

Introduction to Justice Studies

Course Syllabus

Arizona State University

JUS 105 (41446, 60974, 00638, 67081, 85187) – Fall 2004

Tuesday & Thursday 12:15 – 1:30

Lecture (Tuesdays): SCOB 228
Discussion (Thursdays): BAC 313, LL 274, CPCOM 227, LSA 109, BAC 311

Instructors

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Course Description

This introduction to the multidisciplinary field of Justice Studies examines justice from many points of view, including matters of economy, politics, identity, science and technology, mass media, culture, crime, and history. Our critical engagement with these intertwined components of U.S. society is an attempt to pose the fundamental question that any examination of justice must ask: How do we continue to push for the creation of a fair and equitable society for everyone?

Course goal: Drawing upon the course experience (and in conversation with the readings, lectures, presentations, and discussions) develop your own theory of justice that grapples with the conflicts among pure ideals and messy realities. This requires that you evaluate each concept of justice that you come across, weighing the strengths and weaknesses of the varied perspectives, and deciding which components make sense to you. At the end of the course, you should be able to articulate what justice means to you and how – collectively – you think we should go about achieving it in different social domains.

Required Texts

1. Richard E. Sclove. 1995. *Democracy and Technology*.
2. Miriam Ching Yoon Louie. 2001. *Sweatshop Warriors: Immigrant Women Workers Take On the Global Factory*.
3. Simon A. Cole. 2002. *Suspect Identities: A History of Fingerprinting and Criminal Identification*.

Grading

Weekly Essays	30%
Team Projects (2 proposals)	30%
Final Paper	20%
Participation	20%

(a full letter grade system will be used in this course, not +/-)

Course Expectations

Attendance: This class will be conducted with a focus on lectures, activities, and in-class discussions. Because of this format, you are strongly encouraged to attend all classes. Formal attendance will not be taken, but your participation grade will suffer if you are excessively absent or tardy. You must turn in assignments ahead of time and arrange to get notes from a colleague if you are going to be absent. Finally, if you fail to show up for a scheduled meeting with an instructor without cancelling 24 hours in advance, your participation grade will be docked 5 points.

Reading: Complete all readings (and other assignments) prior to the class meeting for which they are scheduled. Most of the readings will be drawn from the required texts for the course or from Internet web pages. In some cases, we may distribute photocopied readings to you in class. See the course outline below for details.

Participation: Through communication, ideas are formed, revised, borrowed, and developed. It is through argument, description, explanation, and improvisation – within a community – that individual learning flourishes. This course requires full participation (including active listening, facilitating, note-taking, and question-asking) to create an environment of open and shared learning. An effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn.

Student teams will be formed in section meetings early-on. Each team will have the responsibility of researching and writing two proposals throughout the semester and facilitating section discussion twice throughout the semester. It is expected that teams will engage in significant outside research and preparation.

Writing: Writing is one of the most productive forms of thinking. No late or emailed writing assignments will be accepted. Please double-space lines, use 12-point font and 1" margins, and be certain to include a references section that documents all your sources. Papers must be stapled or they will not be accepted. The sociotechnical infrastructure is unreliable, so plan accordingly and print papers well in advance.

Technology: Laptop computers and other portable technologies should be used in class only as learning-facilitation tools. During class, it is not acceptable to play games, answer email, surf the web, answer cell phones, text message, or engage in other non-class-related activities. Your participation grade will be penalized if you break this rule. Why? Not only do these practices negatively affect your learning and participation, but they also distract others and create an environment of disrespect.

Course Assignments

1. Weekly Essays:

Weekly essays are due on Thursday every week except weeks 1, 12, and 14 (no essays are due for these weeks). These essays are based on the reading and the lectures. You must show that you did the reading and listened attentively to the lectures, but not, for example, by listing your reactions in a series of unconnected paragraphs: you must write an essay that develops them as a whole. We will look not only for your reactions, but more importantly why you had them. Try to give reasons for your reactions, but if you are not sure about your reasons, at least try to state the dilemma in which you find yourself. It is even acceptable, in other words, to write an essay about your confusion.

We suggest, therefore, that you jot down ideas for your essays as you read or listen to the lectures, and afterwards step back for a moment to reflect on your overall reaction, that is, the theme for your essay. It is best to take a critical perspective for your theme. A critical perspective does not require that you be against the ideas expressed in the reading or lectures. It means simply that you have asked yourself some hard questions. What are the alternatives to your reaction? Why is your reaction better than the alternatives? It is always important to remember, especially when the issues in question concern how we should live, that your first reaction may well be defensive, often accompanied by some intense feelings. It is appropriate to explore these feelings in your essay, though it will not always be easy to get to the bottom of them. You will need patience and honesty if you wish to get beyond the level of gut reaction and opinion to the level of justified belief.

