

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA D7: Interdisciplinary Social Science**  
*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number: Soc 105</b>	<b>Course Title: Introduction to Justice Studies</b>	
<b>Number of Units:4</b>		
<b>College or Program:</b> X <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> x <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year:2014	<b>Mode of Delivery:</b> X <input type="checkbox"/> face to face X <input type="checkbox"/> hybrid X <input type="checkbox"/> fully on-line Soc 105 is offered in a number of different modalities. I've been teaching the class in hybrid form and online since 2004 (1/4 online) so I have included these syllabi as examples.
<b>Course Proposer (please print):Richelle Swan</b>	<b>Email:rswan@csusm.edu</b>	<b>Submission Date:2/10/2014</b>

**1. Course Catalog Description:**

**SOC 105 (4) Introduction to Justice Studies** An introduction to the interdisciplinary field of Justice Studies. Explores economic, social, and criminal justice issues by means of sociological, philosophical, and legal perspectives. Students will critically assess the obstacles and opportunities central to the pursuit of justice in the United States and abroad. Topics of analysis may include formal legal systems, institutionalization of injustice, environmental justice, and genocide.

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

X <input type="checkbox"/>	Course description, course title and course number
X <input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X <input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
X <input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
X <input type="checkbox"/>	Tentative course schedule including readings
X <input type="checkbox"/>	Grading components including relative weight of assignments



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*Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>In the introduction to the course (Weeks 1-2) students are introduced to important interdisciplinary concepts and methods in the fields of sociology, philosophy, and law through lectures and class readings.</p>	<p>This is assessed by means of a class assignment assigned early in the class in which students must apply theoretical concepts introduced at the beginning of the class to a hypothetical social in/justice scenario as well as suggest a research approach that would be the most suited to the topic at hand. In addition, this is assessed in an assignment in which students are asked to analyze recent data related to homelessness in SD County in terms of the methods by which they were collected, and their alignment with various theoretical concepts presented in the class.</p>

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<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>This is focused upon throughout the entire class because the class is about social justice issues. Weeks 2-3 of lecture focus on issues related to intersectionality—the ways in which race/ethnicity, class, gender, sexualities and other social factors affect social life. The remainder of the course uses the concept of intersectionality to examine justice issues at the individual, institutional, and global levels. There is a special focus on the global level in Week 12.</p>	<p>Students are assessed on this in their written assignment for Week 2 in which they are asked to consider their own social location and how it affects their position in local, national, and global contexts relative to others. In addition, they are assessed. On this in their Week 12 assignment, which asks them to consider how an intersectional lens helps us understand the topics of modern day slavery and other global injustices. There are also questions related to this topic on Quiz 1, Quiz 5, and the final exam. Lastly, this is assessed when I grade their class project, which is centered around their analysis of a justice or injustice.</p>
<p>D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments</p>	<p>In the section on juvenile justice in Week 8, the lecture and reading materials focus on the various historical, economic, and social factors that brought about the development of a separate juvenile justice system.</p>	<p>Understanding of these factors is assessed in the assignment for Week 8, as students demonstrate their understanding of how early juvenile justice social control methods in California were related to racialized, classed, and gendered ideas that were supported by positivism and an underlying belief in eugenics. This is also assessed in Quiz 4, as well as in the final exam.</p>
<p>D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.</p>	<p>The need for interdisciplinarity (via sociology, philosophy and law) is stressed in lecture throughout the class, and is highlighted in the use of class reading materials, including journal articles chosen from a number of social science disciplines. I also worked with a colleague, Kristin Bates, to create and co-edited a volume called <i>Through the Eye of Katrina, Social Justice in the United States (2007, 2010-2<sup>nd</sup></i></p>	<p>Numerous examples of graded work in the class assess this in some respect. Although Quizzes 1 &amp; 5 assess knowledge of an interdisciplinary approach, it is the assignments for the case study of Hurricane Katrina that occurs in three weeks of the class (Weeks 9-11) that best assess student's own</p>

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	<p><i>ed.</i>), as a response specifically to the need for a Justice Studies-oriented resource that could help me teach our students about the ways that multiple disciplinary perspectives can be used to learn about social events. Scholars from a number of disciplines have written chapters for the volume.</p>	<p>explanation of the usefulness of an interdisciplinary analysis.</p>
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**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
<p>Students will communicate effectively in writing to various audiences. (writing)</p>	<p>Course lectures at the beginning of class (Week 1) addresses the need to learn to communicate through writing to different audiences, and to use the proper writing style, tone and format that is appropriate for each. We discuss the concept of “code switching” in writing and in speech, and justice issues related to language (this comes near the end of class when students briefly study the history and use of Esperanto.)</p>	<p>In class assignment and discussion boards, I assess writing based on students’ ability to effectively communicate using academic tone and format and formal citation style. For class projects, students may write in poetry format and in a more informal manner to their peers if they choose to do so, and they are assessed on their ability to effectively convey their visions of justice or injustice.</p>
<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>Critical thinking is encouraged in course lectures and discussions as we focus upon social justice issues (often injustices) and consider their origins and the various possibilities for transforming these issues and/or problems. Lectures for Week 1 and 14 are particularly related to this goal. One of the books used for this course, <i>The Better World Handbook</i>, stresses the need for individuals to think critically</p>	<p>The ability to think critically and analytically is assessed by means of the assignment for Week 14. Students are asked to consider a current social problem, and are asked then to design a plan for addressing that problem according to the various forms of social activism covered in lecturer and in their class readings. In</p>

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	<p>and to make changes that impact themselves, their social groups, and the global community.</p>	<p>doing so, they must use their critical thinking skills to decide what factors are in fact influencing the existence of the problem at hand and then pick a fitting method of social change. This is also assessed as part of their class project grade.</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Allison Carr is the librarian assigned to Criminology &amp; Justice Studies as well as the Sociology major. In the past I have shown her videos related to finding, evaluating and using information. In addition, class lectures cover the basics on how to do library and internet research and the differences between scholarly and non-scholarly sources.</p>	<p>This will be addressed in the Module 6 assignment/discussion, in which students will be asked to find a peer-reviewed social science or legal journal article written in the current year that relates to the general topic of social institutions (e.g., family, economy, politics, media, school, legal system). It is also assessed as part of the class project because students are graded on their ability to integrate recent journal article findings into their write-up of the project.</p>

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**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes—cultures, globalization, and group-level social justice issues
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): A large focus of Justice Studies is on social justice issues. I present an analysis of race, class, gender, ability, sexuality, religion, and nationality at the beginning of class and students use the theoretical tools I provide them to consider issues of diversity. All of the books assigned for this class have a focus on issues of diversity and model how to consider such issues critically and many of the other resources used, such as documentaries and journal articles do as well.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): In this class, we begin by looking at justice issues at the individual level, and branch out to the community level (local), the national level, and the global level as the class continues. It is goal of the class to facilitate student understanding of the interconnections between these levels. Topics such as domestic and international terrorism, sex trafficking and genocide are covered in both lecture, and required reading materials as a means of exposing students to our interrelatedness with others outside of the classroom, state, and nation.

