UNSW Course Outline

JURD7475 Gender, Race and Justice - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : JURD7475
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Law and Justice
Academic Unit : School of Law, Society and Criminology
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

Gender and racial justice should be fundamental goals for all societies and yet can remain elusive. This course explores the many and complex intersections of gender, race and justice in settler-colonial societies. In exploring these themes there will be a strong emphasis on the works

of Indigenous theorists and writers thinking from within and about settler colonial systems of law and justice. The centring of the perspectives of gendered and racialised populations is a key element of the decolonial and interdisciplinary approach taken in this course.

Classes will be structured around in-depth discussions questions and group activities which will require students to have read set materials before class. The reading material which will be theoretical, conceptual and case studies, will point to gaps in race and gender justice and create opportunities for students to imagine ways of redressing these.

Topics covered may include:

- Settler colonialism
- Feminism/s
- critical Indigenous perspectives
- Incarceration
- Policing
- Domestic Servitude
- Social Movements: #SayHerName #MeToo
- Decriminalising abortion
- Justice Reinvestment
- Abolitionist perspectives on race and gender justice

The course provides a sound foundation for further study and for informing practice in criminal justice/legal systems across urgent issues of gender and race justice.

Course Aims

- To provide a theoretical understanding of the concepts of gender and race/ethnicity and their relationship to crime and criminal justice
- To provide an understanding of the empirical data on the relationship between gender, race and crime control
- To encourage students to develop a critical analysis of the criminal justice system by focusing on gender, race and their intersection
- To encourage students to develop their skills in independent, inter-disciplinary research

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate high level skills of and collaboration and oral communication by discussing and debating course concepts in a scholarly, reflective and respectful manner (PLOs 6 & 9)
CLO2 : Demonstrate advanced oral communication skills by discussing and debating theoretical propositions, methodologies and legal problems (PLO 5)
CLO3 : Demonstrate effective oral communication skills by articulating the complex ways in which gender and race intersect with legal concepts and criminal justice clearly, persuasively and appropriately by way of a seminar presentation (PLOs 6 & 9)
CLO4 : Engage in advanced critical analysis of key themes, emerging trends and policy debates in criminal justice by successful completion of an extended research essay (PLOs 1, 5, 6, 9 & 12)
CLO5 : Demonstrate an ability to utilise research principles and methods in the context of criminal justice by successful completion of an extended research essay (PLOs 1a, 1b, 2a, 2b, 3a, 3b & 4)

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate high level skills of and collaboration and oral communication by discussing and debating course concepts in a scholarly, reflective and respectful manner (PLOs 6 & 9)	• Class Participation
CLO2 : Demonstrate advanced oral communication skills by discussing and debating theoretical propositions, methodologies and legal problems (PLO 5)	• Class Participation
CLO3 : Demonstrate effective oral communication skills by articulating the complex ways in which gender and race intersect with legal concepts and criminal justice clearly, persuasively and appropriately by way of a seminar presentation (PLOs 6 & 9)	• Class Participation
CLO4 : Engage in advanced critical analysis of key themes, emerging trends and policy debates in criminal justice by successful completion of an extended research essay (PLOs 1, 5, 6, 9 & 12)	• Research Essay Plan • Research Essay
CLO5 : Demonstrate an ability to utilise research principles and methods in the context of criminal justice by successful completion of an extended research essay (PLOs 1a, 1b, 2a, 2b, 3a, 3b & 4)	• Research Essay

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

This course explores the intersections of gender, race and justice. This will require us to examine the legacy and ongoing operations of colonial relations in Australia. In doing this there will be a strong and deliberate emphasis on the works of Indigenous theorists, writers and activists. We also focus on the perspectives of other populations who are targeted by the justice system in its current form.

The approach of this course is decolonial, critical and inter-disciplinary. Topics covered include critical Indigenous perspectives on the 'justice system'; the carceral logics structuring the justice system; race and gender crimes against populations; transformative justice; abolitionist perspectives.

