**Master Syllabus – Crime & Justice Studies 257: *Foundations in Justice Studies***

**Application for University Studies Intermediate Writing Course**

**DRAFT 2/20/14**

**2nd revision 5/1/14**

**Intermediate Writing Course Criteria:**

1. Intermediate Writing courses foster continued growth in student writing by integrating writing assignments with practice in disciplinary-defined critical thinking skills. Students will have completed ENL 101 and 102, but are just beginning to meet expectations for college-level writing, and so require ongoing support and development in writing.
2. Intermediate Writing courses employ writing as a method for deepening student learning.
3. Faculty provides feedback, on-going guidance, and clear expectations for “effective” written response. Students write as “apprentices” in the field; faculty serve as writing mentors and disciplinary “experts.”
4. Writing accounts for 40-60 percent of the final grade.
5. Students must complete at least 20 pages of writing.

**Course Overview**:
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.

Assignments may include, but are not limited to: open-ended, short-answer, essay, and other forms of examination; various writing assignments; small-group discussion questions; reading summaries; journals; analytic essays; reading response questions; film analyses; group projects.

**LEARNING OUTCOMES**

***Course-Specific Learning Outcomes:***

By the end of the course, each student 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 Intermediate Writing Course Learning 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.

**EXAMPLES OF TEXTS AND/OR ASSIGNED READINGS**

Each section of this course may use different texts, topics, and learning materials.

Individual instructors may elect to adopt a central textbook summarizing historic treatments of justice, or conceptualizing justice in a particular fashion. Examples of such texts may include:

* Dworkin, R. (2013) *Justice for Hedgehogs*
* Garland, D. (1993) *Punishment and Modern Society*
* Hellman, G., ed. (2014) *Justice and Peace: Interdisciplinary Perspectives on a Contested Relationship*
* Sandel, M.J., (2009) *Justice: What’s the Right Thing to Do*
* Sandel, M.J., ed. (2007) *Justice: A Reader*
* Schmidtz, D. (2006) *Elements of Justice*

Individual instructors may elect to adopt texts that either supplement such central textbooks or that stand on their own. Examples of such texts are numerous, but may include:

* Ahmad, E. (2000) *Confronting Empire*
* Baldwin, J. (1995) *The Evidence of Things Not Seen*
* Breed, A. (2014) *Performing the Nation: Genocide, Justice, Reconciliation*
* Chacon, J.A. & Davis, M. (2006) *No One is Illegal: Fighting Racism and State Violence on the U.S.-Mexico Border*
* Churchill, W. (2003) *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S. Imperial Arrogance and Criminality*
* Conrad, R., ed. (2010) *Against Equality: Queer Critiques of Gay Marriage*
* Cooley, J. (2002) *Unholy Wars: Afghanistan, America, and International Terrorism*
* DuBois, W.E.B. (1996) *John Brown*
* Georgakas, D. & Surkin, M. (1998) *Detroit: I Do Mind Dying—A Study in Urban Revolution*
* Gooding-Williams, R., ed. (1993) *Reading Rodney King, Reading Urban Uprising*
* Guenther, L. (2013) *Solitary Confinement: Social Death and Its Afterlives*
* hooks, b. (1992) *Black Looks: Race and Representation*
* Jaimes, M.A., ed. (1992) *The State of Native America: Genocide, Colonization, and Resistance*
* James, C.L.R. (1962) *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*
* James, J., ed. (2003) *Imprisoned Intellectuals: America’s Political Prisoners Write on Life, Liberation, and Rebellion*
* James, J. (1996) *Resisting State Violence: Radicalism, Gender and Race in U.S. Culture*
* Lorde, A. (1984) *Sister Outsider*
* McBride, D. (2005) *Why I Hate Abercrombie & Fitch: Essays on Race and Sexuality*
* McCormick, S. (2010) *No Family History: The Environmental Links to Breast Cancer*
* McLaurin, M. (1991) *Celia, a Slave*
* Mills, C.W. (1997) *The Racial Contract*
* Mogul, J., Ritchie, A., Whitlock, K., eds. (2012) *Queer (In)Justice: The Criminalization of LGBT People in the United States*
* Paglen, T. & Thompson, A.C. (2006) *Torture Taxi: On the Trail of the CIA’s Rendition Flights*
* Roberts, D. (2002) *Shattered Bonds: The Color of Child Welfare*
* Rodney, W. (1982) *How Europe Underdeveloped Africa*
* Taussig, M. (2003) *Law in a Lawless Land*
* Williams, R.F. (1998) *Negroes with Guns*
* Zinn, H., Frank, D., Kelley, R.D.G., (2001) *Three Strikes: Miners, Musicians, Salesgirls, and the Fighting Spirit of Labor’s Last Century*

Individual instructors may also use supplemental visual texts, such as feature and documentary films. Examples of films:

* + *Lumumba*
	+ *Who Killed Vincent Chin?*
	+ *Every Mother’s Son*
	+ *The Shock Doctrine*
	+ *The Take*
	+ *Life and Debt*
	+ *Long Night’s Journey into Day*
	+ *Passin’ It On: The Black Panthers’ Search for Justice*

**EXAMPLE ASSIGNMENTS**

**Example I: Short response essay assignments:** reading review essay evaluating reading and lecture comprehension, and practice expository writing

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**Assessment Criteria: Written product will evince**

1. timely completion;
2. accuracy and completeness with regard to the questions asked;
3. indication of reading and lecture comprehension; and
4. organized essay themes.

**Example essay questions:**

* Explain how the anti-lynching campaign led by Ida B. Wells challenged prevailing concepts of justice.
* How is a moral panic an example of the social construction of law and order?
* In what ways does colonialism transform both the colonized and the colonizer?
* How does the author demonstrate her affinity for indigenous communities?
* How do gender constructs reiterate social control criteria?

