

JUS 105—Introduction to Justice Studies

Fall Semester 2006
M-W 12:15-1:30 pm
Room: Coor L1-88
SLN: 27034

Instructor: Francine Banner

Contact Information:

The best way to reach me is via email at francine.banner@asu.edu

You may be able to leave Francine a message via telephone with the School of Justice & Social Inquiry at 480-965-7682, but you should consider that a last resort and an unreliable way to reach her.

Francine will make every effort to respond to emails within 48 hours.

Office Hours: Mondays and Wednesdays: 2:30-3:30, Wilson Hall 366.

Course Readings and Films

Readings

Beckett, Katherine and Theodore Sasson. 2004. *The Politics of Injustice: Crime and Punishment in America*, Thousand Oaks, CA: Sage Publications.

Ehrenreich, Barbara, 2001. *Nickel and Dimed: On (Not) Getting By in America*, New York: Henry Holt and Company.

Ignatieff, Michael. 2005. *Human Rights as Politics and Idolatry*. Princeton, NJ: Princeton University Press.

Additional readings as distributed in class.

Films

City of God

Lord of War

Lost Boys of Sudan

Murder on a Sunday Morning

Roger and Me

Is Walmart Good For America?

Additional films as shown in class.

Course Description

As the title suggests, this JUS 105 course is an introduction to the study of justice, and therefore, the study of injustice. Questions we will discuss throughout the semester include: *What are justice and injustice? Who defines what is understood as “justice” or “the good”? What injustices do we face in everyday life that we may not have noticed or thought about before?*

My primary objective in this course is to provide a fun yet rigorous academic environment in which we actively debate issues of justice and injustice that affect our everyday lives. This course is designed to teach critical thinking skills, to introduce you to the study of justice, and to improve your writing skills as you begin your career as a college student. Each one of you is expected to contribute on a daily basis to the debate and interchange within the class. The foundation for these discussions will be the assigned readings and films and the questions they prompt. Effective teaching, in my opinion, is not a process where an “expert” tells the “student” how to think about social issues. Rather, I hope to challenge each of you to articulate your own points of view about justice issues in a way that is clear, concise and effective. It is only by looking at issues of justice and injustice from differing and critical perspectives that we can develop better understandings of our shared world.

NOTE: This is a writing intensive section of JUS 105. Writing assignments will be plentiful, and grammar, spelling and clarity of expression will factor into your grade. There will be occasional quizzes given on the materials throughout the course; however, there will be no tests. I am committed to working with you to make you a better writer, and it is my hope that you will leave this course feeling prepared to continue onto more advanced courses in whatever major you choose. Please see the note below on the SJSI Writing Mentorship Program, which you should contact throughout the semester for assistance in preparing written assignments.

SJSI Writing Mentorship Program

During the semester, mentors help other Justice & Social Inquiry students improve their writing skills through a process of peer review and advisement. If you would like advice on an assignment or paper, make an appointment by contacting the Writing Mentorship Program. Writing Mentorship appointments can be made by calling 480-965-8995 or e-mail writing@asu.edu. The Writing Mentorship office is located in Wilson Hall.

Grading and Course Requirements

Grades will be based on the following:

1. Essay 1 (criminal justice)	15%
2. Essay 2 (economic justice)	20%
3. Essay 3 (human rights)	25%
4. Quizzes	10%
5. Postings	10%
5. Class Participation and attendance	10%
6. Group project	10%

1. Essays: You will be required to write three essays in this course. Each essay will be four to six pages in length, typed in Times New Roman font, double-spaced, with margins no greater than 1.25 inches and no less than 1 inch. The essay assignments will reflect the course readings, additional readings as provided in class, films, and class discussions. Spelling, grammar, and citation format will be graded in addition to content. More details regarding the essays will be discussed in class. The essays and paper must be handed in **at or before** the beginning of class on the scheduled due date. If a documented family/medical emergency, religious obligation, or university-sanctioned activity conflicts with the class schedule, I will be happy to accommodate, but we must be told as far in advance as possible.