For each of these assignments, write 2-3 typed pages in response to the readings and lecture for that week. These assignments will be graded on a pass / not-yet-pass basis. If you do not "pass," you will be given one chance to revise it (due one week after the essay is returned to you). If you don't turn in something substantive for the week, you will receive a "fail" for that assignment and will not be allowed to make it up. Passed assignments will receive full credit; all others will receive 0. Of the 12 total weekly essays, you may drop 2 with no penalty to your final grade.

2. Team Projects:

Three "requests for proposals" (RFPs) will be issued throughout the semester (posted to the course website in Blackboard [<https://myasucourses.asu.edu/>]). Your team will be responsible for responding to two of these RFPs (you decide which two) with fully developed proposals of approximately 10 pages. Each proposal will be worth 15% of your class grade. The audience for these proposals is a fictitious private foundation – "The Future Justice Foundation" – comprised of the instructors in the course. Each proposal should include: an executive summary, background research on the problem, specific methods for correcting the problem, an implementation time line, a budget with justification for each expenditure, and a references section. All team proposals should be posted to Blackboard by the due date with your instructor's name, team's name, and RFP number in the subject line (e.g., "Subject: Monahan. Justice Now Group. RFP#3").

In addition to being graded by your section instructor, the Foundation will select the best

proposal, which will then be presented to the entire class by the winning team. Provided that the winning team accepts the invitation to present their proposal and answer questions from the audience, each member of the team will be awarded an additional 5 points of extra-credit.

3. Final Paper:

The final assignment will be an individually composed paper of 10-12 pages. For this paper, you should draw upon the readings in the course to explore the problems of achieving justice in a diverse world. Specific attention should be given to how the framing of justice – in terms of individual or group rights – alters the results produced. Be certain to analyze detailed examples from each of the books in the course in order to make your argument. A draft of this paper will be due on November 9 and will be worth 5% of your grade. The final draft will be due on December 7 and will be worth 15% of your grade.

We reserve the right to distribute unannounced quizzes on the reading or lecture material. Any missed points on these quizzes will be deducted from your participation grade. Quizzes may not be made-up if you are absent.

Academic Honesty

In order to avoid plagiarism, your papers must provide full citations for all references: direct quotes, summaries, or ideas. While you are encouraged to develop your thinking with your peers, you cannot use their material without citing it. Work from other courses will not be accepted in this course. Allowing your writing to be copied by another student is also considered cheating. Please review the Student Code of Conduct for complete guidelines on academic honesty. Note: Any instance of plagiarism or cheating can be grounds for failure of the entire course or expulsion from the university.

Gender-Fair Language

Language structures thought and action. Biases in language can (and do) naturalize inequities. Imprecise language also signifies un-interrogated values and sloppy thinking. For all of these reasons, the use of gender-fair language is expected in this course. For example, do not use words like "mankind" or "men" when referring to people in general; alternate between "she" and "he" instead of always using "he", or construct sentences in the plural instead of the singular so you can use "they" or "them" and avoid the problem altogether.

ESL/LD Students

Course requirements can be adjusted to serve the needs and capabilities of ESL and LD students. Please speak with the primary instructor during the first two weeks of class to make arrangements. Students may be advised to attend additional sessions during the instructors' office hours so they can draw comparable value from the course.

Course Schedule (subject to revision)

Week 1 (August 24)

- Introduction & Overview

Week 2 (August 31)

- *Democracy & Technology*: Chs.1-3 (pp.1-58)

Week 3 (September 7)

- *Democracy & Technology*: Chs.4-6 (pp.59-118)

Week 4 (September 14)

- *Democracy & Technology*: Chs.7-10 (pp.119-179)

Week 5 (September 21)

- *Democracy & Technology*: Chs.11-13 (pp.180-244)

Week 6 (September 28)

- *Sweatshop Warriors*: Introduction-Cht.1 (pp.1-61)
- **September 28: RFP #1 Due**

Week 7 (October 5)

- *Sweatshop Warriors*: Cht.2 (pp.63-121)

Week 8 (October 12)

- *Sweatshop Warriors*: Cht.3 (pp.123-178)

Week 9 (October 19)

- *Sweatshop Warriors*: Chs.4-5 (pp.179-214)

Week 10 (October 26)

- *Sweatshop Warriors*: Cht.6-Conclusion (pp.215-242)
- **October 26: RFP #2 Due**

Week 11 (November 2)

- *Suspect Identities*: Chs.1-3 (pp.1-96)

Week 12 (November 9)

- *Suspect Identities*: Chs.4-5 (pp.97-139)
- **November 9: Draft of Final Paper Due**
- November 11: Veterans Day, No Class

Week 13 (November 16)

- *Suspect Identities*: Chs.6-7 (pp.140-189)

Week 14 (November 23)

- *Suspect Identities*: Chts.8-10 (pp.190-258)
- **November 23: RFP #3 Due**
- November 25: Thanksgiving, No Class

Week 15 (November 30)

- *Suspect Identities*: Cht.11-Epilogue (pp.259-311)

Week 16 (December 7)

- **December 7: Last Day of Class**
- **December 7: Final Paper Due**