



## UNSW Course Outline

# LAWS8105 Juvenile Justice - 2024

Published on the 28 Jan 2024

## General Course Information

Course Code : LAWS8105

Year : 2024

Term : Term 1

Teaching Period : T1A

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

The course begins by analysing the historical development of both a system of juvenile justice and a system of ideas about juvenile delinquency as distinct entities separable from broader notions of criminality and criminal justice. The development of a juvenile justice system has been paralleled by changing interpretations and explanations of juvenile behaviour. The course

provides an introduction to this history before analysing the contemporary nature of juvenile crime and the juvenile justice system in NSW. Specific issues in relation to policing, community-based corrections and detention centres will be discussed.

The course will investigate the social relations which mediate between the juvenile justice system and the young people who are brought before it by focussing on gender, race and class. It will also examine the broader political determinants surrounding the operation of the juvenile justice system and moral panics in relation to juvenile offending.

## Main Topics

- The historical origins and contemporary manifestations of discrete juvenile/youth justice systems will be examined
- The true nature and extent of youth offending
- The multiple competing imperatives that comprise youth justice law, policy and practice
- The module will be underpinned by comparative analyses at local, national and transnational levels

## Course Aims

The course aims to provide an understanding of developments in law, policy and practice in response to youth crime in Australia and elsewhere. It will identify and critically analyse competing priorities and tensions in 'welfare', 'justice' and 'retributive'/'punitive' approaches to youth crime. The course will develop the capacity to apply comparative and human rights frameworks to the study of juvenile/youth justice.

## Course Learning Outcomes

Course Learning Outcomes
CL01 : Demonstrate high level skills of oral communication by discussing and debating course concepts in a scholarly, reflective and respectful manner (PLO 3a, 3b)
CL02 : Engage in complex critical discussions comparing and debating different models of juvenile justice internationally (PLO 1a, 2a, 3a, 3b)
CL03 : Demonstrate critical analysis of the tensions intrinsic to welfare, justice and retributive approaches to juvenile justice clearly, persuasively and appropriately through a class presentation and written paper (PLO 1a, 1b, 2a, 2b, 3a)
CL04 : Engage in self-led investigation and comparative analysis of current debates in juvenile justice utilising inter-disciplinary research methods through an extended research essay (PLO1a, 1b, 2a, 2b, 3a, 4)
CL05 : Demonstrate skills in critical analysis and independent, inter-disciplinary research and written communication through the preparation of a journal article review.

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate high level skills of oral communication by discussing and debating course concepts in a scholarly, reflective and respectful manner (PLO 3a, 3b)	• Class Reflection
CLO2 : Engage in complex critical discussions comparing and debating different models of juvenile justice internationally (PLO 1a, 2a, 3a, 3b)	• Class Reflection
CLO3 : Demonstrate critical analysis of the tensions intrinsic to welfare, justice and retributive approaches to juvenile justice clearly, persuasively and appropriately through a class presentation and written paper (PLO 1a, 1b, 2a, 2b, 3a)	• Seminar Presentation
CLO4 : Engage in self-led investigation and comparative analysis of current debates in juvenile justice utilising inter-disciplinary research methods through an extended research essay (PLO1a, 1b, 2a, 2b, 3a, 4)	• Research Essay (6000 words)
CLO5 : Demonstrate skills in critical analysis and independent, inter-disciplinary research and written communication through the preparation of a journal article review.	• Critical Article Review

## Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Research Essay (6000 words) Assessment Format: Individual	60%	
Class Reflection Assessment Format: Individual	10%	
Seminar Presentation Assessment Format: Group	20%	
Critical Article Review Assessment Format: Individual	10%	

## Assessment Details

### Research Essay (6000 words)

#### Assessment Overview

Research Essay (6000 words) = 60%

The research essay encourages students to undertake independent desk-based research, including inter-disciplinary research. The essay also assesses the skills of critical analysis, the development of an argument, and written communication.

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

### Course Learning Outcomes

- CL04 : Engage in self-led investigation and comparative analysis of current debates in juvenile justice utilising inter-disciplinary research methods through an extended research essay (PLO1a, 1b, 2a, 2b, 3a, 4)

## **Class Reflection**

### Assessment Overview

Class Reflection = 10% of final mark

Students are expected to engage in reflective thinking as part of each class. This may take the form of oral participation during class or may take the form of a short (100 word) reflection on what you learned that day that will be done towards the end of the class. As part of this written reflection, you will be asked to include a response to least one of the examples or stimulus provided in class. Reflection on class participation is designed to:

- encourage active learning
- encourage iterative learning processes for students to think through the implications of what they have learned
- assist students to develop clearly articulated positions of concepts, arguments and policies

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

### Course Learning Outcomes

- CL01 : Demonstrate high level skills of oral communication by discussing and debating course concepts in a scholarly, reflective and respectful manner (PLO 3a, 3b)
- CL02 : Engage in complex critical discussions comparing and debating different models of juvenile justice internationally (PLO 1a, 2a, 3a, 3b)

## **Seminar Presentation**

### Assessment Overview

Seminar Presentation = 20% of final mark

All students are required to present a seminar (either individually or as part of a small group) of not more than 15 minutes based upon their proposed research essay. The seminar presentation

should demonstrate an understanding of the aspects of the topic that you have chosen for your research essay, key debates in the field and critical reflection on those debates

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

#### Course Learning Outcomes

- CL03 : Demonstrate critical analysis of the tensions intrinsic to welfare, justice and retributive approaches to juvenile justice clearly, persuasively and appropriately through a class presentation and written paper (PLO 1a, 1b, 2a, 2b, 3a)

### **Critical Article Review**

#### Assessment Overview

Journal Article Review = 10% of final mark

Students are to select an article (published in an academic journal) and to conduct a critical review of the claims it makes. The review should assess the claims in the article against the standard it sets itself or on alternative standard that is more appropriate. The critical article review assesses the skills of critical analysis and written communication.

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

#### Course Learning Outcomes

- CL05 : Demonstrate skills in critical analysis and independent, inter-disciplinary research and written communication through the preparation of a journal article review.

## **General Assessment Information**

#### 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.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Barry Goldson					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 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.

## 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.