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	In the online version of the course, students are required to write a (375-word) discussion paper or assignment weekly and (100 words) reply to another's post weekly for 15 weeks. In the hybrid version of the course, students write two papers that are each a minimum of 975 words, as well as biweekly online discussion posts (375 words) and replies (100 words) and assignment papers. In all versions of the class students also write up short analyses of their class project.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	All written work in the class is graded on both content and writing style. Students turn in written work via Cougar Courses and the Grademark tools are used to provide feedback.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	The texts, journal articles, and lectures (written & oral) help students become aware of the core components of the field of Justice Studies.

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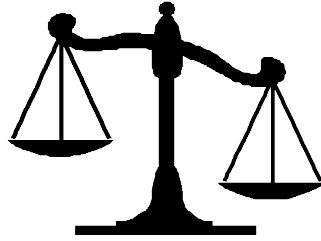
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All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.

**Students analyze social science information and research as they read their assigned journal articles and book chapters. They are asked to analyze these readings in their class assignments and use their findings in the class project and paper. The librarian assigned to our major is Allison Carr.**





## INTRODUCTION TO JUSTICE STUDIES

**Sociology 105 (4 units)**

Fall 2013

CRN:45879

ONLINE

**Instructor: Professor Swan**

**Office Hours:** Online hours to be announced on Cougar Courses weekly

**E-mail:** Please only e-mail me using *Course Mail* in Cougar Courses if you want to contact me about this class. I will check my email periodically during the work week (M-F). The Course Mail box is on the right-hand side of the homepage.

All of the time guidelines noted on this syllabus refer to Pacific Standard Times. If you are working from a computer in another time zone, please calculate the difference in time and turn your work in on time or points will be deducted.

Please note that it is important to start the class on the first week and to stay consistent in your participation in order to pass this class.

In the event of an emergency, please contact me as soon as you reasonably can so we can assess your situation promptly and avoid unnecessary complications. If you do not do so I cannot guarantee that you will be allowed to make up work missed. This policy rarely comes into play, but experience has demonstrated that it is necessary to make explicit.

**Course Description**

This class is an introduction to the interdisciplinary field of Justice Studies. Questions related to the analysis of justice in its various forms, including economic, social, and criminal justice will be considered from sociological, philosophical, and legal perspectives. You will be asked to critically assess what justice entails and how it can best be achieved or approximated in today's world. This assessment will also require a clear understanding of the obstacles that make the pursuit of justice a challenging process. Although the course will emphasize justice issues in the United States, those related to the international community will also be addressed.

The class will begin with a discussion of philosophical definitions of justice, a consideration of what the field of Justice Studies is (and is not), and a presentation of a series of theories, concepts, and research methods that are central to the topic of the class. We will then begin to look at how justice issues are a part of your everyday lives and then gradually expand our analysis to look at how things we often take for granted here in the U.S., for example, food, shelter, and clothing, are linked to social justice issues at both the institutional and global levels. This will be followed by an analysis of the formal systems designed to explicitly address justice issues both here and abroad and a consideration of contemporary issues such as: terrorism, the environment, slavery, and genocide. Three weeks of the course will focus specifically upon the case study of Hurricane Katrina as a method of illustrating how multiple disciplinary perspectives can be used to study social justice issues.

This course requires you to critically assess the world around you, the ways in which individuals and groups construct justice, and how existing power dynamics facilitate the legitimization of some views of justice over others.

## CRIMINOLOGY AND JUSTICE STUDIES STUDENT LEARNING OUTCOMES (PSLOs)

The Sociology Department has a set of student learning outcomes for our Criminology & Justice Studies major. Each of these SLOs is linked to the course content of the course, and the various ways you will be assessed on that content, as seen below:

**PSLO #1:** Analyze and interpret experiences using a sociological and/or criminology and social justice issues, especially as they relate to race, ethnicity, class, gender, age, sexualities, religion and/or nationality. (You will do this in your assignments and discussions throughout the class, but the assignments for Module 2 will especially focus upon these issues. Quiz 2 will be central to assessing this learning outcome, as will your class project.)

**PSLO #2:** Assess competing theoretical approaches to criminology and social justice issues of publics with differing and multiple interests; specify structural or institutional sources of these criminology and social justice issues; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change. (You will learn about different theories and concepts in Modules 1, 2, 7 and consider advocacy and social change in depth in Module 14. Assessment of this PSLO will occur in your online work for those same modules as well as on Quizzes 1, 4, 6 and your exam.)

**PSLO #3:** Locate, analyze, assess, and communicate about sociology and criminology and social justice scholarship. (You will be asked to do this in Module 6. You will be assessed on your ability to do this in the Module 6 assignment, as well as in your class project.)

**PSLO #5** Articulate the ethical and social justice implications of criminology and justice studies. (This will be addressed in Module 8 and will be assessed in your work for that module, as well as on Quiz 4.)

### STUDENT LEARNING OUTCOMES and COURSEWORK

In addition to addressing PSLOs for the major, Sociology 105 addresses and assesses the following D/D7 General Education SLOs:

D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis. (This will be addressed in Modules 1 & 2, and assessed on your assignments for Modules 2 and 4.)

D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies. (This will be focused upon in Modules 2, 3, and 12 and assessed in the assignments for those modules, as well as Quiz 1 and Quiz 5, and your class project).

D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments. (This will be addressed in Module 8 and assessed in the assignment for Module 8 and Quiz 4.)

D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues. (This will be addressed in Module 1 and Modules 9-11. It will be assessed in assignments/discussions for Modules 9-11.)

This class also satisfies the GE SLOs that all General Education classes share:

Students will communicate effectively in writing to various audiences (writing).  
(This will be addressed the most explicitly in Module 1 and Module 14. It will be assessed throughout the course in the weekly assignments and discussions.)

Students will think critically and analytically about an issue, idea or problem. (critical thinking)  
(This will be addressed the most intensively in Modules 1, 14, 15. It will be assessed in the Module 14 discussion/ assignment and the class project. )

Students will find, evaluate and use information appropriate to the course and discipline.  
(This will be addressed in several modules, but the most heavily in Module 1 and 2. It will be assessed on the Module 6 assignment, as well as in the class project.)

### **Specific Class Goals:**

By the end of this class you should be able to skillfully:

- discuss the major philosophical definitions of justice as well as their strengths and weaknesses;
- make the distinction between the field of Justice Studies and other disciplines that are often mistaken for it;
- apply the social justice theories and concepts discussed in class to real world situations;
- understand the basics of quantitative and qualitative research methods, as well as the ethical implications related to Justice Studies research;
- analyze the linkages between your everyday experiences of the world, the institutions you are a part of, and global justice issues;
- make basic distinctions between highlighted criminological theories;
- understand the different rationales for the creation of the juvenile and adult justice systems in the United States;
- describe the core conflicts central to the substantive justice issues covered in class;
- explain how individual and organizational level attempts to remedy injustice are occurring;
- describe and assess the multidisciplinary perspectives on justice issues related to the handling of Hurricane Katrina; and

- document and analyze a “vision” of justice/injustice by using scholarly literature from the multiple disciplines that inform the field of Justice Studies.

