



School of Sociology and Social Work

Faculty of Arts

HGA207/307
Sociology of Law

Semester 1, 2011

Unit Outline

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Hobart campus

CRICOS Provider Code: 00586B

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Unit description

This unit provides an introduction to studying law and legal institutions from a sociological perspective. There are six sections. Section A starts by considering the importance of law in everyday life and what lawyers do. Section B considers the extent to which giving different groups rights can achieve social justice. Section C considers how some sociological theories can be used in understanding law. Section D looks at the “crisis” experienced by the civil courts and the effectiveness of alternative dispute regulation. Section E looks at the role of regulation in addressing problems created by new technologies. Section F looks at changes in the legal profession.

Intended learning outcomes

On completion of this unit, you should be able to:

HGA207

1. understand the key concepts, issues and theoretical approaches relating to the sociology of law;
2. use relevant sociological approaches and empirical data to discuss the relationship between law and society; and
3. clearly communicate your ideas in written and verbal form, using appropriate sociological language and concepts.

HGA307

1. understand and critically evaluate the key concepts, issues and theoretical approaches relating to the sociology of law;
2. use relevant sociological approaches and empirical data to discuss the relationship between law and society;
3. clearly communicate your ideas in written and verbal form, using appropriate sociological language and concepts; and
4. identify and articulate your own position on key debates about law and justice.

These intended learning outcomes guide the assessment for this unit.

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge—This refers to the development of an in-depth knowledge of sociology, the ability to apply that knowledge, and the skills for life long learning. You will use a wide range of academic skills (e.g. research, analysis, synthesis, evaluation). Your progress in this area will be facilitated by required and additional reading in the unit and the completion of written assignments.

HGA207

This knowledge will build on learning achieved at Level 100. It will be demonstrated through the appropriate use of general sociological concepts and theories (for example, structure and agency, class, modernity) and their application to law as a social institution.

HGA307

This knowledge will build on learning achieved at Level 200. It will be demonstrated through the appropriate use of general sociological concepts and theories (for example, structure and agency, class, modernity) and their application to law as an institution. Students will be required to articulate key debates surrounding these concepts and evaluate their usefulness in explaining the relationship between law and society. Students will develop the skills of using sociological knowledge critically to engage in debates about law and justice.

Communication skills—This refers to your ability to communicate across different contexts. Your progress in this area will be facilitated through the completion of written assignments and feedback on them, and verbal discussion in tutorials and lectures.

HGA207

These skills will build upon those developed at Level 100. Students will strengthen their ability to structure essays, with a particular focus on developing arguments and using evidence to support those arguments. Students will strengthen their ability to express their ideas thoughtfully in small and large groups.

HGA307

These skills will build upon those developed at Level 200. Students will strengthen their ability to structure essays, with a particular focus on developing sophisticated arguments, using evidence to support those arguments, and acknowledging and countering alternative perspectives. Students will develop their verbal skills, with an emphasis on using sociological concepts and data with accuracy and clarity.

Problem-solving skills—This refers to your ability to use critical thinking when approaching different types of problems. It also refers to information literacy. These will be facilitated through encouraging you to apply sociological ideas to the real world, rather than simply learning these ideas by rote. You are also expected to develop your computer and research skills in order to engage with the assessment tasks set in this unit. These skills will be developed through discussion in tutorials and lectures and through the completion of written assignments.

HGA207

These skills will build upon those developed at Level 100. Students will strengthen their ability to identify relevant issues associated with a topic and appropriate sources of information to address those issues. In particular, students will develop their skills in searching the library catalogue, databases and recognised web-based sources of sociological information.

HGA307

These skills will build upon those developed at Level 200. Students will strengthen their ability to critically analyse questions, identify relevant issues and appropriate sources of information to address those issues. They will be asked to apply these skills in using a wider range of data than in previous years.

Alterations to the unit as a result of student feedback

Feedback was obtained when the unit was last taught in 2009. Some students requested that the unit cover more topics and theories. I have taken up these suggestions and also avoided overlap with topics covered by other units.

