

3.11 Module 27 Advanced Jurisprudence

3.11.1 Headline information about the module

Module title	Advanced Jurisprudence
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	Module 27
Parent programme(s) the plural arises if there are embedded programmes to be validated.	LLB (Hons)
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full-Time, Part-Time
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stages 1 and 2 of the programme
Pre-requisite module titles	None.
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturers are expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.
Maximum number of learners per centre (or instance of the module)	60
Duration of the module	One Semester, 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture room with internet access and digital projector.

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:60						101			125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

3.11.2 Module aims and objectives

This module aims to impart in learner a holistic understanding of the concepts of specialised schools of Jurisprudence and to develop a critical, argumentative and philosophical mind-set in the learner Furthermore, it will equip the learner with a critical filter of other law subjects in the light of their studies in Jurisprudence, enhance the learner's formal skills in developing argumentation and finally enable learners to produce a detailed, structured and comprehensive study of a selected field of jurisprudential thought and its application to contemporary issues.

3.11.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

- (i) Appraise the fundamental and specialised principles of jurisprudence and the philosophy of law
- (ii) Evaluate and critically analyse the principles of Jurisprudence that pertain specialised and advanced concepts in jurisprudential theories such as Marxism, the Critical Legal Studies Movement and Feminism
- (iii) Critically assess the principles of Jurisprudence that pertain to structural inequality in legal institutions
- (iv) Assimilate and critique the principles of jurisprudence that pertain to the question of Justice.
- (v) Apply holistic understanding of the principles of radical Jurisprudence and conceptions of justice.
- (vi) Conduct detailed research on conceptual issues in Jurisprudence and present

3.11.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Advanced jurisprudence is a module designed to initiate learners into more specialised, nuanced and contemporary forms of specialised legal theory and scholarship. The critical aptitudes developed in this module provide learners with judgment, evaluation, and reasoning skills in a structured and comprehensive manner and provides detailed knowledge of complex jurisprudential scholarship through a variety of perspectives.

This module will be of use to learners should they chose to undertake professional legal training, enter academia, or apply their legal knowledge in a cognate field. Specifically, the practical skills in research, critical writing, advocacy and presentation correspond to IPLO's 3, and 5-10, which stress the ability of learners to develop this knowledge and these competencies in both individual and group settings and with critical focus.

3.11.5 Information provided to learners about the module

At the start of the Academic Year, learners will receive their Faculty Handbooks. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme along with a programme timetable detailing related teaching, learning and assessment.

During the first class of the module, learners are given a detailed outline of the module showing the schedule of delivery and the dates when assignments are released and due for submission.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture material and links to related resources provided on a scheduled basis in line with the module delivery.

3.11.6 Module content, organisation and structure

This module is delivered over 12 weeks with two hours of lecture for each of those weeks. The subject matter covered by the course is organised along the following headings:

- Conceptions of Justice
- The Marxist Analysis of Law
- The Critical Legal Scholarship (e.g., Critical Legal Studies, Critical Race Theory)
- Paradigms of Liberty
- Feminism
- Queer Legal Studies
- Law and Media (Film, Television, Theatre)

3.11.7 Module teaching and learning (including formative assessment) strategy

The module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises. Formative assessment is provided through tutorial-style discussion, group work and exercises focus on specific case law and problem-

based learning requiring the learner to analyse the law and apply it to concrete cases controversies involving jurisprudential issues. The lectures are supplemented by structured on-line resources and reading.

Learners undertaking the course via blended learning benefit from varied and additional options for engagement to compensate their reduced attendance of campus. These include webinars, screencasts (recorded lectures), discussion fora, and increased use of the College's VLE (Virtual Learning Environment), Moodle.

