PDF of article; News reports - provide transcript). The pieces could represent contrasting views on the same crime event, or each may have a different focus/angle.

Part A - Analyse the way the media has presented the crime event, providing an appropriate explanation (or rationale) as to why they may have chosen this particular angle.

Questions to consider - *What is the particular focus of the news article/report - why might this be the case? Is the information factual or potentially biased - how so? What information is missing - why has it not been included?*

PART B - Then present an overview of the potential impact of this approach to crime reporting. This may include the impact on public perceptions of the crime event (and of crime more generally) or the impact on the victim, victims' family/friends, offender (or all of these groups).

Questions - *What impression could this give the public about the prevalence of this crime type? Could it potentially mislead the public about the crime event? Could the representation have negative ramifications for the victim/their family/the offender?*

This is an exercise in critical thinking and requires your research and original thoughts on the issues presented, supported by scholarly sources (APA 7 format).

This may be presented in an essay style format - see Moodle for more details on presentation and layout.

Suggested crime events will be outlined on Moodle and discussed in workshops.

Maximum **1600 words** (+/- 10%)

Assessment Due Date

Week 9 Wednesday (11 Sept 2024) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 11 Wednesday (25 Sept 2024)

Within two weeks of timely submission

Weighting

30%

Assessment Criteria

- Concise and accurate breakdown of the case study and its relevance for analysis.
- Exploration and explanation of the media presentation of the issue including the potential rationale for the reporting angle and impact on audience perceptions.
- Ability to frame discussion with key themes, concepts and issues raised in the unit, the set readings and independent research (scholarly citations).
- Quality of written piece - format, layout, spelling, grammar, etc.
- Ability to integrate and appropriately cite scholarly sources to support arguments.

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

3 Research essay

Assessment Type

Written Assessment

Task Description
Select any topic covered in the unit and develop your own research prompt or question to research.
As examples, this could relate to the way a particular minority group or crime type is represented in the media; the way that victims are reflected in news reporting; or the intersection between the media and the state. Other examples are provided on Moodle and will be discussed during the workshops/in the online discussion forums.
Once you have chosen a topic, conduct thorough research on it using the CQU Library database and Google Scholar. You research should cover:
- **The history and nature of the chosen issue** - what does it look like? what characterises the issue/problem? where do you set it play out?
- **Explanations** - why does it occur? what purpose does it serve? Include any theories that exist to explain it.
- **Real or potential impacts** - how does it affect perceptions of crime/fear of crime? who does it disadvantage and how? what studies have been conducted that prove these impacts?
The essay should contain a minimum of 10 scholarly sources.
The word limit is 1500 words (+/-10%).
Submit your essay prompt/question via email for checking and feedback by the end of week 10. This will ensure that your topic is appropriate for the unit.

Assessment Due Date
Week 11 Wednesday (25 Sept 2024) 9:00 am AEST

Submit via Moodle

Return Date to Students
Review/Exam Week Wednesday (9 Oct 2024)

Within two weeks of timely submission

Weighting
40%

Assessment Criteria
- Quality of written piece, including layout, grammar, spelling etc.
- Appropriateness of chosen issue and depth of understanding of the issue
- Ability to explain the issue and its impacted, supported by scholarly resources and evidence
- Ability to conduct independent research on the chosen topic and integrate this into a meaningful analysis of the prompt

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

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