Prior knowledge &/or skills

In order to successfully complete this unit, students should have already developed the following skills:

- clear written expression that conforms to standard written English;
- academic writing skills, including the ability to reference in conformity with disciplinary practice;
- good written and verbal comprehension;
- basic word processing and computer literacy skills;
- knowledge of the sociological perspective; and
- the ability to research sociological issues.

Learning expectations and teaching strategies/ approaches

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Teaching and learning strategies

Strategies for this unit include:

- overview and summary from lectures;
- guided reading and discussion for depth;
- wide-reading through independent study for assessments; and

- emphasis on critical engagement with international academic literatures and application to law and legal institutions in Australia.

If you need assistance in preparing for study please refer to your lecturer. For additional information see: <http://www.utas.edu.au/tl/students/>

Learning resources required

Requisite texts

There is no required text for this unit.

Unit reader

The tutorials are based on discussing readings in a reader that you can purchase from UniPrint on the Hobart campus.

Recommended reading

Textbooks

For this unit, I am recommending three texts. I am hoping that they will complement each other and assist with most topics:

- Travers, M. 2010 *Understanding Law and Society*. Routledge, London.
This is good on the theories, and each chapter applies a particular way of thinking about law to different topics.
- Roach Anleu, S. 2009 *Law and Social Change*. Sage, London.
This is good on many topics.
- Calavita, K. 2010 *An Invitation to Law and Society*. University of Chicago Press, Chicago.
This is a short American book with a critical message.

Other books

I will be providing a separate reading guide that suggests readings for different topics.

Journals

There are many law and society journals, although they relatively little empirical research by sociologists. They are, however, a good place to find articles about any topic:

Alternative Law Journal (accessible articles with a critical message)
Cambridge Journal of Law and Society
Empirical Legal Studies (quantitative research on law)
International Journal of the Legal Profession
International Journal of Law in Context
International Journal of Sociology of Law
Law and Critique (mainly postmodernism)
Law in Context (an Australian journal)
Law and Society Review (the most respected American journal)
Law and Social Inquiry (another well-respected American journal)
Journal of Law and Society (the main British journal)
Social and Legal Studies (good for critical theory)

E- (electronic) resources

Library

The Library offers a range of services if you are unable to visit the Library in person and if you meet certain criteria. See <http://www.utas.edu.au/library/libserv/rls/rls.html>

MyLO (My Learning On-Line)

This unit is web-supported through MyLO. This means a range of resources are available on MyLO, but you do not have to use them in order to pass the unit. However, the resources will enrich your studies.

These resources include:

- Lecture recordings
- Writing and Referencing Guide
- Assignment coversheet

Accessing MyLO-based lecture material is not a substitute for attending lectures. You need to attend the lectures to gain a full understanding of the unit.

For information about how to access and use MyLO, as well as MyLO support, see ***Learning Online*** at <http://www.utas.edu.au/coursesonline/> and http://tlo.calt.utas.edu.au/docs/mylo_student_info.doc

Accessing MyLO off campus

For information and help with setting up a computer and web browser to access online resources in MyLO when off campus, see <http://uconnect.utas.edu.au/mylo.htm>

Accessing MyLO on campus

MyLO can be accessed in the Library computers and in computer labs. See http://www.utas.edu.au/itr/computing_labs.html

You can also access the University network and MyLO via a laptop computer. See <http://uconnect.utas.edu.au/uana.htm>

Getting help

For technical information and help, contact the UTAS Service Desk at <http://www.utas.edu.au/servicedesk/student/index.html>

Computer hardware and software

For MyLO

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. Please see UConnect at <http://uconnect.utas.edu.au/> for information about computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *MyLO: Information for Students* - http://tlo.calt.utas.edu.au/docs/mylo_student_info.doc for further information about accessing MyLO.

Details of teaching arrangements

Lectures

Starting from Thursday, 24 February 2011, weekly lectures will be held as follows:

1.00pm – 2.50pm, Thursdays

Venue: Arts Lecture Theatre (SB.Arts203.LT) (SB.AX16.L02.203)

Please note that there is no lecture in week 10 (week beginning 2 May 2011).