In addition to mastery of substantive content, other class goals focus on skills that serve individuals well both inside and outside of the virtual classroom. Ideally, by the end of the class, I hope you will feel more comfortable as an active participant in online discussions. In addition, I expect that you will have begun to exhibit the characteristics of a critical thinker who appreciates the complexity of controversial social issues.

### **Reading materials:**

Bates, Kristin and Richelle Swan, Eds. **2010**. *Through the Eye of Katrina: Social Justice in the United States*. (2<sup>nd</sup> edition) Carolina Academic Press. REQUIRED.

Jones, Ellis, Ross Haenfler and Brett Johnson. 2007. *The Better World Handbook*. 2<sup>nd</sup> Edition. New Society Press. REQUIRED.

Weisheit, Ralph and Frank Morn. 2004. *Pursuing Justice*. Wadsworth/Thomson Learning. REQUIRED.

Assorted articles that are listed in the course outline and can be found under Library Course Reserves (look up Swan, Sociology 105, accept the agreement and pdf files of the articles will appear) as well as online materials linked to on Cougar Courses. Each week I've written a lecture for you to read prior to reading any books and/or articles that are also assigned. You will see these under the respective week on the homepage.

## **COURSE REQUIREMENTS**

### **Online Work & Participation**

This class is a completely online course, which can be found on **Cougar Courses** (<http://cc.csusm.edu/>). You are responsible for accessing the Cougar Courses website (click on Cougar Courses under the Student tab on the CSUSM homepage to get to our course webpage). After you are officially enrolled in this class, you are assigned access to the Cougar Courses class website through your CSUSM e-mail account. You will be required to use the university computer labs if you do not have off-campus computer access. Participation is important in this

class and you need to start off strong and maintain your momentum to do well in the class. Effort and quality of your general contribution to class discussion will be considered as one of the determining in your class grade, and a total of 160 possible points can be earned through your online work. Your online work will involve a great deal of writing and will satisfy the University's writing requirement of 2500 words per class.

### **Guidelines for Online Communication**

It is important to remember that the strength of the online format—the ability to work anywhere and anytime (given access to a working computer or modem)—is countered by its weakness—the lack of face-to-face interaction. When we are communicating online we must consciously work to communicate in a clear fashion without the help of non-verbal cues, and without the benefit (in some cases) of having met each other outside of the virtual classroom.

All of you have probably had the experience of receiving an e-mail or reading a discussion board posting that had a very negative tone and that made you feel belittled or attacked. You likely responded to that experience by impulsively firing back an angry message or carrying around some pretty negative feelings with you the rest of the day. Another experience you have all undoubtedly shared is your own attempts to communicate humor or sarcasm in an online message. To your surprise, your intention to be amusing and witty in the message may have been read in a completely different manner by the recipient of the message. Once again, on finding this out, you were left feeling disappointed after the online exchange. These examples are exactly the type of experiences that we are trying to avoid in this class by means of careful communication.

The following guidelines are ones that you are expected to follow in this course. Please understand that one of the possible consequences of not following these rules is that you could be dropped from the course.

1. Your online communication should always be thoughtful. In other words, carefully consider your wording and reread any work that you might post, with an eye toward thinking about how it will be interpreted. If you find that it might be misinterpreted, be sure to clarify your wording. Do not use all capital letters in your messages because that will be interpreted by those in the know as yelling, and nobody wants to participate in a course in which they are being verbally abused. Use “I” statements that demonstrate that you are “owning” your words rather than “you” statements that can be read as accusatory and attacking.
2. Along the same lines, the grammar and spelling of your online communication should be presented thoughtfully. Remember, you are communicating in the context of a university course and so you should communicate in complete sentences with proper capitalization and spelling, rather than in text messaging language. I realize this is sometimes difficult to remember to do, so I will remind you quite a bit! (For example, don't write your posts in the following manner: i luv this class and all of the readings 4 this module.)
3. Be sure that your online communication is meaningful. We are all pretty savvy and want to respect each other's intelligence. Online interaction should demonstrate that you are not simply

regurgitating another person's ideas without any contribution of your own. You need to give us all a little bit more than "Good post \_\_\_\_\_." It is important to integrate class materials when possible to demonstrate what a serious student you are. Remember, you do not have the ability to show me your enthusiasm and effort in the physical classroom so it is very important to do so in the manner that this course allows for—your online work and discussions.

4. Don't write anything that you will be ashamed of in the very near future. Online communication is saved and can follow you, as you may be aware of given the many publicized lawsuits that have included emails as evidence of inappropriate and/or criminal behaviors. If you are angry wait to communicate online until you have calmed down. This will help you avoid making statements you do not really want to make (or at least know you shouldn't make).

5. Statements that are intentionally racist, sexist, classist, and/or homophobic are not considered thoughtful, scholarly communication in this course and are not acceptable. If you cannot refrain from making such statements in your scholarly analyses of justice issues, then this is not the class for you. The repercussions of such communication may include a failing grading for participation, so please take this rule seriously.

Any writing that you do for this class should utilize either the American Sociological Association (ASA) or American Psychological Association citation style (APA). These styles utilize a citation system that cites the author and the year of each source used in the paper, along with page numbers for direct quotes. (Example of ASA style: (Friedrich 2006: 15) and APA: (Friedrich, 2006, p. 15).) If you are only familiar with MLA style, please be sure to access the style guides for one of the two writing styles that I have chosen for this class. (See: [http://library.csusm.edu/finding/more/style\\_guides/](http://library.csusm.edu/finding/more/style_guides/)).

## HOW TO POST ASSIGNMENTS AND FORUM POSTS

Activities will always be listed in each lecture module for a given class. Usually your online work will involve either an **Assignment** or a **Forum Exercise** (otherwise known as a Discussion exercise.)

### ASSIGNMENTS

Typically, when I utilize Assignments, you will be writing directly onto the Cougar Courses textbox. You will simply open the assignment that is listed under a particular day's topic on the homepage, and click on **Edit my Submission**. Then an HTML textbox will pop up. After reading

the assignment, you can prepare your response on Word or another word processing program and save it to a computer or back-up device. Once you are ready, you can then cut and paste the material into the Cougar Courses textbox and click [Save Changes](#).

It is highly unlikely that I will ask you to upload files for an Assignment, but in the event that I do, you will simply upload a file from your computer or memory source, find the file, click open, and then upload the file. It will end up under the Submission Draft.

When you click on the tab labeled [Assignments](#) in the [Activities](#) block found on the homepage of the course, you can see if and when you submitted each assignment.

