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| <b>Course Code:</b>        | 1014CCJ                                   |
| <b>Course Name:</b>        | Homicide                                  |
| <b>Trimester:</b>          | Trimester 3, 2018                         |
| <b>Program:</b>            | Diploma of Criminology & Criminal Justice |
| <b>Credit Points:</b>      | 10  |
| <b>Course Coordinator:</b> | Greg Stevenson                            |
| <b>Document modified:</b>  | 24 September 2018                         |

**Teaching Team:**

Greg Stevenson - [greg.stevenson@staff.griffithcollege.edu.au](mailto:greg.stevenson@staff.griffithcollege.edu.au)

**Staff Consultation:**

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

**Prerequisites**

There are no prerequisites for this course

## **Brief Course Description**

This course introduces students to the criminal justice process by illustration. Starting with a focus on the key elements of the crime event, students will develop an understanding of serious violent offences through the lens of offenders and victims of violence. Students then learn how the criminal justice system responds to serious violence offences with particular emphasis on lethal violence. Using a case study approach, students first learn how serious violent offences are detected and investigated by the policing arm of the criminal justice system. Students then consider how these offences are processed in the courts, which includes the criminal trial process and sentencing. Finally, students review the various forms of custodial sentencing and correctional settings. Throughout the course students review the ways that criminological theory has informed the various ways that the criminal justice system responds to serious violent offences (e.g., from policing initiatives and responses to sentencing to correctional rehabilitation).

## **Rationale**

Welcome to the study of homicide. This unit is a core course in the foundation year in Criminology and Criminal Justice, and leads on to the second and third year courses, particularly the second year courses, Sociology of Crime and Psychology of Crime, which are devoted to theoretical explanations of crime and criminality. The major emphasis of the course is the illustration of crime and the criminal justice process by providing an in-depth look at homicide.

The course begins by introducing students to various forms of homicide by providing a microscopic look at various dimensions of homicide from experts in the field including police, lawyers and researchers. Students will develop an understanding of the crime commission process through this focus on real life cases of homicide and first-hand experience from experts who have focused on this unique type of crime. The second phase of the course illustrates the processes by which the homicide is investigated by the police. In this phase, students will be exposed to various investigative processes, from evidence gathering to detection of the offender(s). The third phase of the course progresses to the prosecution of homicide cases that follows on from the investigative process. This phase will depict critical elements of the criminal trial process and sentencing. The course will conclude with an examination of the sentencing and prison experience following conviction. Each of these phases of the course is intended to reflect the ways in which criminological theory has informed the criminal justice system response to various types of homicide offences.

## **Aims**

This course has been designed with the aim of expanding your knowledge about crime and the criminal justice system through a case study approach using an international perspective of the crime of homicide. The course is focused on developing your understanding of the nature of different types of homicide, who commits it, how homicide can be explained, and how we respond to homicide. The course is deliberately designed to reflect critically on crime and justice, and to provide a holistic view of various forms homicide may take in various international contexts, approaches to the detection of the offender and societal response to the crime in the form of prosecution and punishment. In this way, the course is aimed at breaking down the singular major response to crime that is the criminal justice system into its various response phases. These phases will be critically examined in terms of fairness, justice and effectiveness.

## Learning Outcomes

Upon successful completion of this course students will be able to... After successfully completing this course students should be able to:

1. Understand how homicide is defined and explained
2. Develop an in-depth understanding of different types of homicide from experts in the field
3. Gain an understanding of the strengths and limitations of three key investigative strategies used in the detection of serious violent offenders
4. Understand the criminal trial process and its limitations
5. Develop an understanding of the punishment for homicide
6. Further develop skills in clear and coherent communication using oral and written language
7. Understand some of the important personal and professional qualities required of those who wish to work in the criminal justice area.

## Texts and Supporting Materials

**Required Reading:** Brookman, Fiona. (2005). Understanding Homicide. London: Sage. Paperback ISBN: 9780761947554 / E-book ISBN: 9781847877345

## Organisation and Teaching Strategies

Each week, you are required to attend 4 hours of contact time in class consisting of lectures, and tutorials. To achieve the course objectives, a lecture complemented by the required text will deliver the primary course content. The lecture will develop your understanding of the topics covered within the course. The tutorials are oriented towards solving problems that are related to concepts and issues that have been introduced in lectures and the required reading. The tutorial will also provide you with the opportunity to ask any unresolved questions and develop a solid foundation for understanding the lecture, textbook and other material.

## Class Contact Summary

**Attendance:** Your attendance in class will be marked twice during a four hour class. To receive full attendance, you must be present in the classroom on both occasions.

**Program Progression:** You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

**Lecture Notes & Course Materials:** You are required to bring a copy of the lecture notes printed from the Griffith College website and any other required course materials to classes each week.

**Independent Study:** You are expected to re-inforce your learning gained during class time by undertaking sufficient independent study. For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the 4 hours per week of formal contact, you would then complete at least 6 hours per week of independent study.