Lectures are designed to outline the main topics of the unit at a general and accessible level. The lectures may be presented on PowerPoint and/or overheads, which can also be accessed through the unit's MyLO site. Audio files of each lecture will also be recorded and placed on the MyLO site, provided there are no malfunctions with the recording equipment.

Lectures are also the place where important announcements concerning the unit are made to all students such as the date and place for the return of marked essays. Material discussed in the lectures is regarded as having been provided to all students in the unit. If you miss a lecture you will need to listen to the audio of the lecture from the MyLO site.

Lectopia

Lectopia is an automated lecture recording system used in some lecture theatres. Students should be aware that conversations with the lecturer before and after the lecture may be recorded automatically by Lectopia. To avoid this, please move away from microphones in lecture theatres (or ask the lecturer to pause the recording and/or mute the microphone) if you are discussing a personal matter with the lecturer. In addition, if you are listening to a Lectopia recording and discover a conversation that has been recorded inappropriately, please alert the unit coordinator as soon as possible so that the recording can be edited to remove the material.

Tutorials

TUTORIALS ARE NOT HELD IN THE FIRST WEEK OF SEMESTER

One-hour tutorials are held fortnightly on even weeks (total of 6 tutorials).

Tutorials for this unit start in week 2 (week commencing 28 February 2011).

Tutorial times are listed on the electronic student timetable:
<http://student.admin.utas.edu.au/coursesenrolment/timetable/>

We will be discussing the readings in the unit reader, but also reviewing the lecture topics.

Students are to enrol in tutorials via MyLO. If you wish to change tutorials, you will need to see the office staff in the School office, Room 417, Social Sciences (Arts) Building as students cannot change their tutorials in MyLO.

Tutorials are an important aspect of this unit. It is the time for you to discuss, ask questions about and broaden your understanding about the sociological topic of each week's lectures. Your active preparation and participation in tutorials is essential for successful completion of the unit.

Tutorial 1: The law school curriculum

Overview: In most universities around the world, law students spend the majority of their time learning black-letter law subjects, such as contract or criminal law, in which legal rules are applied to problems. Australia is in some respects an exception, since one can combine law with another major. However, it is possible to complete a major in law without having to consider what actually happens in practice or the relationship between law and different forms of inequality. For this to happen, would require substantial changes in how students learn about law, and a more inter-disciplinary law school in which there is more emphasis in conducting empirical research. However, despite many calls for a broader or more liberal curriculum, only a few law schools have moved in this direction. But why do we need a broader curriculum? These readings give a taste of these arguments.

Readings:

- Thornton, M. 2000 "Law as business in the corporatised university". *Alternative Law Journal*. Vol. 25, No.6, pp. 15-25.
- Dawson, D. 1996 "The Legal Services Market". *Journal of Judicial Administration*. Vol.5, p.147.
- Banakar, R. and Travers, M. "Law and Sociology". In R.Banakar and M.Travers (eds.) *An Introduction to Law and Social Theory*. Hart, Oxford, pp. 345-352.
- Llewellyn, K. 1965 "What law is about". In K.Llewellyn *Bramble Bush*. Oceana, New York.

Questions to consider:

1. Why do we need a more liberal law school?
2. Compare and contrast the arguments of Karl Llewellyn with Reza Banakar and Max Travers for why lawyers should study social science.

Tutorial 2: Law and rights

Overview: At the basis of modern law is respect for, and an attempt to balance, the rights of different citizens. Some Marxists and critical thinkers have argued that providing legal rights, without a substantial re-distribution of wealth and income, or changes in our attitudes towards minorities, is an inadequate means of promoting social justice. However, others see human rights as central to the struggle against inequality and discrimination, as well as a means of safeguarding political freedoms. These readings offer different viewpoints on law and rights.

Readings:

- Plummer, K. "Rights work: Constructing lesbian, gay and sexual rights in late modern times". In Morris, L. (ed.) *Rights: Sociological Perspectives*. Routledge, London, pp. 152-167.
- Bottomley, S. and Parker, S. 1997 *Law in Context*. The Federation Press, Annandale, NSW, pp. 14-45.
- Buchanan, A. 1982 "The Marxian Critique of Justice and Rights". In *Marx and Justice: The Radical Critique of Liberalism*. Rowman and Littlefield, New Jersey, pp. 50-85. (extract)
- Hull, K. 2006 "How do I love thee? Questioning the marriage model". In K.Hull (ed.) *Same-Sex Marriage: The Cultural Politics of Love and Law*. Cambridge University Press, Cambridge, pp. 78-115.