## **FORUMS**

Oftentimes, you will be asked to contribute to a forum discussion as part of a given class' work. In order to do so you will click on the [Forum](#) link, examine the topic, do your work and write it up, save it in Word to either a computer or memory device, and then post your work by clicking, [Post to Forum](#). When you are asked to reply to other students in your forum activity you will simply click [Reply](#) to do so. Be sure to create a post that reflects your understanding of the material under investigation. Cite relevant materials to demonstrate how seriously you have taken the discussion assignment.

Oftentimes, the forums will be in what is known as a question and answer format. This means that I will start a thread, and you will need to post an original response to my question or topic before you can see anyone else's post. Do not start your own thread in this type of format. I will delete additional threads, and they will not count toward your grade. (I will make it very clear where to post because this can be confusing if you are used to other types of discussions.) **Also, all work should be submitted in your first post.** Second original posts that are posted later and are not responses to others will not count (e.g., "Oh, I forgot but here is the other half of my assignment...") so just take your time and read the assignment and then reread your response before posting. To reply to my thread, click reply and then cut-and-paste your work from a saved Word document (to



do so highlight the work on your Word file and click copy, then click on the clipboard icon with the W on the html box that you see after you click reply on Cougar Courses, copy your work onto the box that pops up, and then click insert. After you have inserted it onto the textbox for CC you will be able to edit it to make it look better again. (Typically, you lose your double-spacing, but I am aware of that so don't worry!)

When you click on the tab labeled **Forum** in the **Activities** block found on the homepage of the course, you can see if and when you submitted each discussion activity and response.

### **ONLINE WORK and PARTICIPATION GRADING**

Your online work will be graded on **quality and timing of submissions**. The guidelines below are based on the typical discussion activity that involves a post and a response or responses to others' posts. Online work may vary, but the basic set-up remains the same. (In other words, an assignment will not include interaction between you and your classmates like forum or discussion activity will, but it will also be graded on the same 10-point scale). I will be grading strictly due to the fact that your online module work constitutes the bulk of your written work in the course.

- Excellent work will earn 9-10 points. Your work for the module is excellent if you have posted both your original post and your response to someone else's posts in the assigned time period and if your posts are thorough, utilize class materials in an appropriate way if required, and are original and well written.
- Good work will earn 8-8.9 points. Your work for the module is good if you have posted both your original and response posts on time, and for the most part your postings are accurate and reflect genuine effort. Good posts are those that do a pretty solid job of utilizing the required material, but there may be a few inaccuracies or something important that you left out of your post, or the overall quality of the post is uneven, either in terms of content or style.

- Average work will earn 7-7.9 points. Your work for the module is average if you have only posted your original response on time and have not responded to anyone or if you have done both the original post and the response, but one or both of them is/are woefully inadequate.
- Below average work will earn 1-6.9 point/s depending on what you have submitted. Your work is below average if you have only posted a solid response to someone else's original post on time and you have not posted an original post. To put it in other terms, this level of online work is work that sends me the message that you are not taking it seriously at all, and thus it doesn't merit much credit.
- **Late work will not count for any points.** I recommend that you schedule your hours of online work into your week in the way that you would an on-campus class to stay on schedule.

### Readings

It is important to make sure that you organize your time to allow for regular reading. This class requires readings from your three assigned books. One is *Through the Eye of Katrina: Social Justice in the United States*, a book that I co-edited with my colleague in the Sociology Department, Dr. Bates. We created the book as a means of exposing you to the analysis of contemporary issues related to justice and social change through a *multidisciplinary* approach (because the field of Justice Studies is multidisciplinary). This volume is one that is bound to be provocative for those of you who have not thought about the incidents around Hurricane Katrina as social justice issues before. Try to suspend your preconceived notions and simply pay attention to the authors' analyses if you find yourself resisting them. At the end of the day, you are not asked to agree with analyses, but to simply to understand them. The material from the volume is the most challenging reading you will be asked to do for the course, and I will tailor my expectations of what I want you to take away from the reading

based on the fact that this is a lower-division class. We are using the second edition of the book for this course and at least six of the chapters differ from the original version, so please be sure to have access to the new version. Copies of this new edition are on reserve in the library for you to check out on a 2-hour basis.

The second book that is required for this class is called *The Better World Handbook* and it is authored by sociologists Ellis Jones, Ross Haenfler, and Brett Johnson. This book is the second edition of a book that applies sociology by considering various social justices causes and steps we can all take to address them. I like this book because it is a guide that is based on scholarship and is quite useful. Hopefully you will find it inspiring. You are bound to disagree with some of their suggestions (as do I), but it will definitely get you thinking of concrete steps that we can take with others to create societal shifts.

The third book assigned for this course is *Pursuing Justice* by Ralph Weisheit and Frank Morn. This textbook has been chosen because it is one of the few introductory-level texts that explicitly discuss justice from an interdisciplinary vantage point. The text is very accessible and many of my lecture modules cover ideas presented in the book.

As noted previously, you will also be required to read some scholarly articles, which are available through the CSUSM library e-reserves website (and linked to on our Cougar Courses course webpage), as well as to study a number of websites and articles accessible through these websites as a means of supplementing your textbook reading. This is mandatory and should be taken seriously. In the event that for some reason you find that the e-reserves are not functioning on a given day (this almost never occurs), you are responsible for finding the articles in the online library databases. Begin by going to the article databases, and then do a search for the article you need in Academic Search Premiere, JSTOR, or another database.

## **Quizzes**

## *Quizzes*

There will be seven online quizzes in this class over the course of the semester and the six highest scores will count toward your final class grade. Each quiz will be worth 25 points, and thus you can earn up to 150 points for your quiz total for the class. You will have a minimum of 45 minutes to take each quiz and the computer will end your quiz automatically. The quiz will be available as part of your online class on even-numbered weeks (i.e., Weeks 2, 4, 6, 8, 10, 12, 14) as indicated in the class schedule at the end of this syllabus. You will be able to complete the quiz anytime on Thursday, Friday, Saturday or Sunday (Sunday before 11:55 p.m.) of a quiz week.

In order to take a quiz, you will go to Cougar Courses, click on the **appropriate quiz link under the lecture module we are on** and begin the quiz when you are ready to sit down and complete it. (There is no way to stop and start the quizzes, you must complete them in the time period you are given, so study ahead of time.) Click on appropriate quiz and you will be warned that the quiz has a time limit and asked if you are sure that you want to start. If you agree, the quiz will begin, and you can begin marking your answers and **save and then go on to the next** question. When you are done, click **submit all and finish**. You will be asked if you actually want to end the quiz or test at that point. After you say yes, you will not be able to go back and change any of your answers. When the four day- quiz period is over, you will be able to see how many questions you answered correctly.

After the quiz period is over and I have reviewed the quizzes you will be able to see how many questions you answered correctly (this will typically be available by Tuesday morning). For two days you will also be able to view the questions and answers to the quiz (until Thursday night after grades are posted). The syllabus quiz that will be available to take during the first week of class will give you a sense of what the format will be like.

Although the quizzes are open-book, open-note quizzes, **you should study for them as if they are not because they are timed.** In addition, you will need to truly understand the material for your online work and final exam.