NOTE: My expectation is that you will become better writers and more attuned to the expectations of the class as the semester progresses, therefore the papers are graded on a scale, with the first essay assignment worth less than the second, and the second worth less than the third. There will not be any opportunity to re-write essays in the course. Proofread and have the writing center review your essays well ahead of time.

2. Quizzes. We will have *at least* 5 short quizzes during the course of the semester. These quizzes will be brief and will be multiple choice or short answer.

NOTE: Make-ups of quizzes will NOT be offered without **written** justification for your absence from class or lack of preparation. This means a doctor's note, funeral director's note, etc. If a documented family/medical emergency, religious obligation, or university-sanctioned activity conflicts with the class schedule, I will be happy to accommodate, but I must be told as far in advance as possible.

3. Blackboard Postings: You will be required to post *at least* 5 postings on Blackboard during the course of the semester, as well as to read and be prepared to discuss in class your classmates' postings. These postings will involve topics of justice and everyday life such as current events, music & justice, or film & justice. More details regarding these postings will be discussed in class.

4. Class Participation: Please participate. Failure to participate meaningfully will affect your grade. Although I will not formally keep track of attendance, you will not be able to succeed in this course without regular attendance, preparation, and participation. A

course such as this one is most beneficial when the students actively participate in each and every class.

5. Group Presentation: Midway through the course we will have an in-class group exercise relating to economic and social justice. More details regarding these presentations will be discussed in class.

Plus/Minus System

This course will be graded using the +/- system.

Student Responsibilities

It is your responsibility to attend each class meeting, take appropriate notes, complete the exam and essay assignments, participate in class discussions, and read all assigned material. In addition, if you are having trouble with the course material, readings, or assignments, it is your responsibility to contact the instructor for assistance. I want to help, but it is up to you to take responsibility for your own coursework.

It is your responsibility to obtain notes from a classmate for any material missed. Please do not electronically record the class without the instructor's permission. It is your responsibility to withdraw from the course should you find that necessary.

You are responsible for reviewing and complying with all ASU policies, including:

The Academic Integrity Policy: <http://www.asu.edu/studentlife/judicial/integrity.html>

The Student Code of Conduct: <http://www.asu.edu/aad/manuals/sta/sta104-01.html>

The Computer, Internet, and Electronic Communications Policy:
<http://www.asu.edu/aad/manuals/acd/acd125.html>

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) 1990 provides comprehensive Civil Rights protection and is designed to remove barriers that prevent persons with disabilities from accessing the same educational and employment opportunities as persons without disabilities. The law also provides access to public accommodations, state and local government services, transportation, and telecommunications. The Americans with Disabilities Act also prohibits discrimination against a qualified individual with a disability with regard to admission to educational institutions or vocational training programs (public or private); employee compensation; job training; and other terms, conditions and privileges of employment. **If you believe you have a disability requiring an accommodation, please contact Disability Resources for Students located on the first floor of the Matthew's Center, or call (480) 965-1234.**

Respect

A course such as this cannot succeed unless we regard one another with the proper respect due to each of us as moral persons. We will discuss what may be controversial issues in this course. At times, the class discussion may excite/disturb students to the point that decorum is lost. I am glad that everyone takes discussion seriously, and it is quite often appropriate to challenge others' positions, but please do so bearing in mind the dignity of others.

Respect also requires basic practices, such as turning off your cell phone while in class, paying attention to your classmates rather than a magazine, coming to class on time and prepared, and staying until the instructor dismisses class.

Academic Misconduct

Academic misconduct includes, among other things, plagiarism, cheating, or disruption of class. At a minimum, you will receive a score of zero on any exam, quiz or paper involving academic misconduct. Depending on the seriousness of the offense, I may also reduce a final grade, remove the student from class, and/or refer the student for disciplinary action.

PLAGIARISM IS A SERIOUS OFFENSE AND WILL NOT BE TOLERATED. ALL QUOTATIONS AND PARAPHRASED PASSAGES MUST BE ACCOMPANIED BY APPROPRIATE CITATION. ANY INSTANCE OF PLAGIARISM OR CHEATING MAY BE GROUNDS FOR FAILURE OF THE COURSE AND EXPULSION FROM THE UNIVERSITY.