Question to consider:

1. What do you understand by the term 'liberalism'?
2. Why do critical theorists believe that there is more to achieving social justice than obtaining human rights?

Tutorial 3: Australia and Britain's response to asylum-seekers

Overview: After the second world war, the 1951 United Nations Convention on Refugees required participating states to give asylum to those who could demonstrate they were victims of political persecution. Since the 1980s, increasing numbers have exercised their right to claim asylum, although only a few are recognised as refugees after a legal hearing. This is a political topic that arouses strong emotions. The aim in this unit is to compare the legal and administrative response in Australia and Britain, and to consider the distinction between having a right and being treated fairly.

Readings:

- Faulkner, J. 2002 "Controlling the national interest through immigration". *Alternative Law Journal*. Vol.27, No. 5, pp. 233-37.
- Bhuta, N. and Costello, G. 2001 "Global apartheid? Controlling immigration in the global village". *Arena Magazine*. Vol.54 August-September, pp. 31-5.
- Travers, M. 1999 "Political asylum and the courts". In M.Travers *The British Immigration Courts: A Study of Law and Politics*. The Policy Press, Bristol, pp. 99-129.
- *Re Kit Woolley* (Manager of the Baxter Immigration Detention Centre) & Arnor [2004] HCA 49 (extract).

Question to consider:

1. To what extent have Australia and Britain satisfied their legal obligations as signatories of the 1951 UN Convention on Refugees?
2. What are the evidential issues that arise in recognising refugees?
3. How would you reform the current international system protecting asylum-seekers?

Tutorial 4: The civil courts in crisis

Overview: The cost of the legal process, and the frustrations experienced by litigants have led to calls for simplifying the legal process, or replacing law by other mechanisms such as mediation. This tutorial will review some of these initiatives and the practical problems that arise in attempting to establish a fair means of resolving disputes without lawyers.

Readings:

- Roach Anleu, S. 2000 "Alternative Dispute Resolution". In S. Roach Anleu *Law and Social Change*. Sage, London , pp. 138-169
- Conley, J. and O'Barr, W. 2005 "The language of mediation". In J.Conley and W.O'Barr *Just Words: Law, Language and Power*. Chicago University Press, Chicago, pp. 39-55.
- Sarat, A. 1985 "The litigation explosion". *Rutgers Law Review*. Vol.37, pp. 319-36.
- Australian Reform Commission 2000 "General issues: Practice, procedure and case management". In ALRC *Managing Justice: A Review of the Federal Civil Justice System*. ALRC, Canberra, pp. 389-416.

Question to consider:

1. Is there really a "litigation explosion"?
2. Assess the success of ADR as a means of resolving civil disputes.
3. Is it possible to have fairness without lawyers?

Tutorial 5: The regulation of genetic engineering

Overview: For any new social issue or problem, we turn to law for a solution. There are two potential problems, both discussed in an interesting way by Kitty Calavita in her book on law and society. The first is that the powerful get their way in shaping the law. The second is that law and regulation only have limited effectiveness in changing behaviour. In this tutorial, we will explore these ideas through looking at emerging new technologies in the fields of genetic engineering and biotechnology. There is a research centre that looks at these issues in the law school, and has made proposals for law reform.

Readings:

- Koepsell, D. 2009 "Introduction". In D.Koepsell *Who Owns You?* Wiley-Blackwell, Chichester, pp. 1-19.
- Black, J. 1998 "Regulation as facilitation: Negotiating the Genetic Revolution". In R.Brownsword, W.Cornish and M.Llewellyn (eds.) *Human Genetics and the Law: Regulating a Revolution*. Hart, Oxford, pp.29-68.
- Williamson, L., Fox, M. and McLean, S. 2007 "The regulation of xenotransplantation in the United Kingdom: Legal and Ethical Issues. *Journal of Law and Society*. Vol.34, No.4, pp.441-64.