**Make-up quizzes will only be given if the following two conditions are met: 1/ you have formal documentation that you were hospitalized or a family member or loved one experienced a serious crisis during the 4-day period of the quiz and 2/ you already missed one quiz. Another way of stating this is, do not ask to make up a quiz for an emergency if it is your first emergency; it will simply be the quiz score of yours that I drop. You should not ask for an exception unless you know you will be able to provide the necessary documentation at the time of your request.**

Academic Honesty Policy: If you are found to have plagiarized any work for this class you will earn an F on the paper/assignment in question and you will face serious consequences. Please go to: <http://library.csusm.edu/plagiarism/howtoavoid/index.htm> to learn how to avoid engaging in plagiarism. Cougar Courses has tools that allow for the detection of plagiarism, so please be careful to cite properly. (Feel free to ask me at any time if you need help with this. I've posted online resources to help you as well.) If you are found cheating on any of your quizzes or your final exam, you will also fail the given test.

#### **Special Needs Policy**

Students with disabilities who require accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. If you are authorized by DSS to receive accommodations please notify me as soon as possible so I can begin working with them to meet your learning needs.

#### **Exam**

There is one cumulative final examination at the end of this course that counts for 50 points of your class grade and it will be an options exam that allows you to choose between two different types of formats: 1/ a multiple-choice exam only format, and 2/a multiple-choice and essay format. You will be able to see the entire exam before choosing which type to take. This exam will allow you to play to your strengths as a test-taker. **A make-up exam will only be given in the case of a documented emergency. Please do not ask for an exception unless you know you will be able to provide the necessary documentation at the time of your request.**

**The exam period will be between Saturday, December 7<sup>th</sup> and Tuesday, December 10<sup>th</sup>.** In other words, you can take your exam at any point during this test period. When you do, you will need to click on the Exam link on the homepage to log into the exam. It is a timed exam and I will announce the amount of time you have prior to taking it. Only **begin the exam when you have studied and are ready to take it. You cannot stop the exam and finish it later**—it has to be completed in one sitting and within the timeframe you are given. Cougar Courses will shut the exam down Tuesday at 11:56 p.m., so once again, take the deadline seriously.

The syllabus quiz that is available to take during the beginning of class will give you a sense of what the multiple choice version of the exam will be like. **It is important to note that whenever you answer a question on the exam you must hit “save answer” if you want to save your answer. Then when you have completed the quiz you must submit all of your answers.** If you choose to take the multiple choice-essay exam, you will need to open up Word or another word processing program and compose your answers. Then you can cut and paste them onto the exam and make sure you push “save answer” when you do so, and then submit your response when you are done. If you write an essay exam you **MUST** save a back-up copy. In the highly unlikely event that the system will quit working when you want to submit your essay, but in the event it did, you can immediately email me your essay on my regular e-mail (rswan@csusm.edu).

Because this is an online class, your exams are open-book and open-note, but you need to work on your own. (Moodle is so sophisticated now, it is possible to weed out some forms of cheating. Do not take the test with anyone else in order to avoid suspicions of cheating.) You should do your best to keep up with all of the material and to study for the exams as if they were closed-note exams and then you will be well prepared for the exam.

### **Visions of Justice/Injustice Project**

There is one project for this course and it will count toward 50 points of your class grade. In this project, you will be required to make connections between the world around you and a

justice or injustice. You will submit your project via the appropriate link on WebCT on Monday of Week 15 and you will engage in a discussion of each other's projects, as well as post a short paper about your own submission at the end of the project period. Details about this project will be posted on our homepage by Week 3.

### **Grading Summary**

Online Assignments (16 @10 points each) = 160 points

Quizzes = (top 6 scores @ 25 points each) =150 points

Final Exam = (50 points)

Project = (50 points)

Total possible points = 410 points

### **Grading Scale**

379-410 points =A

378-367 points =A-

366-359 points =B+

358-339 points =B

338-326 points =B-

325-317 points =C+

316-297 points =C

296-285 points =C-

284-277 points =D+

276-256 points =D

255-244 points =D-

243-0 points =F

If you feel you need help with your writing skills, be sure to check out the resources at the Writing Lab and on their website <http://www.csusm.edu/writingcenter/>. **Similarly, if you have other special needs that need to be addressed, please notify me at the beginning of the session so I can attempt to make proper accommodations for you.**

**RULES & REMINDERS:** Basic courtesy and respect for everyone in the virtual classroom is expected. The following are some guidelines that should be considered in addition to those already outlined in the participation guidelines:

- In written assignments, avoid excessive vulgarity and utilize assigned materials.
- Respect yourself and everyone else in the virtual classroom.
- Be sure to be extra vigilant in your approach to your classwork to ensure you will pass the class.

- Contact the Student Computing Help desk (email: [sth@csusm.edu](mailto:sth@csusm.edu)) for any technical problems you are having with Cougar Courses.

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COURSE SCHEDULE\*

**\*Each day you log onto Cougar Courses you should first check the **News Forum** to see if I've posted any new announcements before you begin your work. Cougar Courses will email these directly to your CSUSM email outside of Cougar Courses also. Note: If you are required to turn in work on Cougar Courses and at any point it not allow you to post your work, you must email me on *the Course Mail or if an emergency has occurred, on my work email ([rswan@csusm.edu](mailto:rswan@csusm.edu)) with the assignment or forum post before the due date and time in order to get credit for your work.***

Before beginning any of your online work examine all of the Cougar Courses Student Resources at <http://cc.csusm.edu/course/view.php?id=2243>. They have a long list of guides to help answer almost any question that you will have about about how to do things on Moodle.

### **PART I: AN INTRODUCTION TO THE COURSE**

**In this section of the course we will take a quick look at the field of Justice Studies, and some of its important theoretical concepts and methods.**

#### **WEEK 1 (August 26<sup>th</sup>- Sept. 1<sup>st</sup>)**

##### ***Introduction to Justice Studies***

***Note: Week 1 is one of the busiest weeks of the entire class because there is work due on Wed. and Fri. Most weeks will only have a Friday due date.***

1/ Read:

*Module 0 & Module 1*

*Pursuing Justice (PJ): Intro & Chapter 1*

*The Better World Handbook (TBWH): "Introduction" & "Building a Better World"*

##### ***Icebreaker Exercise and Syllabus Quiz***

1/Read the syllabus and take the Syllabus Quiz that is found under the *Week 1 section on the homepage.*

2/Go to Learning Modules, click on **Module 0**, and read the "lecture" and the corresponding discussion exercise. Then go to **Discussions, Module 0: Icebreakers**. Read the instructions and post your own message as soon as possible and respond to another person's message by **Wednesday at midnight**. (This one of two Wed. due dates in the class.)

3/Do all activities, questions, and/or postings listed in Module 1 by Friday before 11:55 p.m.



