



## UNSW Course Outline

# JURD7485 Public Interest Litigation: Origins and Strategies - 2024

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## General Course Information

Course Code : JURD7485

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Law and Justice

Academic Unit : School of Global and Public Law

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Public Interest Litigation: Origins and Strategies will examine how to realise human rights and

advance social justice through the practice of law. The course will trace the emergence of the public interest litigation (PIL) movement by reference to the use of law in shaping social policy in different jurisdictions, including America, India, Israel, Canada and South Africa. Students will evaluate various litigation strategies adopted to advance a public interest in the Australian context. Topics covered will include: test case litigation, amicus curiae interventions, class actions or representative proceedings, and litigating Bills of Rights; barriers to conducting PIL, including standing, resource constraints and the risk of adverse costs orders. A critical aim of the course is to encourage students to recognise both the value and limitations of public interest litigation. Students will be asked as part of the course assessment to select a topic of contemporary public interest and devise a litigation strategy to advance an issue of social importance.

The courses 'Public Interest Litigation: Origins and strategies' and 'Legal aid and global justice lawyering: Issues in Practice' are complementary courses and interested students are encouraged to enrol in both.

## **Main Topics**

- Origins and history of the public interest law movement
- The emergence of PIL in different jurisdictions eg India, America, South Africa, Australia, Canada and South America
- Working with barriers to PIL eg standing, limited resources and risks of costs orders, judicial systems
- PIL strategies (illustrated by reference to case-studies) eg test-case litigation, class actions/ representative proceedings, amicus curiae interventions, administrative review
- Litigating Bills of Rights (USA, Canada, SA and the UK Human Rights Act) - litigating civil/ political and economic, social and cultural rights
- Invoking international mechanisms and procedures eg Optional Protocols
- Securing the public interest via alternatives to litigation eg arbitration, mediation
- Supplementing PIL eg via policy interventions, developing parallel campaigns, working with the media
- Working with communities and public interest clients ethical and political considerations

## **Course Aims**

A critical aim of the course is to encourage students to recognise both the value and limitations of public interest litigation and to demonstrate how to devise legal and complementary strategies to promote issues of social importance.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : To identify and critically assess the rationale for, and the political, social and legal consequences of, public interest litigation (PLOs 1 and 9).
CLO2 : To develop a practical understanding of the various procedures employed by human rights/public interest lawyers and advocates in different settings and demonstrate a capacity to devise a comprehensive strategy to promote a matter of significant public interest (PLOS 1, 7 and 9).
CLO3 : To evaluate the potential role of law (and lawyers) to facilitate social change and influence social policy development (PLOS 6, 7 and 12).

Course Learning Outcomes	Assessment Item
CLO1 : To identify and critically assess the rationale for, and the political, social and legal consequences of, public interest litigation (PLOs 1 and 9).	<ul style="list-style-type: none"><li>• Class participation</li><li>• Group presentation</li><li>• Research essay</li></ul>
CLO2 : To develop a practical understanding of the various procedures employed by human rights/public interest lawyers and advocates in different settings and demonstrate a capacity to devise a comprehensive strategy to promote a matter of significant public interest (PLOS 1, 7 and 9).	<ul style="list-style-type: none"><li>• Class participation</li><li>• Group presentation</li><li>• Research essay</li></ul>
CLO3 : To evaluate the potential role of law (and lawyers) to facilitate social change and influence social policy development (PLOS 6, 7 and 12).	

## Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Class participation	10%	
Group presentation	40%	
Research essay	50%	

# Assessment Details

## Class participation

### Course Learning Outcomes

- CL01 : To identify and critically assess the rationale for, and the political, social and legal consequences of, public interest litigation (PLOs 1 and 9).
- CL02 : To develop a practical understanding of the various procedures employed by human rights/public interest lawyers and advocates in different settings and demonstrate a capacity to devise a comprehensive strategy to promote a matter of significant public interest (PLOS 1, 7 and 9).

### Generative AI Permission Level

#### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## Group presentation

### Assessment Overview

This will be divided into a team mark (25%) and an individual mark (15%).

### Course Learning Outcomes

- CL01 : To identify and critically assess the rationale for, and the political, social and legal consequences of, public interest litigation (PLOs 1 and 9).
- CL02 : To develop a practical understanding of the various procedures employed by human rights/public interest lawyers and advocates in different settings and demonstrate a capacity to devise a comprehensive strategy to promote a matter of significant public interest (PLOS 1, 7 and 9).

### Generative AI Permission Level

#### Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily

demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.  
For more information on Generative AI and permitted use please see [here](#).

## Research essay

### Assessment Overview

The word limit will be 4,000-4,500 words.

### Course Learning Outcomes

- CLO1 : To identify and critically assess the rationale for, and the political, social and legal consequences of, public interest litigation (PLOs 1 and 9).
- CLO2 : To develop a practical understanding of the various procedures employed by human rights/public interest lawyers and advocates in different settings and demonstrate a capacity to devise a comprehensive strategy to promote a matter of significant public interest (PLOs 1, 7 and 9).

### Detailed Assessment Description

You may choose your essay topic from the list of suggested topics or set your own topic, subject to approval by the course convenor.

### Generative AI Permission Level

#### Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.  
For more information on Generative AI and permitted use please see [here](#).