Simply put, if someone else wrote it or said it, you must put quotation marks around it and cite it appropriately if you use it verbatim, or cite it appropriately if you paraphrase it. If you feel lost or insecure about the course material, making an appointment with the instructor is a much better option than resorting to cheating or plagiarism. I sincerely want to help you learn the material and prepare you for whatever career path you are traveling.

Disclaimer

This syllabus is a tentative plan for the course and likely will be altered, orally or in writing, at the instructor's discretion. Course content may also vary from this syllabus to meet the needs of this particular class. It is your responsibility to keep up with changes to the syllabus.

Course Schedule

MONDAY, August 21 Introduction— <i>What is Justice?</i>
WEDNESDAY, August 23 Continuation of Introduction
MONDAY, August 28 Reading: Beckett & Sasson Chapters 1 & 2
WEDNESDAY, August 30 Reading: Beckett & Sasson Chapter 3 Film: <i>Murder on A Sunday Morning</i> POSTING #1 DUE BY SEPTEMBER 1 AT 5 P.M.
MONDAY, September 4 LABOR DAY—NO CLASS
WEDNESDAY, September 6 Reading: Beckett & Sasson Chapter 4 Discussion of Posting 1
MONDAY, September 11 Reading: Beckett & Sasson Chapter 5
WEDNESDAY, September 13 Reading: Beckett & Sasson Chapter 6 POSTING #1 DUE BY SEPTEMBER 15 AT 5 P.M.
MONDAY, September 18 Reading: Beckett & Sasson Chapter 7 Discussion of Posting 2
WEDNESDAY, September 20

Reading: Beckett & Sasson Chapter 8
MONDAY, September 25 Reading: Beckett & Sasson Chapter 9 ESSAY 1 DUE IN CLASS
WEDNESDAY, September 27 Reading: Ehrenreich Intro and Chapter 1
MONDAY, October 2 Reading: Ehrenreich Intro and Chapter 1 Film: <i>Roger & Me</i>
WEDNESDAY, October 4 Reading: Ehrenreich Chapter 2
MONDAY, October 9 Reading: Ehrenreich Chapter 2
WEDNESDAY, October 11 Reading: Ehrenreich Chapter 3 POSTING #3 DUE BY OCTOBER 13 AT 5 P.M.
MONDAY, October 16 Reading: Ehrenreich Chapter 3 Discussion of Posting 3 Film: <i>Is Walmart Good For America?</i>
WEDNESDAY, October 18 GROUP DEBATE
MONDAY, October 23

Film: <i>Lord of War</i>
WEDNESDAY, October 25 Reading: Ignatieff Introduction and Essay 1 (Human Rights as Politics) ESSAY 2 DUE IN CLASS
MONDAY, October 30 Reading: Ignatieff Essay 1 (Human Rights as Politics)
WEDNESDAY, November 1 Reading: Ignatieff Essay 1 (Human Rights as Politics)
MONDAY, November 6 Reading: Ignatieff Essay 2 (Human Rights as Idolatry) Film: <i>Lost Boys of Sudan</i>
WEDNESDAY, November 8 Reading: Ignatieff Essay 2 (Human Rights as Idolatry) POSTING #4 DUE BY NOVEMBER 10 AT 5 P.M.
MONDAY, November 13 Reading: Ignatieff (to be determined) Discussion of Posting 4
WEDNESDAY, November 15 Reading: Ignatieff (to be determined)
MONDAY, November 20 Reading: Ignatieff (to be determined)
WEDNESDAY, November 22 Reading: Ignatieff (to be determined) Film: <i>City of God</i> POSTING #5 DUE BY NOVEMBER 24 AT 5 P.M.

MONDAY, November 27 Discussion of Posting 5 Reading: Ignatieff (to be determined)
WEDNESDAY, November 29 Reading: Ignatieff (to be determined)
MONDAY, December 4 Wrap-up
FINAL PAPER DUE DECEMBER 13