Question to consider:

1. What ethical problems are posed by new genetic technologies?
2. How have regulators sought to reduce the risks?
3. To what extent can regulation address the problems?

Tutorial 6: The changing legal profession

Overview: The legal profession has changed considerably in the last thirty years. It has become feminised, although women still complain of institutionalised sexism. There has been a growing divide between large and small firms. Lawyers have lost their monopoly over some areas of work, and in some countries supermarkets can offer legal services. New technology has changed the way lawyers work, and some even argue that this will mean the "end of law". In this tutorial, we will review the impact of these changes and where the legal profession is going.

Readings:

- Thornton, M. 1996 *Dissonance and Distrust: Women in the Legal Profession*. Oxford University Press, Melbourne (extract).
- Hunter, R. and McKelvie, H. 1999 "Gender and Legal Practice". *Alternative Law Journal*. Vol.24, No.2, pp. 57-61.
- Travers, M. 2007 "Professionals and quality". In M.Travers *The New Bureaucracy: Quality Assurance and its Critics*. The Policy Press, Bristol, pp.35-58.
- Susskind, R. 2008 "The beginning of the end?" In R.Susskind *The End of Lawyers? Rethinking the Nature of Legal Services*. Oxford University Press, Oxford, pp. 1-26. (extract).

Questions to consider:

1. "Discrimination is rarely overt, and usually hard to combat through legal remedies". Discuss in relation to the experiences of women lawyers.
2. What are the main challenges facing the legal profession?

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Specific attendance/performance requirements

Lectures

Although attendance at lectures is not monitored, all material covered in lectures is examinable. Material discussed in the lectures is regarded as having been provided to all students in the unit. If you miss a lecture you will need to listen to the audio of the lecture on MyLO, if available.

Tutorials

Tutorials are compulsory and attendance is recorded. If you cannot attend a tutorial, you should contact your tutor/lecturer to make alternative arrangements. If you attend less than two thirds of tutorials this may result in you being made ineligible to sit the exam, irrespective of whether assignments have been submitted and/or received pass marks. If you are concerned that you may not have attended enough tutorials, please discuss the issue with your unit coordinator.

Other unit requirements

To be eligible to pass this unit, you must:

- attend tutorials as noted above;
- submit assessments as listed in the *Assessment Schedule* within the time limits; and
- undertake the examination at the end of the unit.

Passing overall: It is not necessary to pass each assessable component of the unit although each must be attempted. As long as your overall mark is 50 percent or higher you will have passed.

Please also refer to *Penalties* in this unit outline.

Assessment

Assessment schedule

Assessment task	Date and time due	Percent weighting	Links to intended learning outcomes
Assessment task 1: Essay	5pm, Thursday, 5 May 2011	50%	HGA207: 1 – 3 HGA307: 1 – 4
Final exam		50%	HGA207: 1 – 3 HGA307: 1 – 4

Assessment details

Assessment task 1	
Task description	<p>Essay - please answer one of the following five questions:</p> <ol style="list-style-type: none"> 1. What problems arise in trying to achieve human rights? Discuss in relation to TWO of the following: <ol style="list-style-type: none"> a) same-sex marriage b) pornography c) asylum-seekers 2. Assess the value of ONE of the following sociological traditions or theorists for understanding law: <ol style="list-style-type: none"> a) Pierre Bourdieu b) Niklas Luhmann c) Marxism 3. "Regulation is rarely effective at changing behaviour". Discuss in relation to either: <ol style="list-style-type: none"> a) genetic engineering b) cybercrime 4. Assess the claims made by feminists of institutionalised sexism in the legal profession. 5. Interpretive sociologists have tried to describe the practical character of routine work in the courts and legal offices. To what extent has this research programme been successful and why does it matter?
Task length	<p>HGA207: 3,000 words HGA307: 3,500 words</p>
Links to unit's intended learning outcomes	<p>HGA207: 1 – 3 HGA307: 1 – 4</p>
Assessment criteria	<p>HGA207: Answers the question: Presents a clear and relevant response to the question Understanding: Shows an understanding of some of the theoretical approaches to analysing law Structure: Conforms to a recognised essay structure, including a clear argument and logical progression through ideas Sources: Uses a range of relevant sources, including journal articles, online resources and text chapters Expression: Expresses ideas clearly and concisely, free from grammatical and spelling errors Referencing: Consistently uses an appropriate referencing style</p>