**Example II: Justice building blocks essay series:** Drawing on class texts (readings and films), lectures, and discussions, we will build towards a robust conception of justice. Each essay will address three constituent elements of “justice.” Through peer review and instructor feedback on each short essay, you will revise and then integrate each component into a final essay at the end of the semester.

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3. Students will demonstrate the use of discipline-specific control of language, modes of development, and formal conventions.

**Assessment Criteria: Written product will evince**

1. timely and full completion of assignment;
2. concise thesis and supporting arguments;
3. thoughtful and clear use of texts, course concepts, and relevant information in the development of analysis;
4. demonstrated improvement from first draft to final product; and
5. clearly written and professional presentation.

**Example III: Take-home exam essay questions:** In a six-page essay, compose an argument in response to the following key questions addressed in the course drawing on readings, films, and discussions.

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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.

**Assessment Criteria: Written product will evince**

1. timely and full completion of assignment;
2. logical and accurate response to question;
3. thoughtful and clear use of texts, course concepts, and relevant information in the development of analysis;
4. synthesis of multiple information sources; and
5. clearly written and professional presentation.

**Example essay questions:**

* Drawing from the text, case studies, films, and class discussions, describe and analyze a restorative justice approach to the issue of violence against women.
* Using the Scottsboro case, and drawing from the diverse texts and information sources made available to you this semester, make an argument for why this was a case of sexual violence.
* Explain the difference between restorative justice and retributive justice. Choose your information sources carefully and integrate these sources purposefully towards making the most cogent explanation of these divergent approaches to justice.

**EXAMPLE GRADING BREAKDOWN**

* **Response paper #1 4 pages 5%**
* **Response paper #2 4 pages 10%**
* **Response paper #3 4 pages 10%**
* **In-class essay outline 10%**
* **Response paper #4 4 pages 20%**
* **Film review 4 pages 15%**
* **Final take-home essay exam 6 pages 15%**
* **Participation 15%**

**SAMPLE COURSE SCHEDULE**

**Week One**
*September 4, 6*: Introductions

* syllabus
* justice-in-real-time: dealing with the world as it is
* ethics and bad faith

**Week Two**
*September 9, 11, 13:* first cut—slavery

* Melton A. McLaurin, *Celia, a Slave* (Athens: Georgia, 1991).

**Week Three**
*September 16, 18, 20*:  justice preempted

* Melton A. McLaurin, *Celia, a Slave* (Athens: Georgia, 1991).
* *Dred Scott v. Sandford* 60 U.S. 393 (1857).
* **\* response paper #1 due**

**Week Four**
*September 23, 25, 27:*Trayvon Martin and preempted justice continued

* ***September 25:* panel discussion featuring special invited speaker Dr. Donald Tibbs, Associate Professor of Law, Drexel University, Philadelphia, PA – Claire Carney Library Main Reading Room 10-12**
* http://www.motherjones.com/politics/2012/03/what-happened-trayvon-martin-explained?page=1.
* http://thefeministwire.com/2013/07/in-the-aftermath-of-the-trial/.
* **\* response paper #2: justice building blocks due**

**Week Five**
*October 1, 3, 5:*revising the Western paradigm

* Charles W. Mills, *The Racial Contract* (Ithaca: Cornell, 1997).

**Week Six**
*October 7, 9, 11:* revising the Western paradigm cont.

* Charles W. Mills, *The Racial Contract* (Ithaca: Cornell, 1997).
* **\* response paper #3 due**

**Week Seven**
*October 14, 16, 18*: revising the Western paradigm cont.

[Note: No class Monday Columbus Day]

* Charles W. Mills, *The Racial Contract* (Ithaca: Cornell, 1997).

**Week Eight**
*October 21, 23, 25*:  first cut redux—colonialism

* Frantz Fanon, “Lumumba’s Death: Could We Do Otherwise?” in *Toward the African Revolution* (New York: Grove Press, 1967), 191-197.
* Film: *Lumumba*, Raoul Peck, dir. (2002).
* **\* in-class essay outlining exercise: applying Mills to the case of the Congo**

**Week Nine**
*October 28, 30, November 1*:  first cut redux continued

* Frantz Fanon, “Lumumba’s Death: Could We Do Otherwise?” in *Toward the African Revolution* (New York: Grove Press, 1967), 191-197.

**Week Ten**
*November 4, 6, 8:*global scene

* Ward Churchill, *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S. Imperial Arrogance and Criminality* (Oakland: AK Press, 2003).
* **\* response paper #4 due**

**Week Eleven**
*November 11, 13, 15:* global scene, cont.

[Note: Monday Veteran’s Day—no class]

* Ward Churchill, *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S. Imperial Arrogance and Criminality* (Oakland: AK Press, 2003).
* Film: *Shock Doctrine*

**Week Twelve**
*November 18, 20, 22*: global scene, cont.

* Ward Churchill, *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S. Imperial Arrogance and Criminality* (Oakland: AK Press, 2003).
* Film: *What I’ve Learned About U.S. Foreign Policy*

**Week Thirteen**
*November 25, 27, 29*: global struggle, cont.

[Note: no classes Wed and Fri for Thanksgiving holiday]

* Ward Churchill, *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S. Imperial Arrogance and Criminality* (Oakland: AK Press, 2003).
* Film: *American Holocaust*
* **\* film review writing assignment: the global scene**

**Week Fourteen**
*December 2, 4, 6:* group projects work week

* reading TBA

**Week Fifteen**

*December 9:* last day of classes

***Finals week: final essay exam assignment due Monday Dec 16 noon***