## General Assessment Information

For further information on generative AI use in the Faculty of Law & Justice, please review the section titled 'Academic Honesty and Plagiarism' under the 'Other Useful Information' tab.

### Grading Basis

Standard

# Course Schedule

## Attendance Requirements

Please see information about attendance requirements in **Law & Justice Assessment Procedure** and **Student Information** located in the Other Useful Information tab in the Academic Information field.

Please be advised there will be no classes on public holidays. If your class falls on a public holiday, alternative arrangements will be made by the course convenor to make up the missed class.

Because this class is run intensively, it has a 100% attendance requirement.

# Course Resources

## Recommended Resources

Lucy Geddes and Hamish McLachlan, '50 Human Rights Cases that Changed Australia' Federation Press, 2023.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Lucy Geddes					Yes	Yes
Convenor	Theunis Roux					No	No

# Other Useful Information

## Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.

- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

## UNSW Law & Justice Assessment Policy

It is essential that all students undertaking this course read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#). This document includes information on Class Attendance, Late Work, Word Limits, Marking, Special Consideration, Workload, and Academic Misconduct & Plagiarism. More information can also be found at [Assessment & Exam Information](#).

Information regarding Course Outlines are subject to change and students are advised to check updates. If there is a discrepancy between the information posted here and the handbook or the UNSW Law & Justice website, please contact [Student Services via The Nucleus Hub](#) for advice. UNSW Law & Justice reserves the right to discontinue or vary such courses or staff allocations at any time. If your course is not here, please visit [Handbook](#) for information.

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Generative AI

Using generative AI to conduct research or to organise your argument is not prohibited but is not encouraged. We note that the output from generative AI tools is often incorrect and almost always more superficial than is required to achieve a passing grade. Moreover, any substantive errors in the assessment, such as inappropriate references or incorrect statements, will be

regarded negatively by the marker, just as they would if not generated by AI. You should limit your use of AI to simple editorial assistance, such as standard editing and referencing functions in word processing software in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not. If your marker or Turnitin identify the wrongful use of generative AI in the text of your assessment submission, including the use of paraphrasing software, your assessment may be referred to the Student Integrity team for investigation. Please go to the link for further information about [referencing and acknowledging the use of artificial intelligence tools](#).

### Prohibition on use of translation apps

With limited exceptions for language study, the course of study and assessment in Australian universities must be in English (Higher Education Standard Framework (Threshold Standards) 2021 1.5 6(c)).

In Law & Justice many classes have assessable class participation. This must be in English. **Use of a translation device to assist with contributions to class discussion is not allowed.** Marks for class participation may be reduced where use of translation devices is detected. Similar prohibitions apply to use of any other generative text app that is not specifically permitted by the class teacher. However, use of translation software to assist a student to understand material outside of class, or to assist with preparation for assessment is generally permitted.

Further considerations apply to LLB and JD students. International lawyers who seek to be admitted in NSW must satisfy an English proficiency test. That test is expressed as equivalent to IELTS scores of 7.0 -8.0 across the tests. It is assumed that UNSW graduates are at or above those levels of English proficiency. Use of translation apps can impede the attainment of that level of proficiency. Students should avoid behaviours that put them at risk of breach of legal requirements which can have significant consequences, including potential consequences for your admission as a lawyer.

### Submission of Assessment Tasks

Before submitting assessment items all students must read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#).

### Special consideration

Special consideration is primarily intended to provide you with an extra opportunity to

demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

## Feedback

UNSW Law & Justice appreciates the need for students to have feedback on their progress prior to the last date for withdrawal without failure. All courses will therefore provide feedback to students prior to this date, as well as throughout the course. However, students should note that feedback does not take the form only of formal grades and written comments on written assessments. Rather, formative feedback, which helps students to self-assess, to identify misunderstandings, and to identify areas requiring further work, will occur during class and possibly online. For example, where a teacher asks the class a question, all students should think about how they might answer. Even though not all students will necessarily be able to respond orally, everyone can reflect on their tentative answer in light of the teacher's response and subsequent class discussion. If you are struggling to understand what is being asked in class, or if your tentative answers prove incorrect and subsequent discussion does not clear things up, then you should continue to ask questions (of yourself, your peers or your teacher). Similarly, you can get a sense of your ability in a course through peer feedback during group work, your teacher's responses to your in-class contributions, and your own response to in-class problems and examples (whether or not you are called on to relay your answer to the class) and also your online activities and responses by others to those activities. Students enrolled in this course may check their Moodle course page for details on the specific feedback used in this course.

## Faculty-specific Information

### Additional support for students

- Student support: <https://www.student.unsw.edu.au/support>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au>

### Course improvement

Student feedback is very important to continual course improvement. This is demonstrated within the Faculty of Law & Justice by the implementation of the UNSW online student survey myExperience, which allows students to evaluate their learning experiences in an anonymous way. myExperience survey reports are produced from each survey. They are released to staff

after all student assessment results are finalised and released to students. Course convenors will use the feedback to make ongoing improvements to the course. Students enrolled in this course may check their Moodle course page for details on the actions taken in response to evaluation feedback in Student Survey.

## School Contact Information

Please contact [Nucleus Student Hub](#) for all enquiries. The Nucleus acts as a central communications hub for UNSW and will distribute your enquiry to the best person to respond.