



Course Information

Course Name	Capstone: Revolutionary Education and Schools of Justice
Course ID	CJS 400
Semester	Summer Session 1: 11 June – 11 July 2019
Mode	Online

Instructor Information

Name	Dr. Heather M. Turcotte, Associate Professor of Crime & Justice Studies
Email	hturcotte@umassd.edu
Office Hours	Email for appointment

I monitor discussions, answer questions and email, and provide feedback on assignments within 24-48 hours. If you have questions or would like to set up an office hour meeting, please email me directly.

Course Description

The main focus of this capstone course is to develop an independent research paper that represents the culmination of your learning in the field of Crime and Justice Studies. All of the reading, writing, and discussion exercises are constructed to help you prepare, build, and complete your capstone research paper.

The theme of this capstone course is “Revolutionary Education and Schools of Justice,” which centers on some of the histories of revolutionary thinking and movements for collective liberation within educational settings to encourage us to think about the politics of knowledge production, its institutionalizations, and effects. From colonial state frameworks and neoliberal growth models that result in militarized campuses, school-to-prison pipelines, and gutted multicultural education to revolutionary protests, decolonial epistemologies, and abolitionary practices that reimagine collective freedom possibilities within our schools, the course raises questions about education as a contentious site of regulation and liberation that deeply informs our social relationships.

Thus, this capstone asks you to reflect upon your entire educational experience, with specific attention to the work that you have done here at UMASS Dartmouth and in the Crime and Justice Studies Department, in relationship to the larger histories, questions, and frameworks of “education,” “crime,” and “justice.”

Prerequisite

CJS 315; Senior Standing; CJS Major or Permission of instructor

Course Credits

3

Required Text

There are no required textbooks to order for this course.

All course readings and media are available on the course site in *MyCourses* through either an Internet link or pdf link.

Course Objectives

This course explores some of the intergenerational tensions of knowledge production. We will explore how writing can ground, extend, deepen, and enable the learning of course material AND how writing itself is a political practice grounded in revolutionary education and the production of knowledge about justice. The course materials are formulated to help you build strategies for developing ideas, clarity of organization, and effectiveness of expression for your final capstone research paper. Additionally, you are to utilize the methods you engaged with in CJS 315: Research Methods, in conjunction with those introduced in this class, to build your own approach to examining crime, justice, and education. While the topic and methodological approach to your capstone research paper is your choice, whatever topic you choose must include an engagement with *your experience in learning about such topic*.

An important aim of the course is to think critically about the collective goals of education and what it is that you want to do with your education, and its continued process. While the course historicizes questions of violence and justice within educational sites to gain an understanding of how educational institutions function the way that they do today, our goal is to be able to locate yourself in these historical processes so that you may connect your own experience in, and with, the education of Crime & Justice Studies in critical ways.

To do so, the course centers the following questions as the framework for developing your capstone research paper:

1. **When have you felt regulated and when have you felt free in your educational process** (what is your personal experience within academic institutions, theories, and practices; what have you learned (or not), what interests have been opened up and supported (or closed), what kind of work do you see yourself doing “after school”)?
2. **What is an urgent question or issue area that you would like to explore between the relationships of crime, justice, and education** (Or what is a question or issue area regarding crime, justice, and education that has developed over the course of your studies in Crime and Justice that you would like to explore)?
3. **How has/does the field of Crime and Justice Studies, and your experience with it, inform your understanding of theories, practices, issues, and events of “crime” and “justice” generally, and your above question/issue area more specifically** (in what ways has Crime and Justice Studies prepared you to critically think about crime and justice; which theories and methods help you to make arguments about crime and justice studies; about education)?
4. **Why is your exploration of, and findings on, this question/issue area of crime, justice, and education significant to: (a) you; (b) the Crime and Justice Studies field; and (3) our larger social and political relationships** (what are the political stakes of doing this work, and writing this paper in such a way; how do you see yourself contributing (or intervening in) existing frameworks of crime and justice; why has your educational process been central to your daily life and professional goals)?

All of the course exercises build upon and address these questions in a variety of ways. The idea is that through an engagement with these questions, you will be able to provide both historical and nuanced answers to a wide array of politically complex questions about knowledge production and its institutionalizations and effects, as well as make sense of your own relationship to knowledge production, educational practice, and the field of possibilities within Crime & Justice Studies.

- **Objective 1**
Distinguish, and make connections, between the different ways education can be unjust and liberatory, particularly through an attention to feminist, queer, critical race, critical ethnic, and critical area studies' approaches to education and knowledge production.
- **Objective 2**
Evaluate the utility (productivities and challenges) of "Crime and Justice Studies," and education as a whole, as a project of-and-for social justice.
- **Objective 3**
Demonstrate advanced level research, writing, and discussion skills; including being able to identify and employ discipline(s) specific format, evidentiary, and stylistic norms, as well as develop one's own methodological approach to their research question.
- **Objective 4**
Locate and explain how oneself is enmeshed within larger historical processes of crime, justice, and education and the political stakes of that enmeshment.

