

CJS 257-7101
Fully Online
Fall 2017
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FOUNDATIONS IN JUSTICE STUDIES

Course Description

Foundations in Justice Studies provides a broad investigation into the various constructs of justice on offer across a variety of contexts. The aim of this course is to develop historical, structural, social, and ethical analyses of justice applicable to contemporary social issues, institutional case studies, and social processes. The objective is less to define “justice,” *per se*, and more to outline the factors of consideration in critically conceptualizing problems of justice where ever they come into being. Theoretical treatments are considered alongside, or in tension with, assessments of practice, with the contradictions between these two serving as a primary scene for critical thought. I strongly encourage you to question accepted as well as unaccepted ethical standards and to initiate and participate in class discussions. This course fulfills University Studies Intermediate Writing Course requirement.

Learning Outcomes

It is my hope that this course will enable you to address issues of justice with a greater understanding, scope, and confidence. Fundamental to this objective is a need to understand the theories which influence contemporary standards of justice. Such an understanding requires an evaluation of these standards in light of their workability, implications, and consequences. Therefore, it is essential that you be able to identify and apply various theories of justice to contemporary issues. Additionally, I hope you will view this as an opportunity to evaluate and refine your own views on justice.

Course Specific Outcomes: By the end of this course, you should understand:

1. the meaning of *social* analysis, as contrasted with an individual-level of analysis;
2. what social structures and historical processes are, their forms of violence, the kinds of analyses they warrant, and their relevance to the study and practice of justice;
3. how to investigate relations of power: the struggles between individuals and institutions, between social movements and the state, and/or between individuals within structures that position some people outside of human relations altogether;
4. the necessity of historical context for evaluating questions of justice;
5. the varied lines of force through which justice is subverted, including but not limited to: racism, capitalism, sexism, heteronormativity and homophobia, nationalism, colonialism, and imperialism; and
6. how to critically synthesize course material in oral and written practices.

University Studies Outcomes

1. Students will read with comprehension and critically interpret and evaluate written work in discipline-specific contexts.
2. Students will demonstrate rhetorically effective, discipline-specific writing for appropriate audiences.
3. Students will demonstrate the use of discipline-specific control of language, modes of development, and formal conventions.
4. Demonstrate intermediate information literacy skills by selecting, evaluating, integrating, and documenting information gathered from multiple sources into discipline-specific writing.

Required Readings

Text: You can buy the text at the campus book store. You should also be able to order the text online through a variety of websites. Please see below for text information.

Text: *Justice: What's the Right Thing To Do?*
Author: Michael Sandel
Publisher: Farrar, Straus & Giroux
ISBN # 978-0-374-18065-2

Other Readings: Discussion board assignments will at times contain links that direct you to online reading materials or a pdf. file. **These readings are required.**

Course Requirements

Participation You are expected to participate in every class assignment. Class participation encompasses the timely completion of all assignments. This includes assigned readings, participating in online class discussions, responding to questions posted, responding to assignments, and posting any questions or thoughts you have that are related to the class.

Substantive participation should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer's comments
- Challenge comments
- Ask insightful questions
- Answer other people's questions
- Exemplify the point with real-life events, when possible
- Make comments that are relevant to the course content and objectives

Ideas for substantive participation include:

- Share an experience that is related to the discussion. Comment on other participants' experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed
- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week's reading
- Discuss an issue that is related to the course or discussion and ask for feedback
- Relate how you have applied what you have read, learned or discussed regarding the course to real life
- Share another resource such as Web links, books, etc. to illustrate your ideas or to post as open discussion topics (as it is a violation of copyright law to copy the actual page)

Research Paper/Discussion (approximately 5 pages) This assignment asks you to build in argument supporting the justice or injustice of a controversial issue in our society. The position you take on the issue does not affect your grade. You will be graded on how well you explain and support your position. You are expected to incorporate relevant theories of justice as well as research into your argument to help support your position. A discussion board titled "Research Discussion" has been set up for you to post your paper. You will also be responsible for answering questions and replying to comments that your fellow classmates have regarding your topic. This assignment also requires that you respond to some of your classmates' papers (approximately 3). **Your topic must be approved by**

me in advance, so please email me your topic through the course email as soon as you choose it. I strongly suggest that you begin working on this assignment as soon as possible. Please refer to the Research Discussion folder for more details on this assignment (a link to this folder is located on the course toolbar to the left of your screen).

Discussion Board Assignments There will be a series of discussion board assignments throughout the semester (approximately 12). You are expected to respond to each assignment. Your responses will be graded on how well thought out and fully explained they are. Your responses should not be merely emotional reactions; they should include some support or basis for your views and ideas. Consequently, I strongly encourage you to take time to think through your ideas before responding to assignments. **Discussion assignments are intended to simulate in class discussions. Consequently, you are expected to post your response to a discussion assignment in advance of the due date. Due dates refer to the date the entire assignment is due, meaning your replies to classmates' posts. You should also be checking in on discussions during the entire discussion period to see what your classmates have said about the topic of discussion.**

Open Discussion Boards A discussion board has been set up in each chapter for what I like to call an open discussion (approximately 1 per chapter). This is a place where you can post any course related questions, comments, ethical issues in the news, course related websites of interest, etc. **Participation on the open discussion boards is required.** You do not have to post to receive credit for an open discussion assignment. You may simply respond to a topic posted by me or a fellow classmate. Please do not post questions or issues that only pertain to you. Any personal correspondence with me should be communicated via the course email.

Short Papers (1 to 2 pages each) There are 3 short paper assignments. Writing assignments may require that you explain, evaluate, or apply a theory of justice; argue a position on the adequacy of a theory of justice; or evaluate a case study in terms of the concepts of justice.