The course is designed and operates on two levels:

1. It reveals and interrogates the ways that the 'justice system' in a settler colonial state is built and operates in ways that are gendered and raced.
2. It offers a range of critical race and gender perspectives/theories that allow for a rethinking of what might be necessary for meaningful justice to be realised in a settler colonial state such as Australia.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Class Participation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Not Applicable
Research Essay Plan Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 09/10/2024 04:00 PM
Research Essay Assessment Format: Individual	60%	Due Date: 13/11/2024 04:00 PM

Assessment Details
Class Participation

Assessment Overview

Students must have read materials before class and participate in discussions and class activities each week.

Feedback includes formative feedback, peer feedback in class, online and the use of rubric.

Course Learning Outcomes

- CLO1 : Demonstrate high level skills of and collaboration and oral communication by discussing and debating course concepts in a scholarly, reflective and respectful manner (PLOs 6 & 9)
- CLO2 : Demonstrate advanced oral communication skills by discussing and debating theoretical propositions, methodologies and legal problems (PLO 5)
- CLO3 : Demonstrate effective oral communication skills by articulating the complex ways in which gender and race intersect with legal concepts and criminal justice clearly, persuasively and appropriately by way of a seminar presentation (PLOs 6 & 9)

Assessment information

Each week students will participate in a range of activities in class including small group discussions and group tasks.

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.
For more information on Generative AI and permitted use please see here.

Research Essay Plan

Assessment Overview

Research Essay Plan

Feedback includes formative feedback, peer feedback in class, online and the use of rubric.

Course Learning Outcomes

- CLO4 : Engage in advanced critical analysis of key themes, emerging trends and policy debates in criminal justice by successful completion of an extended research essay (PLOs 1, 5, 6, 9 & 12)

Detailed Assessment Description

Students will begin planning their research essay early and the submission of the plan will allow for feedback to be fed into the final essay submission.

Assessment Length

1500

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

Research Essay

Feedback includes formative feedback, peer feedback in class, online and the use of rubric.

Course Learning Outcomes

- CLO4 : Engage in advanced critical analysis of key themes, emerging trends and policy debates in criminal justice by successful completion of an extended research essay (PLOs 1, 5, 6, 9 & 12)
- CLO5 : Demonstrate an ability to utilise research principles and methods in the context of criminal justice by successful completion of an extended research essay (PLOs 1a, 1b, 2a, 2b, 3a, 3b & 4)

Assessment Length

3500

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.

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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.

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Seminar	Introduction to Gender, Race, Justice. How will the course run? How to do well in this course.
Week 2 : 16 September - 22 September	Seminar	Race, Gender and Colonial Law Please not this class will not run as face to face but a recording and tasks for completion will be available.
Week 3 : 23 September - 29 September	Seminar	Understanding Patriarchal White Sovereignty
Week 4 : 30 September - 6 October	Seminar	White and Carceral Feminism
Week 5 : 7 October - 13 October	Seminar	Carcerality, Gender and Colonialism
Week 6 : 14 October - 20 October	Homework	There is no class in Flexibility Week
Week 7 : 21 October - 27 October	Seminar	Embodied Histories of Gender Violence
Week 8 : 28 October - 3 November	Seminar	Unpaid Gender Debts: Aboriginal Women and Domestic Service
Week 9 : 4 November - 10 November	Seminar	Abolition: Bringing Gender, Race and Justice together

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.

Course Resources

Prescribed Resources

Readings available on Moodle

Course Evaluation and Development

I welcome student feedback at any time. I strongly encourage students to complete the my experience survey at the end of term.

Feedback at the end of 2022 informed how the course ran in 2023. This included removing structured group work but including regular small group discussions each week assisted by a course assistant and me.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Maria Gianna copoulos					Yes	Yes

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 Plagarism

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.