Communication Plan

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Expectations for Electronic Communication

Please use email ONLY when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the "Course Discussion Board" forum.

I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24-48 hours during the workweek. You may get an email reply during the weekend, but that would be an exception not the rule.

I will also check the discussion forums regularly during the workweek. I will provide feedback often during the first few modules of the course and then drop off in Activity while expecting participants to fill any void. Rest assured however, I will be participating in what I hope will be lively discussions and will always reply to any discussion comment directed specifically at me.

Time Considerations

Students should be prepared to spend a minimum of 4-5 hours on each module, plus additional time to do your outside research and writing for your capstone research paper. While you may feel that I'm displaying a lot of information to you in each module, please remember that in a traditional "live"

course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading. In our online course environment, my expectation is that you will be spending those 3 “class hours” on your own, working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

Substantive participation in online discussions should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer’s comments
- Challenge comments in class, including those of the facilitator
- 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

Things to keep in mind as you write discussion posts and communicate with other students:

- 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 a work 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 your personal and professional life.
- Share another resource such as Web links, books, etc. that you have used to answer other participants’ questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page)

Methods of Instruction

Final Grade Breakdown

Reading Quizzes (6 @ 1 point each)	6%
Discussions (6 @ 2points each)	12%
Journal Entry/Writing Exercises (6 @ 2 points each)	12%
Drafts of Research Paper (2 @ 20 points)	40%
Final Research Paper (30 points)	30%

Explanation of Final Grade Components

Reading Quizzes

There are six reading quizzes (one per learning module) covering assigned material from the course readings. To earn credit for completing each quiz, you must score a 100%. You may retake the quiz as often as you need until its due date. Your last attempt will be counted as your score. Due dates for each quiz are posted in the “Course Schedule of Release and Due Dates,” which is also listed at the end of this syllabus.

Discussions

There are six discussions (one per learning module) where you will work in a group of three to four students to address assigned questions. Each group member must contribute at least two posts, and at least one post prior to the due date, to the discussion to receive credit. The best discussion posts demonstrate critical thinking, a deep understanding of course material, and draw from examples in the readings and films. When responding to other's posts, you should provide thoughtful, constructive, and creative feedback that builds upon what is productive in other people's comments. Avoid criticism, negative language, and comments that set up "yes" or "no" dichotomies, which make it difficult to engage in creative ways. Due dates for group discussions are posted in the "Course Schedule of Release and Due Dates," which is also listed at the end of this syllabus. **Please note that at least one discussion post is due prior to the Module's due date—these dates are also listed in the "Course Schedule of Release and Due Dates."**

Journal Entries/Writing Exercises

There are six journal entries (one per learning module). It is a place for you to track your evolving understanding about your capstone research paper throughout the course. Each journal/writing is an exercise in building the paper. Entries are short writings (about 1-2 pages) that help you prepare, and can be used in your capstone paper. The best journal entries will be grounded in the course materials (readings and films), research directly related to your capstone research paper, and submitted by the due date in the "Course Schedule of Release and Due Dates," which is also listed at the end of this syllabus.

Drafts of Capstone Research Paper

There are two drafts (first draft: 4-7 pages; second draft: 8-14 pages) of your capstone research paper—what will become your final capstone research paper. In these drafts, you are building your research paper and your approach to it. You will choose and bring together different methods that you feel will most productively help you approach and analyze political, social, and-or cultural questions. You can, and should, use materials from this and any past classes that you feel are relevant to your question/issue area and how you understanding issues of crime and justice. The discussions, journal entries, and reading quizzes should be considered, alongside the citing of readings and films, when developing your capstone research paper. For full credit, review the grading rubric for essays (in *MyCourses*) and submit your essay by the due date in the "Course Schedule of Release and Due Dates," which is also listed at the end of this syllabus.

Final Capstone Research Paper

The entire course leads to this final writing of your capstone research paper (15-25 pages). The final paper is informed by all of your course materials and experiences and specifically addresses the four fundamental questions of the course outlined in "Course Objectives." The release and due date for the final methodological writing is posted in the "Course Schedule of Release and Due Dates," which is also listed at the end of this syllabus.

Due Dates

The "Course Schedule of Release and Due Dates," is listed at the end of this syllabus and is also posted in the "Syllabus" Folder in the course site in *MyCourses*. It lists all release and due dates for the course. All course deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly.

Late Assignments

I accept all late work for partial credit throughout the entire course. I strongly encourage you to submit your work regardless of how late it is, as late work is ALWAYS better than no work. Please email me directly if you are experiencing any difficulty with the course or need to discuss alternative strategies if unexpected life events occur.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to “My Grades” in *MyCourses*.

Grading Scale

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
88-89	B+	3.3
83-87	B	3.0
80-82	B-	2.7
78-79	C+	2.3
73-77	C	2.0
70-72	C-	1.7
68-69	D+	1.3
63-67	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Massachusetts Dartmouth student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Academic Calendar

Please review the [Academic Calendar](#) for course dates and information regarding add, drop, and withdrawal dates.

Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. 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.