	<p>HGA 307: Answers the question: Engages with the set question thoughtfully and presents a clear and critical response Understanding: Shows an understanding of the <i>different</i> theoretical approaches to analysing law and legal institutions. Presents a well developed argument that is supported by literature, and expresses the author's own sociological perspective Structure: Conforms to a recognised essay structure, including a clear argument and logical progression through ideas Sources: Uses a range of relevant sources, including journal articles, online resources and text chapters as well as citing research findings Expression: Essay is well written and uses appropriate sociological language to identify and analyse the issues Referencing: Consistently uses an appropriate referencing style</p>
Date and time due	5pm, Thursday, 5 May 2011

Final exam	
Description / conditions	<p>Duration: 2 hours</p> <p>There will be plenty of time to prepare for this. It will consist of six questions. You should give a 500 word answer to each question.</p> <p>I will help you prepare for the examination in the last lecture.</p>
Date	<p>The final exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage http://www.utas.edu.au/students/index.html - Examinations and Results - on the University's website.</p>

How your final result is determined

To pass this unit you will need to achieve a pass or more (i.e. 50% of the allocated marks).

Grades will be awarded based on University guidelines; namely:

Failure	0-49%
Pass	50-59%
Credit	60-69%
Distinction	70-79%
High distinction	80% and above

Your final result is determined by adding together the marks for your assignments and exams, taking into account their weighting. Results that are borderline may also be influenced by requests for special consideration.

Submission of assignments

All work submitted for assessment must be in hard copy (not email), and must conform to the requirements of the School of Sociology and Social Work 'Writing and Referencing Guide' (refer *Academic referencing*).

Please remember to keep a copy of your submitted assignment.

Before submitting your assignment, please ensure that it conforms to the following:

- Is word-processed
- Minimum 2.5cm left-hand margin and 1.5pt line spacing, with minimum 12 point font
- Printed on one side of the page only, and all pages are numbered
- Essay is referenced using only ONE system of referencing (please refer to *Academic Referencing* in this outline for the appropriate referencing style)
- Alphabetically arranged list of references is attached at end of assignment
- Has been proof-read (i.e. checked for spelling errors and grammatical mistakes).

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at www.utas.edu.au/plagiarism or in the Student Information Handbook.

Assignment cover sheets are available on MyLO (if unit supported by MyLO), outside the Sociology office (room 417, Social Sciences (Arts) building) or on the School website.

All assignments must be submitted by placing in the assignment box outside the School office (room 417, Social Sciences (Arts) building) on or before the due time and date. Late assignments are also to be submitted in this box. The office does not need to be open for you to submit your assignment.

Assignments submitted without a signed cover sheet will not be marked. Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be signed within two weeks of the due date.

Once on time assignments have been returned, no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

Turnitin

Turnitin is a system that compares text in submitted assignments with text on Internet pages and in electronic journals, and documents stored in Turnitin's own database.

You will be advised if you will also need to submit your assignment through Turnitin.

Requests for extensions

If seeking an extension, please take an extension request form (available from the School Office) to your unit coordinator/lecturer well before the due date, and please have relevant supporting documents at hand (e.g. a doctor's certificate).

Please do not assume that if you have an arrangement with the Disability Office that you are exempt from these requirements: you are not, and there are no automatic extensions.

If for some reason you are unable to submit an extension request form but think that you have a valid reason for requesting an extension, please contact your unit coordinator/lecturer as soon as possible. Genuine requests will be respected.

Penalties

Late submission of assignments

Late assignments submitted without an approved extension incur the following penalties:

- 2% for each day past the deadline.
- After 5 working days, the maximum possible grade is a pass (50-59%).
- Assignments will not be accepted after 10 working days from the due date.
- Assignments will not be accepted after assignments have been returned to other students unless a prior arrangement is made with the unit coordinator.

