

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	JUSTICE RESPONSES TO DIFFERENCE
<b>Course ID:</b>	CRJUS3303
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CRJUS1283 and CRJUS1284 or CRJUS1285 and CRJUS1287 or ATSGC1283 and ATSGC1284) and (At least 60 credit points from CRJUS intermediate (2000-2999) level courses)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	099903

**Description of the Course :**

The course explores justice responses with First Nations peoples, people with disabilities, women and the LGBTIQI community within the justice system. The course provides a contextual and theoretical overview of the historical origins and development of the justice system and how these origins have informed the justice system response to difference. The concept of justice, access to justice and the implications of differential response will also be explored. Contemporary and innovative state, national and international initiatives to address difference will be examined. The course will draw on case studies from law, policy and programmatic reform to better understand the challenges for justice agencies to ensure an accessible and equitable justice response in a diverse society.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Examine the historical factors that inform justice system responses in Australia to diverse groups.
- K2.** Critique the response of state, national and international criminal justice systems to diversity.
- K3.** Analyse the impact of the criminal justice responses to diverse groups in society and the consequences for future interaction between these groups and the justice system.
- K4.** Examine the state and international human rights frameworks about access to justice.
- K5.** Critically analyse the legislative and policy response to people from diverse backgrounds.

#### Skills:

- S1.** Critically analyse complex legislative and policy responses to working with difference in criminal justice settings.
- S2.** Consolidate and synthesise knowledge about access to justice issues and the implications of these for the justice system and for diverse groups.
- S3.** Analyse theories/concepts underpinning justice responses to difference.
- S4.** Develop high order written and oral communication skills to advocate for better access to justice for diverse populations.

#### Application of knowledge and skills:

- A1.** Research, summarise and present information in a format that is coherent, logical and engaging.
- A2.** Reflect critically on debates about the justice system response to people from diverse backgrounds.
- A3.** Regularly respond either in written or verbal form to debates and discussion

#### Course Content:

Topics may include:

- Justice concepts:
  - Theories of difference in justice system
  - Human rights frameworks
  - Media representation of crime among diverse populations.
- Gender:
  - Feminist perspectives
  - Gendered Crime: power and violence
  - Royal Commission into Family Violence
  - Sexual assault reforms.
- First Nations Peoples:
  - First Nations relationship with government and justice (historical overview)
  - Royal Commission into Aboriginal Deaths in Custody
  - Aboriginal Justice Agreement.
- Disability:
  - Disability theories
  - Historical perspectives of disability
  - Villains, vulnerability and protection

- Justice response to disability.

### Values:

- V1.** Respect and appreciate of the complexities of developing an appropriate response to people from diverse backgrounds
- V2.** Appreciate the experience of minorities and the barriers they face accessing justice relative to others in society
- V3.** Appreciate the broader immediate and long-term implications of justice system response to diverse communities.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1;;K2;K3;K4;K5; A2	A	AT2, AT3, AT4	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S1;S2;S3;S4	A	AT4	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S4; A3	B	AT1	B
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S4;A1; A3	A	AT1, AT3	A

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S4; A1; A3	A	AT1	B

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
A3, K1, K2, S4	Participation in weekly peer discussion throughout the course, informed by engagement with preparatory materials and demonstrating effective interpersonal communication	Participation in peer discussion	5%-10%
K1, K2, S2, S3, A1, A2	Exploration and critique of theories/concepts that underpin difference in the justice system	Critical Annotated Bibliography	20%-25%
K3, K4, K5, S4, A2, S1	Development of a digital presentation (Kaltura, Powerpoint, or Prezi) outlining the characteristics of a chosen minority group and the issues they encounter accessing justice	Presentation	25%-35%
K3, K4, K5, S1, S2, S3, A1, A3	Development of a position paper advocating for change relating to a chosen law reform issue and relevant minority group studied in the course.	Written Submission: Position Paper	40%-45%

**Adopted Reference Style:**

APA