



## UNSW Course Outline

# HUMS1011 Experiencing Sydney Crime - 2024

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## General Course Information

**Course Code :** HUMS1011

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2C

**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 :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Sydney has a long and well-established criminal past, documented not only in our history books, but also popular culture artefacts. Whether this is your first time in Sydney or you have lived here all your life, this course gives you the opportunity to further explore the criminal history of

Sydney. Visiting sites such as the Justice and Police Museum and the Hyde Park Barracks, and locations associated with Sydney's deviant past, you will examine the city's connection with crime through a series of self-paced walking tours. In response to what you encounter, you will develop critical reflective responses to these experiences and, in the process, learn something new about yourself and your learning.

## Course Aims

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe different aspects of Sydney's crime history informed by a range of disciplinary perspectives.
CLO2 : Critically reflect on developing knowledge acquired through experiential learning.
CLO3 : Describe a personal learning strategy to apply in future learning.

Course Learning Outcomes	Assessment Item
CLO1 : Describe different aspects of Sydney's crime history informed by a range of disciplinary perspectives.	• Patchwork reflection
CLO2 : Critically reflect on developing knowledge acquired through experiential learning.	• Written meta-reflection • Patchwork reflection
CLO3 : Describe a personal learning strategy to apply in future learning.	• Patchwork reflection

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Padlet

## Additional Course Information

HUMS1011 is a course designed to maximise your experiential learning and critical reflection skills. The course is delivered intensively over four (4) weeks via a mix of online materials, face-to-face seminars, and (mandatory) self-paced walking tours and museum visits. **You must be physically located in Sydney to complete this course.**

Over the four weeks you will explore several modules related to Sydney's criminal history. For each module, you will need to review the online materials curated around the topic, engage with the required readings, visit an important site and/or undertake a walking tour, and journal your

reflections on the course Moodle site. Optional face-to-face seminars give you an opportunity to consolidate your learning, receive useful feedback on your reflections, and engage in discussion with your peers and your Course Convenor. Please see Moodle for more details about the different elements of the course and details of the course design and delivery.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Written meta-reflection	40%	Start Date: Not Applicable Due Date: 14/08/2024 11:59 PM
Patchwork reflection	60%	Start Date: Not Applicable Due Date: 06/09/2024 11:59 PM

## Assessment Details

### Written meta-reflection

#### Assessment Overview

500-800 words, due on day 2 in intensive mode.

A mark, written feedback and a rubric will be provided in 3 days.

#### Course Learning Outcomes

- CL02 : Critically reflect on developing knowledge acquired through experiential learning.

#### Detailed Assessment Description

Meta-reflection simply means reflecting about reflection. This assessment task is an opportunity for you to demonstrate that you are able to meet one of the course learning outcomes: that you can critically reflect on developing knowledge acquired through experiential learning. In other words, it gives you a chance to demonstrate how much your learning *about* reflection and reflective writing has developed as a result of the reflective-writing learning activity that you undertake in the first week of the course.

In order to complete and submit this assessment task, you will need to first complete the formative writing task and reflective-writing learning activity, explained in the Introduction Seminar in Week 1. If you did not attend the seminar in-person during Week 1, you must review the materials in the Online Instructions for Week 1 Seminar tab on Moodle. This activity will take you around 3 hours in total to complete.

Please see Moodle for full instructions for this assessment.

#### **Assessment Length**

500-800 words

#### **Assessment information**

Please see Moodle for full assessment instructions and marking rubric.

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **Patchwork reflection**

#### **Assessment Overview**

2000 word critical reflection, due on the Monday after the final day in intensive mode.

A mark, written feedback and a rubric will be provided in two weeks.

#### **Course Learning Outcomes**

- CLO1 : Describe different aspects of Sydney's crime history informed by a range of disciplinary perspectives.
- CLO2 : Critically reflect on developing knowledge acquired through experiential learning.
- CLO3 : Describe a personal learning strategy to apply in future learning.

#### **Detailed Assessment Description**

In this final assessment you will need to bring everything you've learned in the course via your Patchwork Reflection. This 'patchwork' is achieving by the 'stitching together' of the various reflections you have made through your studies in the course (i.e. your Reflective Journal entries and Padlet posts). This assessment is a way for you to demonstrate the consolidation of your learning across the five Modules you have completed. You must refer directly to your Padlet posts and your Reflective Journal entries in your final submission; these are the 'patches' which your 'quilt' is 'stitching' together. You are welcome to incorporate images into your work if you wish.

Please see Moodle for full instructions for this assessment.