## Content Schedule

### Weekly Teaching Schedule

| Week | Topic  | Activity | Readings                                |
|------|--|----------|---|
| 1    | Introduction: what is crime and criminal justice? Homicide: Introduction to the crime event:the crime of homicide. This lecture will focus on deconstructing the crime event by identifying its key legal components and highlighting some real life cases.                      | Lecture  |   |
| 2    | Domestic Homicide: This lecture will focus on explaining key aspects of domestic homicide. Students will learn about the detection and prevention of this type of killing from a policing perspective.   | Lecture  | Text (chpts 6 & 7)                      |
| 3    | Child Homicide: This lecture will focus on the killing of children and infants. Students will learn about patterns in the characteristics of these types of homicide.  | Lecture  | Text, (chpt 8)                          |
| 4    | Serial Homicide: This documentary will provide a particular focus on serial killers. Students will learn to develop an understanding of the rare phenomenon that is serial killing.  | Lecture  | Text (chpt 9)                           |
| 5    | Police Homicide: This lecture will focus on the blurry lines in cases in which the police kill in the line of duty.  | Lecture  | Readings (Reading 5.1); Text (chpt 10 ) |
| 6    | Detection of the Offender(s): This lecture will be delivered by a police detective who will showcase the role of police detectives in interpreting evidence, finding suspects and detecting offenders.   | Lecture  | Text (chpt 10 )                         |
| 7    | Protracted Investigation Techniques: This lecture will describe some of the techniques police detectives employ to solve complex homicides that cannot be solved promptly.   | Lecture  | Reading 7.1                             |
| 8    | Forensics & Evidence Gathering at Crime Scenes: This lecture will highlight the role of forensics in homicide investigations.  | Lecture  | Text, chpt 10                           |
| 9    | Offender Profiling: This lecture focuses offender profiling and the psychology behind tracking serious, violent offenders.   | Lecture  | Text chpts 3 & 4                        |
| 10   | Prosecution of Offenders: This lecture will turn students' attention to what happens after homicide suspects are arrested, with a focus on legal procedures, prosecution and the incarceration of offenders.   | Lecture  | Reading 10.1 and 11.1                   |
| 11   | Historical Perspective of Homicide Policing and Prosecution: This lecture will wrap up the course by providing a historical perspective on homicide, focusing on how homicide used to be defined and investigated, and how and why this has evolved over the years.              | Lecture  | Text, chpt 5                            |
| 12   | Course Review & Exam Prep: This session will be dedicated to reviewing and synthesizing the key phases and components of the course. It is designed to recap what the students should have learned over the duration of the course and to prepare for the end of trimester exam. | Lecture  | Text, chpt 12                           |

## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

| Item | Assessment Task               | Weighting | Relevant Learning Outcomes | Due Date    |
|------|-------------------------------|-----------|----------------------------|-------------|
| 1    | Assignment- Domestic Homicide | 30%       | 1,2                        | 4           |
| 2    | Homicide Investigation Review | 40%       | 1,2,3                      | 10          |
| 3    | Final Exam                    | 30%       | 1,2,3,4,5                  | Exam Period |

### Assessment Details

#### 1. Assignment - Domestic Homicide

**Type:** Assignment- Written Assignment

**Learning Outcomes Assessed:** 1,2

**Due Date:** 5pm, Wednesday Week 4

**Word Count:** 1000-1500

**Weight:** 30% (marked out of 30)

**Task:** This is a take home assignment, where you will be required to respond to the following statements:

- a) Domestic homicide is a significant crime problem for Australia (20 marks); and
- b) Domestic homicide in Australia is preventable (10 marks).

**Criteria and Marking:** Marking criteria for this assessment item will be available in class and on the Griffith College Portal.

**Submission:** Students must submit via the online submission point in the Griffith College Portal.

This assessment item is an individual activity and does not have a resubmission provision.

## 2. Homicide Investigation Review

**Type:** Assignment- Written Assignment

**Learning Outcomes Assessed:** 1,2,3

**Due Date:** 5pm, Wednesday Week 10

**Word Count:** 2000

**Weight:** 40% (marked out of 40)

**Task:** This assessment requires students to review a police homicide investigation. You will be able to choose one of the following three (3) homicide investigations:

- a) Robert Farquharson
- b) Gerard Baden-Clay
- c) Ivan Milat

All reviews must address the following key points:

- i. Summarise the key elements of the case (5 marks)
- ii. Discuss the initial response to the investigation by police, having regard to an established homicide response model (15 marks)
- iii. Discuss any major flaws, weaknesses or failures that were identified in the police investigative process which affected the outcome of the case (10 marks)
- iv. Discuss critical suggestions for ways in which these investigative failures could have been overcome, and how they could be prevented in future homicide investigations (5 marks)
- v. Discuss the role of the media in influencing the outcome of the case (5 marks)

**Criteria and Marking:** Marking criteria for this assessment item will be available in class and on the Griffith College Portal.

**Submission:** Students must submit via the online submission point in the Griffith College Portal.

This assessment item is an individual activity and does not have a resubmission provision.

## 3. Final Examination

**Type:** Exam- selected response

**Learning Outcomes Assessed:** 1,2,3,4,5

**Due Date:** Examination Period

**Weight:** 30%

**Marked out of:** 60

**Perusal:** 10 minutes

**Duration:** 60 minutes

**Format:** Closed book

**Task:** The end of semester exam will consist of multiple choice items designed to test students' knowledge of core course material. The exam will cover material covered in weeks 1 – 11 and will be based on the required readings. Exam revision will be done during the lecture in week 12.

### ***Submission and Return of Assessment Items***

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

## **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

## ***Extensions***

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

## **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## ***Assessment Feedback***

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills                   | Taught | Practised | Assessed |
|----------------------------------|--------|-----------|----------|
| Written Communication            | Yes    | Yes       | Yes      |
| Oral Communication               | Yes    | Yes       | Yes      |
| Information Literacy             | Yes    | Yes       | Yes      |
| Secondary Research               | Yes    | Yes       | Yes      |
| Critical and Innovative Thinking | Yes    | Yes       | Yes      |
| Academic Integrity               | Yes    | Yes       | Yes      |
| Self Directed Learning           | Yes    | Yes       | Yes      |
| Team Work                        | Yes    | Yes       |          |
| Cultural Intelligence            | Yes    | Yes       | Yes      |
| English Language Proficiency     | Yes    | Yes       | Yes      |

### ***Additional Course Generic Skills***

N/A

### ***Additional Course Information***

N/A

## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.



However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

*Risk Assessment Statement*

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