In addition to what has been stated, classroom assessment and benchmarking techniques are deployed to encourage learners to develop more agency in terms of their own learning including in-class presentations, group work, peer-review exercises and reflective practice. The variety of teaching, learning and assessment techniques reflect an enhanced emphasis on skills acquisition to deepen practical knowledge. Finally, the attention of learners is drawn to current industry practice and technology used in the specific area of law to add a further dimension to learning, tracking the actual practice of legal professionals.

3.11.8 Work-based learning and practice-placement

The Jurisprudence is a classroom-based module and does not require work-based learning and practice elements.

3.11.9 E-learning

Moodle, the College Virtual Learning Environment, is used to disseminate notes, advice, and online resources to support the learners. The learners are also given access to Lynda.com as a resource for reference.

3.11.10 Module physical resource requirements

Requirements are for a fully equipped classroom. The classroom is equipped with a PC and Microsoft Office; no other software is required for this module.

Moodle can be accessed in the learner's home, various open labs on campus and in the library.

3.11.11 Reading lists and other information resources Primary Reading

Bix, B.H. (2015) *Jurisprudence: Theory and Context*. London: Sweet & Maxwell Freeman, M., (2014) *Lloyd's Introduction to Jurisprudence*. London: Sweet and Maxwell
Wacks, R. (2017) *Understanding Jurisprudence: An Introduction to Legal Theory*. Oxford: OUP

Secondary Reading

Barnett, H. (1998) Introduction to Feminist Jurisprudence. Cavendish Publishing
Kolakowski (2008) Main Currents of Marxism. London: Norton & Co.
Ward, I. (2004) Introduction to Critical Legal Theory. London: Routledge
Murphy, T. (2004) Western Jurisprudence. Dublin: Roundhall
MacKinnon, C. (1994) Feminism Unmodified. Cambridge: Harvard University Press
Unger (2015) The Critical Legal Studies Movement. Cambridge: Harvard University Press
Rawls (2005) A Theory of Justice. Harvard University Press

Nozick (2013) *Anarchy, State and Utopia*. New York: Basic Books

Foucault, M. (1990) *A History of Sexuality Volume One: An Introduction*. New York: Penguin Random House

Michael Warner (1999) *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*, New York: Free Press

Learners will also be presented with literary works, such as books or short stories, films, documentaries, or other media that present jurisprudential themes examined in the course.

3.11.12 Specifications for module staffing requirements

The faculty member responsible for the module should have at least a Level 8 legal qualification (LLB (Honours), BBL, BALB, preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Training and Education). The Project itself must also retain an administrative assistant (part-time) for the business of the Project and to ease the burden of correspondence.

Learners also benefit from the support of their respective Programme Director, Programme Administrator, Lecturers, a dedicated Learning Technologist, Learner Representative, and Students' Union and Counselling Service.

3.11.13 Module summative assessment strategy

The assignment for this module consists of 4,000 words and it intended involves research and structured, critical analysis of a topic within Jurisprudence. The assignment will require learners to examine the jurisprudential themes and theories exposed from an examination of a piece of modern media, such as a work of literature, or a film or may require them to assess a contemporary debate or controversy in jurisprudential terms.

No.	Description	MIMLOs	Weighting
1	Assignment	i-vi	100%

3.11.14 Sample assessment materials

Sample Assignment

Critically analyse how the satirical work by Johnathan Swift entitled *A Modest Proposal* (link to text on Project Gutenberg on Moodle) could be employed as a critique of the law and economics movement. Also provide a critical analysis of whether this same work could be said to support concepts and criticisms offered by Marxist legal theory. Critical descriptions of both the law and economics movement and Marxist legal theory, including comparisons with other jurisprudential theories should form part of your answer.

The submitted assignment should be 4,500-5,000 words in length. This does not include reasonable footnotes or bibliography. Referencing must be in accordance with the OSCOLA referencing system. Assignments should be typed in Size 12, Times New Roman Font, 1.5 spacing and justified. Please submit via the link on the LLBH-AJ Moodle page.

Assignment Marking Criteria - See Appendix 1