Word limits

Markers will penalise assignments that are more than 10 percent over the word limit by deducting 10 percentage points from the final mark. Markers may refuse to accept assignments that are more than 20 percent over the word limit.

Attendance/interaction requirements

Please refer to *Specific attendance/performance requirements* in this unit outline.

Review of results and appeals

Assignments

Questions and concerns about assignment marks should be raised with the unit coordinator in the first instance. The coordinator may initially choose to review the mark him or herself. If a student is not happy with the outcome of this process, then a written application can be made to the Head of School explaining the nature of the concern. The Head of School can then, in consultation with the coordinator, appoint a second marker for the assignment. Requests to the Head of School to review an assignment mark should be made no later than 10 working days after the Friday of the week in which the assignments were returned to students in that class (if a student fails to collect their assignment, then the time for review is still calculated from the week in which the assignment was available for collection).

Examinations

If you are not happy with the result you received, you can firstly contact your lecturer to get feedback on your result, and you can also request to look at your exam answers. If you wish to view your exam answers you need to make an appointment through your school, giving the School 5 days notice in writing. Your lecturer or another qualified person will be there to go through the paper with you and answer any queries. You are entitled to have a copy of your answers, although the school may charge for the copying costs.

If after discussion you are still not satisfied, you can make an application for a review of assessment, which is done through the Student Centre. The application for a review of assessment is due 10 working days after the release of results. If your result was released late, you still have 10 days from when the result became available. This does not apply if the result was released on time but you could not see the result because you were debarred.

If you have passed your unit you must pay \$50 to have the result reviewed. If your mark goes up as a result of the review, your \$50 is refunded. If you did not pass the unit, you do not have to pay. Your result after a review of assessment cannot be lower than your result before the review, i.e. if the review assessor produces a lower result, your mark and grade will not be changed.

In most cases, the school will finalise a review of assessment within four weeks. However, if you have been offered a supplementary examination and have lodged an application for review of assessment, you should sit your supplementary examination as your review will not be finalised before the supplementary examination period.

For more information on the review of assessment process and a copy of the application form, please go to
http://www.studentcentre.utas.edu.au/examinations_and_results/results/index.html

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is in the School of Sociology and Social Work's *Writing and Referencing Guide*, which can be found at <http://www.utas.edu.au/sociology/students>, (click on the 'Writing and Referencing Guide (PDF) link under 'School links'). Copies are also available at the School office and on MyLO (if unit supported by MyLO).

For information on presentation of assignments, including referencing styles:

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- (a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- (b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the **Current Students** homepage at: <http://www.utas.edu.au/students/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

Available School resources

Resource room

The School has a resource room available for use by students of the School when not being used for teaching purposes, between the hours of 9.00am – 4.30 pm, Monday – Friday.

The resource room is located opposite the School office and provides study space, a photocopier and reference books which may be used by students whilst in the room. Please see the office staff (Room 417) for further details and available times.

Unit schedule

Week	Week beginning	Topic
1	21.2.11	(A) Law in everyday life 1. Law as a social institution 2. Sociologists and law
2	28.2.11	3. What do lawyers do? 4. What do judges do?
3	7.3.11	(B) Law and social justice 5. The problem of rights 6. The right for gay couples to marry
4	14.3.11	7. Debating rights in pornography 8. The right to claim asylum
5	21.3.11	(C) Law and social theory 9. Marxism and law 10. Pierre Bourdieu on the legal profession
6	28.3.11	11. Niklas Luhmann on the limits of law 12. Legal pluralism as a perspective
7	4.4.11	(D) The courts in crisis 13. The litigation explosion 14. Alternative dispute resolution
8	11.4.11	15. Reforming personal injury litigation 16. New technology in courts
9	18.4.11	(E) The regulation of new technology 17. Genetic engineering 18. Xenotransplantation
<i>Easter break 21 – 27 April 2011 (inc)</i>		
10	2.5.11	No lectures Essay due 5th May
11	9.5.11	19. Regulating the internet 20. Cybercrime
12	16.5.11	(F) The changing legal profession 23. Sociological approaches to the legal profession 24. Gender divisions
13	23.5.11	25. The end of lawyers? 26. Review of unit