Adding or Dropping a Course

If you should decide [to add or drop a course](#), there are official procedures to follow. You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course:

Course Conduct

UMass Dartmouth policies regarding equal opportunity, discrimination, harassment, and sexual violence apply to all learning environments wherever they are located and from wherever they are taught. This applies to all UE face-to-face, off campus, blended, and online courses. Please see the [Office of Diversity, Equity & Inclusion policies page](#) for more information.

Title IX Information

First and foremost, please read over [Know Your IX](#).

Title IX includes all genders and their differently situated identities (race, class, sexuality, nationality, religion, and more).

The University of Massachusetts Dartmouth has its own interpretation and policies that you should become familiar with:

“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](#), 508-999-8648 or - 8650, or the [Victim Advocate](#) in the [Center for Women, Gender and Sexuality](#), 508-910-4584. **In an emergency contact the [Department of Public Safety](#) at 508-999-9191 24 hours/day.”**

PLEASE NOTE: 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, racial, and gender 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* (my italics).” UMass Dartmouth does offer [confidential campus counseling support and assistance](#).

Please also consider off-campus support from [The Women's Center](#), which provides support in the following areas: Acushnet, Dartmouth, Fall River, Fairhaven, Freetown, Marion, Mattapoisett, New Bedford, Rochester, Somerset, Swansea, Wareham, and Westport.

Student Code of Conduct

All UMass Dartmouth students are expected to follow the policies and procedures located in the [Student Code of Conduct](#).

Student Academic Integrity Policy

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.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

For additional information on violations, infractions, and consequences visit the [UMass Dartmouth Student Academic Integrity Policy](#).

Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me 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 for Access and Success located in Pine Dale Hall Room 7136; phone: 508-999-8711; email: access_success@umassd.edu

Credit Hour Definition

One credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (includes exam week) for one semester or the equivalent amount of work over a different amount of time.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

Because this is a 3-credit class for 5 weeks, 4-5 hours per week of in-class work and 4-5 hours per week of out-of-class work (research and writing) are required.

Other Resources for UMass Dartmouth Students

Advising

The College of Arts and Sciences Student Transition and Achievement Resource Center ([CAS STAR Center](#)) provides advising for College of Arts and Sciences students.

Tutoring

If you have difficulty with the coursework, please:

- Contact me directly using the contact information listed at the top of this document.
- Contact the [Academic Resource Center \(ARC\)](#) for support.

Online Tutoring

For help with writing assignments you can also make use of [online writing tutoring](#).

Online tutoring can also be accessed by clicking the "Online Tutoring" link at the top of the myCourses Dashboard.

Technical Help

- 24/7 email, live chat, and phone support for myCourses is available at the [myCourses support portal](#).
- Support information for all other UMass Dartmouth technologies can be found on the [Technical Resources page](#).

Course Schedule

Unit Start/End Dates	Unit Topic	Student Responsibilities
Module 1 (06/11/19 – 06/13/19)	Revolutionary Education	Reading, Reading Quiz, At Least Two Discussion Posts, Journal Entry Begin Developing Research Question and/or Issue Area and Consider Methodological Approach(es)
Module 2 (06/14/19 – 06/16/19)	Pedagogies of Transformation	Reading, Reading Quiz, At Least Two Discussion Posts, Journal Entry Do Outside Research on Question and/or Issue Area; Maintain Bibliography; Develop Methodological Approach
Module 3 (06/17/19 – 06/19/19)	Neoimperial Restructurings	Reading, Reading Quiz, At Least Two Discussion Posts, Journal Entry Continue Outside Research on Question and/or Issue Area, Maintain Bibliography of References, Continue to Develop Methodological Approach
First Draft of Capstone Research Paper (06/20/19 – 06/23/19)	First Draft of Capstone Research Paper	Begin Writing Research and Methodological Insights about Question and/or Issue Area
Module 4 (06/24/19 – 06/26/19)	Abolitionary Education	Reading, Reading Quiz, At Least Two Discussion Posts, Journal Entry Continue Outside Research on Question and/or Issue

Unit Start/End Dates	Unit Topic	Student Responsibilities
		Area, Maintain Bibliography of References, Continue Incorporating Research and Revising First Draft
Module 5 (06/27/19 – 06/30/19)	Collective Freedom	Reading, Reading Quiz, At Least Two Discussion Posts, Journal Entry Continue Outside Research on Question and/or Issue Area, Maintain Bibliography of References, Continue Incorporating Research and Revising First Draft
Second Draft of Capstone Research Paper (07/01/19 – 07/05/19)	Second Draft of Capstone Research Paper	Continue Incorporating Research and Revising First Draft, Address Comments on First Draft
Module 6 (07/06/19 – 07/08/19)	Schools of Justice	Reading, Reading Quiz, At Least Two Discussion Posts, Journal Entry Continue Outside Research, Maintain Bibliography of References, Continue Incorporating Research and Revising Second Draft, Attend to Second Draft Comments
Final Capstone Research Paper (07/09/19 – 07/11/19)	Final Capstone Research Paper	Complete Capstone Research Paper Based on Course Materials and Comments