**WEEK 2 (September 2<sup>nd</sup> - September 8<sup>th</sup>)**

Introduction to Justice Studies Part II (Concepts and Methodologies)

1/ Read:

*PJ*: Chapter 2, “Justice and the State” & Chapter 3, “Social Justice”

*TBWH*: “The Seven Foundations of a Better World”

Gil, D. (2006). Reflections on health and social justice. *Contemporary Justice Review*, 9(1), 39-46.

2/ Do all activities, questions, and/or postings listed in Module 2 by Friday at 11:55 p.m.

3/ **Take Quiz 1 (found under Module 2 or Quizzes.) Quiz 1 can be taken during any 45-minute period between Thursday and Sunday.**

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**PART II: A LOOK AT YOUR IMMEDIATE WORLD--SEEING THE EVERYDAY AS JUSTICE ISSUES**

**WEEK 3 (September 9<sup>th</sup> – September 15<sup>th</sup>)**

*How are issues of food, clothing, and consumerism related to justice?*

1/Read:

*TBWH*: Chapters on “Food,” “Shopping” and “Money”

Cliath, A. (2007). Seeing Shades: Ecologically and Socially Just Labeling.

*Organization Environment*, 20, 413-439. (Reading questions will be provided for this article.)

2/ Do all activities, questions, and/or postings listed in Module 3 by Friday before 11:55 p.m.

**WEEK 4 (Sept. 16<sup>th</sup> - Sept. 22<sup>nd</sup>)**

*How are issues of shelter and healthcare related to justice?*

1/Read:

*Module 4*

***TBWH: Chapter on “Home”***

2/ Do all activities, questions, and/or postings listed in Module 4 by Friday before 11:55 p.m.

3/ **Take Quiz 2 (found under Assessments) Quiz 2 can be taken during any 45-minute period between Thursday and Sunday.**

**WEEK 5 (September 23<sup>rd</sup> - September 29<sup>th</sup>)**

***How is your relationship (and others' relationships) with the environment related to justice?***

1/Read:

*PJ*, Chapter 11, "Environment"

*TBWH*: Chapter on "Transportation"

*TTEOK*, Introduction and Chapter 1 (Swan & Bates--new)

2/ Do all activities, questions, and/or postings listed in Module 5 by Friday before 11:55 p.m.

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## **PART II: BROADENING YOUR VIEW— A LOOK AT INSTITUTIONAL JUSTICE**

### **WEEK 6 (September 30<sup>th</sup> -October 6<sup>th</sup>)**

***How do institutions such as family, the economy, politics, and the media, and schools relate to justice issues?***

1/ Read:

*TBWH*: Chapters on "Family and Children," "Work," "Politics" and "Media"

Armstrong, Edward G. (2007). "Moral Panic over Meth." *Contemporary*

*Justice Review*, 10(4): 427-442.

2/ Do all activities, questions, and/or postings listed in Module 6 by Friday before 11:55 p.m.

**3/Take Quiz 3 (found under Assessments) Quiz 3 can be taken during any 45-minute period between Thursday and Sunday.**

### **WEEK 7 (October 7<sup>th</sup> - October 13<sup>th</sup>)**

***How is the institution of criminal justice in the United States related to justice issues?***

1/Read:

*PJ*: Chapter 7, "Justice American Style"

Luna-Firebaugh, E. (2006). Violence against American Indian women and the

Services-Officers-Training-Prosecutors Violence Against American Indian

Women Program. *Violence Against Women*, 12, 125-136.

2/ Do all activities, questions, and/or postings listed in Module 7 by **Friday before 11:55 p.m.**

## **WEEK 8 (October 14<sup>th</sup> - October 20<sup>th</sup>)**

How is the institution of juvenile justice in the United States related to justice issues?

1/Read:

Faulkner, Anne Shaw (1921). "Does Jazz Put the Sin in Syncopation?" *Ladies Home Journal*: 16-34.

Chavez-Garcia, Miroslava. (2007). "Intelligence Testing at the Whittier State School." *Pacific Historical Review*, 76(2):193-228

2/ Do all activities, questions, and/or postings listed in Module 8 by Friday before 11:55 p.m.

**3/ Take Quiz 4. Quiz 4 can be taken during any 45-minute period between Thursday and Sunday.**

### ***THE RESPONSE TO HURRICANE KATRINA AS A CASE STUDY of INSTITUTIONAL INJUSTICE***

## **WEEK 9 (October 21<sup>st</sup> - October 27<sup>th</sup>)**

***A Look at the Precursors to Hurricane Katrina***

1/Read:

*TTEOK*: Chapters 2 (Miller & Rivera), 3 (Inderbitzen, Fawcett, Uggen & Bates), 4 (Agid), 5 (Swan), (Reading tips will be provided to help you do these readings.) You should have read Chapter 1 previously but if you haven't yet please do so.

2/Do all activities, questions, and/or postings listed in Module 9 by Friday before 11:55 p.m.

## **WEEK 10 (October 28<sup>th</sup> -November 3<sup>rd</sup>)**

***A Look at the Effects of Hurricane Katrina***

1/Read:

*TTEOK*: Chapters 7 (Doane), 8 (Moon & Hurst), 9 (Trujillo-Pagan), 10 (Leong et al.), 13 (Haubert Weil), 15 (Leonard) (Reading tips will be provided to help you with these readings.)

2/Do all activities, questions, and/or postings listed in Module 10 by Friday before 11:55 p.m.

**3/ Take Quiz 5 (found under Assessments) Quiz 5 can be taken during any 45-minute period between Thursday and Sunday.**

**WEEK 11 (November 4<sup>th</sup>–November 10<sup>th</sup>) Veteran’s Day**

***A Look at the Responses to Hurricane Katrina***

1/Read:

*TTEOK*: Chapters 18 (Gasman & Drezner), 21 (David--new), 22 (Knowles-Yanez—new), 24 (Bates & Swan—new) (Reading tips will be provided to help you with these readings.)

2/Do all activities, questions, and/or postings listed in Module 11 by Friday before 11:55 p.m.

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**PART III: THINKING ABOUT THE BIG PICTURE: GLOBAL JUSTICE ISSUES**

**WEEK 12 (November 11<sup>th</sup> -November 17<sup>th</sup>) Monday is Veterans’ Day and a holiday.**

***What forms do international and transnational crimes and injustices take and how are they being addressed? How are legal and criminal justice issues dealt with in other countries?***

1/Read:

*PJ*: Chapter 8, “Domestic Terrorism” \* & Chapter 9, “Contemporary Slavery”  
Ha'artez. (2012) Saudi Sex Drive. *Middle East Quarterly*, Vol. 19 (2), 86.  
Michael, M. (2010). Saudi women sue male guardians who stop marriage.  
MSNBC News. [http://www.msnbc.msn.com/id/40407940/ns/world\\_news-mideastn\\_africa/](http://www.msnbc.msn.com/id/40407940/ns/world_news-mideastn_africa/)

**\* Please note that although domestic terrorism is a subject that is only about terrorism in one country and its territories, we are studying this subject in the global section of the class, because it is a phenomenon that you can observe in many countries around the world.**

*PJ*: Skim Chapter 4 “Common Law Systems”, Chapter 5 “Civil Law Systems” & Chapter 6 “Islamic Law”

2/Do all activities, questions, and/or postings listed in Module 12 by Friday before 11:55 p.m.