Final Paper (5 pages) The final paper asks you to identify what you view as the essential elements of justice and support why you think each of those elements is essential to the concept of justice.

Grading

The Research Paper Assignment 20%

The research assignment will be graded on the following criteria:

- How well you understand the issue
- How well you explain the arguments on either side of the issue
- How well you explain and support your position on the issue
- How well you respond to questions or comments on your post
- The quality of your research
- Proper use of citation (you may use whatever method you learned)

Discussion & Open Discussion Board Assignments 30%

The discussion board assignments will be graded on the following criteria:

- How well thought out your response is
- How well you explain and support your ideas
- The extent to which you draw from the theories we discuss
- How well you understand the theories involved in your response
- Whether it was submitted on time
- See Participation Requirements explained above

The open discussion board assignments will be graded on one or more of the following criteria:

- How often you post to the board
- The substance and relevance of your posting
- How often you respond to postings
- The quality of your responses to postings
- Whether your responses are posted in a timely fashion
- See Participation Requirements explained above

Short Papers 30%

Short Papers will be graded on the following criteria:

- How well you understand the material addressed in the question
- How well you explain and support your answers

Final Paper 20%

The Final Paper will be graded on the following criteria:

- How well you understand the concepts you identify as essential to justice
- The level of critical thought & analysis
- How well you explain & support each element that you identify

Extra Credit I do not offer extra credit. If you are not satisfied with your performance, you should contact me as soon as possible so that we can discuss ways in which you can improve your grade on future assignments.

Incompletes According to the university catalogue, an incomplete may be given only in exceptional circumstances, at the instructor's discretion and at the student's request made no more than 48 hours after the final examination or last class. The student must be passing at the time of the request or must be sufficiently close to passing that the instructor believes that upon completion of the work, the student will pass the course. If the work is not completed within one year of the recording of the grade of I, the grade will become an F(I). "I" grades cannot be changed to W. **If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.**

Withdrawal According to the university catalogue, official withdrawal **by the student** from a course after the add/drop period, and up to the completion of the tenth week of the semester. No credit awarded. W grades do not affect a student's GPA. **If you wish to withdraw from the course, it is your responsibility to visit the enrollment center and officially withdraw. Failure to do so may result in a course grade of F.**

Change of Grade An instructor may request a change of grade **only** when a computational or procedural error occurred in the original grade assignment. No final grade may be changed as a result of re-examination or, with the exception of the *I* grade, by the re-evaluation of work submitted before or after the end of the term, unless all students are afforded the same opportunity. A grade change must be approved by the chairperson of the instructor's department and by the dean of the college within one year of the original grade record.

Course Outline

Getting Started – 9/6 through 9/13

discussion 1 – due on or before 9/9

discussion 2 – due on or before 9/11

discussion 3 & open discussion 1 – due on or before 9/13

Chapter 1 – 9/14 through 9/19

discussion 4 & open discussion 2 – due on or before 9/19

Chapter 2 – 9/20 through 9/25

discussion 5 & open discussion 3 – due on or before 9/25

Paper 1 – due on or before 9/30

Chapter 3 – 10/1 through 10/6

discussion 6 & open discussion 4 – due on or before 10/6

Paper 2 due on or before 10/11

Chapter 4 – 10/12 through 10/17

discussion 7 & open discussion 5 – due on or before 10/17

Chapter 5 – 10/18 through 10/23

discussion 8 & open discussion 6 – due on or before 10/23

Paper 3 – due on or before 10/28

Chapters 6 & 7 – 10/29 through 11/4

discussion 9 & open discussion 7 – due on or before 11/4

Chapter 8 – 11/5 through 11/10

discussion 10 & open discussion 8 – due on or before 11/10

Chapter 9 – 11/11 through 11/16

discussion 11 & open discussion 9 – due on or before 11/16

Chapter 10 – 11/17 through 11/22

discussion 12 & open discussion 10 – due on or before 11/22

Research Discussion – 12/1 through 12/6

Post Paper on or before 12/1

Discussion runs through 12/6

Final Paper – due on or before 12/12

All work must be completed by December 12.

Academic Support Services

Center for Access and Success The University provides support services for students with learning and physical disabilities through the Center for Access and Success. These services are confidential.

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711.

The Academic Resource Center (ARC) ARC offers free peer tutoring to any UMass Dartmouth student throughout the school year, and during an abbreviated schedule during the summer and intersession. Each of the three tutoring centers—Math & Business Center, Science & Engineering Center, and the Writing & Reading Center—tutors students in a wide variety of subjects. The ARC works to ensure that students have clear, understandable and achievable academic goals. Learn more about ARC at <http://www.umassd.edu/arc/>.

Writing and Reading Center Whether students need writing help, tutoring for courses in humanities or social sciences, skill-building, or support for physical or learning disabilities, the WRC staff is ready to help. Staffed by peer tutors, WRC services are used by both undergraduate and graduate students. It doesn't matter if you have only one question or if you need long term assistance in one or more areas; the WRC exists to help students be successful at UMass Dartmouth. Learn more about the WRC at <http://www.umassd.edu/wrc/>.

Policy On Academic Integrity

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty. A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, and plagiarism. Please review the complete policy at <http://www.umassd.edu/studentaffairs/studenthandbook/academicregulationsandprocedures/>

Statement Regarding Title IX Information

The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics.

If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, <http://www.umassd.edu/counselling/>, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, <http://www.umassd.edu/sexualviolence/>, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email.

These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance, please go to <http://www.umassd.edu/sexualviolence/>

Please Note

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for me to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Any changes to the syllabus will be made with advance notice.