#### **Assessment Length**

2000 words

#### **Assessment information**

Please see Moodle for full instructions for this assessment and the marking rubric.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## General Assessment Information

Please refer to [UNSW's Harvard referencing style guide](#) for information about how to reference your assessments. For all other information about assessments, please see the course Moodle page.

### Grading Basis

Standard

### Requirements to pass course

To pass this course, you must submit both assessment items and receive an overall final mark of 50% or greater. You must also complete **all** walking tours/museum visits for each of the five (5) course Modules.

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 August - 18 August	Seminar	Introduction: Historicising Crime and Criminality in Sydney
	Module	Module 1: Colonisation, Criminals and Dispossession
	Assessment	Assessment 1: Written Meta-Reflection is due Wednesday 14th August at 11:59pm.
Week 2 : 19 August - 25 August	Seminar	Facilitated Discussion on Experiential Learning
	Module	Module 2: Moral Deviance
	Module	Module 3: Sexual Deviance
Week 3 : 26 August - 1 September	Seminar	Facilitated Discussion on Experiential Learning
	Module	Module 4: Femme Fatales, Gender and Crime
	Module	Module 5: Crooks and Corruption
Week 4 : 2 September - 8 September	Seminar	Conclusion: Consolidating Your Learning
	Assessment	Assessment 2: Patchwork Reflection is due Friday 6th September at 11:59pm

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

This course consists of several learning elements, as detailed below. Students should carefully read the requirements of the course to ensure that they meet the experiential learning course requirements.

## Face-to-face seminars

Each week of the term there will be seminars to guide students in their learning. While these seminars are optional and this course can be undertaken independently, via the completion of the online course materials and the undertaking of self-paced walking tours (and of course your assessments), your learning experience will be improved immensely by attending the face-to-face seminars. These seminars have been designed to support student learning and foster skills in reflective thinking, which are an essential component of the assessments in this course. The first and last seminars are particularly geared towards preparing students for the two assessments in the course. Seminars in the second and third week of the course focus on providing feedback and opportunities for discussion on your learning activities. Evidence from previous terms suggests students who attend all four face-to-face seminars gain a better understanding of the experiential course design, reflective course activities and, importantly, perform better in the course assessments as a result.

## Online modules and required readings

There are five compulsory Modules students are required to complete. Your learning for each module begins with an online learning resource, consisting of a mix of written, video, and audio content that introduces you to the topic. There are also additional resources, information, and a list of references provided, so don't forget to click through to the second page of the Module if you would like to supplement your learning further. After reading the introductory content in your Module, you should complete the Required Readings. These will provide important historical context for the sites and locations you will visit on your walking tours.

## Self-paced walking tours and museum visits

The central feature of this course are the self-paced walking tours and museum visits that students are required to complete as part of the experiential learning component of HUMS1011. As [Boston University's Center for Teaching and Learning](#) explains, 'experiential learning is an engaged learning process whereby students to 'learn by doing' and then reflecting on the experience'. For this course, the 'doing' involves visiting and walking sites and locations that have played an important role in Sydney's crime history. These walking tours and museum visits form an essential component for each of the five Modules and will be a way of complementing the learning you do via the online materials and course readings by actually seeing and learning from the sites that this 'on paper' material is actually about. Students who have previously completed this course have written about how the experience of visiting these sites has really

transformed their learning of the content, as well as their consideration of their preferred learning style in their 'home' discipline. We hope that you have a similar experience.

# Course Resources

## Prescribed Resources

Links to all prescribed/required readings and resources will be made available electronically via the Leganto links provided on the course Moodle page.

## Additional Costs

Please be advised that some of the museums that you are required to visit for the course include entry fees. Details of any such costs will be communicated for each Module. There may also be public transport costs associated with visiting the various locations as part of the course requirements.

## Course Evaluation and Development

We welcome your feedback at any stage during the course. If there are aspects of the course that you really enjoy, or things that you feel could be done better, we always appreciate you letting us know. You can provide feedback via your class teacher or the Course Convenor at any time.

Formal student feedback will be collected through the myExperience student survey at the end of term. This survey is an important opportunity to let us know your experience in the course. We take your feedback seriously and use it to make improvements and enhancement to the course for future iterations. For example, student feedback has led to the introduction of additional in-person seminars to improve the student learning experience and assist in the development of your assessments.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Alana Piper				Please email me if you would like to make an appointment for a student consultation	No	Yes
Program director	Alyce McGovern				Please email me if you would like to make an appointment for a student consultation	Yes	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.

## 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.