**3/Take Quiz 6 (found under Assessments) Quiz 6 can be taken during any 45-minute period between Thursday and Sunday.**

**WEEK 13 (November 18<sup>th</sup> – November 24<sup>th</sup>)**

*How are genocide, war, and violence related to issues of global justice?*

1/Read:

*PJ*: Chapter 10 “Genocide”

2/Do all activities, questions, and/or postings listed in Module 13 by Friday before 11:55 p.m.

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**WEEK 14 (November 25<sup>th</sup> – December 1<sup>st</sup>) Thanksgiving Holiday on November 28<sup>th</sup> & 29<sup>th</sup>)**

*What are the various forms of social change work that are used in pursuit of justice both here and abroad?*

1/Read:

*PJ*, Chapter 12, “Individual Strategies for Achieving Justice”

Chapter 13, “ Organizations Seeking Justice”

Chapter 14 “Global Justice”

Martinez, M. (2007). The art of social justice. *Social Justice*, 34(1), 5- 11

2/ Do all activities, questions, and/or postings listed in Module 14 **by Sunday** before 11:55 p.m.

**3/Take Quiz 7 (found under Assessments) Quiz 7 can be taken during any 45-minute period between Thursday and Sunday.**

**WEEK 15 (December 2<sup>nd</sup> - December 7<sup>th</sup>)**

*Project Sharing & Review*

1/ Post project and engage in group activities related to your project in your group before Friday. Detailed instructions related to this will be available on a handout on Cougar Courses.

2/ Read *Module 15*.

3/ Do all activities, questions, and/or postings listed in Module 15 by Friday before 11:55 p.m.

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**(Final Exam )**

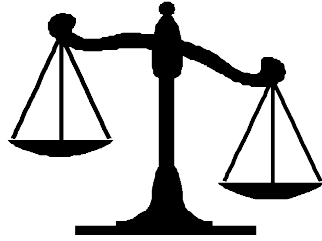
Your final exam will be available to take from Saturday, December 7<sup>th</sup> to Tuesday, December 10<sup>th</sup> at 11:55 p.m. When you are completely ready to begin, go to the *link for Final Exam under the appropriate learning module or under Quizzes on the homepage.*

You will have two hours to take the test. You will no longer be able to answer questions after the two-hour mark—Moodle shuts the exam down.

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Congratulations! Hopefully at this point you successfully completed this course with a grade of C or higher (in order for it to count towards your major.)

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## INTRODUCTION TO JUSTICE STUDIES

Sociology 105 (4 units)

Spring 2013

CRN 26827

**Tuesdays (all) & Thursdays of odd-numbered weeks in SBSB 1105.**

**Thursdays of even-numbered weeks are online**

### **Professor Swan**

**Office Hours:** Tuesdays 1-2:30 p.m. in SBSB 4218 and one hour online weekly to be announced on Cougar Courses

**E-mail:** Please only e-mail me using *Course Mail* in Cougar Courses if you want to contact me about this class. I will check my email periodically during the work week (M-F). The Course Mail box is on the right-hand side of the homepage.

### **Course Description**

This class is an introduction to the interdisciplinary field of Justice Studies. Questions related to the analysis of justice in its various forms, including economic, social, and criminal justice will be considered from sociological, philosophical, legal and historical perspectives. You will be asked to critically assess what justice entails and how it can best be achieved or approximated in today's world. This assessment will also require a clear understanding of the obstacles that make the pursuit of justice a challenging process. Although the course will emphasize justice issues in the United States, those related to the international community will also be addressed.

The class will begin with a discussion of definitions of justice, a consideration of what the field of Justice Studies is (and is not), and a presentation of a series of theories and concepts that are central to the topic of the class. We will then begin to look at how justice issues are a part of your everyday lives and then gradually expand our analysis to look at how things we often take for granted

here in the U.S., for example, food, shelter, and clothing, are linked to social justice issues at both the institutional and global levels. This will be followed by an analysis of the formal systems designed to explicitly address justice issues both here and abroad and a consideration of contemporary issues such as: terrorism, the environment, slavery, and genocide. Three weeks of the course will focus specifically upon the case study of Hurricane Katrina as a method of illustrating how multiple disciplinary perspectives can be used to study social justice issues.

This course requires you to critically assess the world around you, the ways in which individuals and groups construct justice, and how existing power dynamics facilitate the legitimization of some views of justice over others.

#### CRIMINOLOGY AND JUSTICE STUDIES STUDENT LEARNING OUTCOMES (PSLOs)

The Sociology Department has a set of student learning outcomes for our Criminology & Justice Studies major. Each of these SLOs is linked to the course content of the course, and the various ways you will be assessed on that content, as seen below:

**PSLO #1:** Analyze and interpret experiences using a sociological and/or criminology and social justice issues, especially as they relate to race, ethnicity, class, gender, age, sexualities, religion and/or nationality. (You will do this in your assignments and discussions throughout the class, but the assignments for Week 2 will especially focus upon these issues. Week 2 will be central to assessing this learning outcome, as will your class project.)

**PSLO #2:** Assess competing theoretical approaches to criminology and social justice issues of publics with differing and multiple interests; specify structural or institutional sources of these criminology and social justice issues; and propose and assess policies, interventions and/or modes of advocacy that will enact positive change. (You will learn about different theories and concepts in Weeks 1, 2, 7 and consider advocacy and social change in depth in Week 14. Assessment of this PSLO will occur in your online work for those same modules as well as on Quizzes 1, 4, 6 and your exam.)

**PSLO #3:** Locate, analyze, assess, and communicate about sociology and criminology and social justice scholarship. (You will be asked to do this in Week 6. You will be assessed on your ability to do this in the Week 6 assignment, as well as in your class project. )

**PSLO #5** Articulate the ethical and social justice implications of criminology and justice studies. (This will be addressed in Module 8 and will be assessed in your work for that module, as well as on Quiz 4.)

In addition to addressing PSLOs for the major, Sociology 105 addresses and assesses the following D/D7 General Education SLOs:



D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis. (This will be addressed in Weeks 1 & 2, and assessed on your assignments for Weeks 2 and 4.)

D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies. (This will be focused upon in Weeks 2, 3, and 12 and assessed in the assignments for those weeks, as well as Quiz 1 and Quiz 5, and your class project).

D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments. (This will be addressed in Week 8 and assessed in the assignment for Week 8 and Quiz 4.)

D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues. (This will be addressed in Week 1 and Weeks 9-11. It will be assessed in assignments/discussions for Weeks 9-11.)

This class also satisfies the GE SLOs that all General Education classes share:

Students will communicate effectively in writing to various audiences (writing).  
(This will be addressed the most explicitly in Week 1 and Week 14. It will be assessed throughout the course in the weekly assignments and discussions.)

