

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Justice Responses to Difference
<b>Unit ID:</b>	CRJUS3303
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CRJUS1283 and CRJUS1284) OR (CRJUS1285 and CRJUS1287) OR (ATSGC1283 and ATSGC1284) (At least 60 credit points from CRJUS subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	099903

## Description of the Unit:

The unit explores justice responses with First Nations peoples, people with disabilities, women and the LGBTQI community within the justice system. The unit 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 unit 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, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
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

**Unit 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.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1,K2, K3 S1, S2 AT1, AT2	AT 2 AT 4
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K1,K2, K3 S1, S2 AT1, AT2	AT 3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1,K2, K3 S1, S2 AT1, AT2	AT 2 AT 3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	K1,K2, K3 S1, S2 AT1, AT2	AT 2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life</li> </ul>	K1,K2, K3 S1, S2 AT1, AT2	AT 1 AT 2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
A3, K1, K2, S4	Participation in weekly peer discussion throughout the unit, 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 unit.	Written Submission: Position Paper	40%-45%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)