Students will think critically and analytically about an issue, idea or problem. (critical thinking)  
(This will be addressed the most intensively in Weeks 1, 14, 15. It will be assessed in the Week 14 discussion/ assignment and the class project. )

Students will find, evaluate and use information appropriate to the course and discipline.  
(This will be addressed in several weeks, but the most heavily in Week 1 and 2. It will be assessed on the Week 6 assignment, as well as in the class project.)

### **Specific Class Goals:**

By the end of this class you should be able to skillfully:

- discuss the major definitions of justice as well as their strengths and weaknesses;
- make the distinction between the field of Justice Studies and other disciplines that are often mistaken for it;
- apply the social justice theories and concepts discussed in class to real world situations;
- analyze the linkages between your everyday experiences of the world, the institutions you are a part of, and global justice issues;
- understand the different rationales for the creation of the juvenile and adult juvenile systems in the United States;
- describe the core conflicts central to the substantive justice issues covered in class;

- explain how individual and organizational level attempts to remedy injustice are occurring;
- describe and assess the multidisciplinary perspectives on justice issues related to the handling of Hurricane Katrina; and
- document and analyze a “vision” of justice/injustice by using scholarly literature from the multiple disciplines that inform the field of Justice Studies.

In addition to mastery of substantive content, other class goals focus on skills that serve individuals well both inside and outside of the virtual classroom. Ideally, by the end of the class, I hope you will feel more comfortable as an active participant in online group discussions. In addition, I expect that you will have begun to exhibit the characteristics of a critical thinker who appreciates the complexity of controversial social issues.

### **Reading materials:**

Bates, Kristin and Richelle Swan, eds. **2010.** *Through the Eye of Katrina: Social Justice in the United States. (2<sup>nd</sup> edition)* Carolina Academic Press. **REQUIRED.**

Jones, Ellis, Ross Haenfler and Brett Johnson. 2007. *The Better World Handbook.* 2<sup>nd</sup> Edition. New Society Press. **REQUIRED.**

Weisheit, Ralph and Frank Morn. 2004. *Pursuing Justice.* Wadsworth/ Thomson Learning. **REQUIRED.**

Assorted articles that are listed in the course outline and can be found under Library Course Reserves (look up Swan, Sociology 105, accept the agreement and .pdf files of the articles will appear) as well as online materials linked to on Cougar Courses.

## **COURSE REQUIREMENTS**

### **Participation**

This class will meet in SBSB 1105 on Tuesdays from 3:00-4:50 p.m. On Thursdays of odd numbered weeks (i.e., Week 1, Week 3, Week 5, etc.) class will also be held from 3:00-4:50 p.m.

in the Social and Behavioral Science Building. **On even-numbered weeks (i.e., Week 2, Week 4, Week 6, etc.) beginning in Week 2, Thursday's class will be online on Cougar Courses (<http://cc2012.csusm.edu/>).** You are responsible for accessing Cougar Courses (click on Cougar Courses under the Student tab on the CSUSM homepage to get to our course webpage) and completing the online assignment each week that one is assigned. The assignments will involve an analysis of online documents and/or websites that make up the additional reading material of this class, as well as written activities.

Once you are officially enrolled in this class, you are assigned access to the Cougar Courses class website through your CSUSM e-mail account. The online portion of the class allows you some flexibility in deciding where to work online. But please note: if you don't have off-campus access you will need to use one of the university's computer labs. In addition, home computing problems are not an excuse for failing to access and study relevant documents/websites. You always have the computers in the computer lab to rely on if you plan appropriately.

Effort and quality of contribution to in-class *discussion and exercises* will be considered as one of the determining factors **in 5% of your class grade**. In addition, **20% of your grade** will be based upon the quality of your online assignments. In the event that you are participating in an inappropriate way either online or in the classroom, I will discuss your behavior with you and ask you to change it. If the behavior continues after the warning it will **negatively affect** your participation grade and I will ask you to leave the class until you can abide by the rules.

In-class participation will be graded according to the following rubric:

**A-range (4.5- 5 points)** = outstanding participation in all respects, you are nearly always in class, always prepared for class and add to class conversation in a meaningful way. You have earned almost all of the points for the in-class article exercises.

**B-range (4- 4.4 points)** = your participation in class adds rather than detracts from the class; you generally are prepared for class and typically add to the class conversation in a meaningful way. You have done almost all of the in-class article exercises.

**C-range (3.5--3.9 points)** = your participation in class is average; you are usually in class but you generally seem unprepared and/or unresponsive; you do not add much to the class conversation. You have done a lackluster job on the in-class article exercises.

**D/F-range (1-3.4 points)** = your participation leaves much to be desired; you may be attending class regularly, but you are generally disrespectful either to me or your fellow students; you talk out of turn and/or talk to others when it is inappropriate or you talk in a manner that is insulting to the listener/s. Or, you rarely attend class and thus cannot participate in anything, including the in-class article exercises.

Online activities will be posted on even-numbered weeks by Thursday at 3:00 p.m. You will have until the following **Sunday at 11:55 p.m.** to complete any online participation required for each week. If access to the Internet is of concern to you, plan to use the two hours that you would normally go to class to work on a school computer.

#### **Guidelines for Online Communication**

It is important to remember that the strength of the online format—the ability to work anywhere and anytime (given access to a working computer or modem)—is countered by its weakness—the lack of face-to-face interaction. When we are communicating online we must consciously work to communicate in a clear fashion without the help of non-verbal cues, and without the benefit (in some cases) of having met each other outside of the virtual classroom.

All of you have probably had the experience of receiving an e-mail or reading a discussion board posting that had a very negative tone and that made you feel belittled or attacked. You likely responded to that experience by impulsively firing back an angry message or carrying around some

pretty negative feelings with you the rest of the day. Another experience you have all undoubtedly shared is your own attempts to communicate humor or sarcasm in an online message. To your surprise, your intention to be amusing and witty in the message may have been read in a completely different manner by the recipient of the message. Once again, on finding this out, you were left feeling disappointed after the online exchange. These examples are exactly the type of experiences that we are trying to avoid in this class by means of careful communication.

The following guidelines are ones that you are expected to follow in this course. Please understand that one of the possible consequences of not following these rules is that you could be dropped from the course.

1. Your online communication should always be thoughtful. In other words, carefully consider your wording and reread any work that you might post, with an eye toward thinking about how it will be interpreted. If you find that it might be misinterpreted, be sure to clarify your wording. Do not use all capital letters in your messages because that will be interpreted by those in the know as yelling, and nobody wants to participate in a course in which they are being verbally abused. Use “I” statements that demonstrate that you are “owning” your words rather than “you” statements that can be read as accusatory and attacking.

2. Along the same lines, the grammar and spelling of your online communication should be presented thoughtfully. Remember, you are communicating in the context of a class and thus you should communicate in complete sentences with proper capitalization and spelling, rather than in text messaging language, which is sometimes difficult to remember to do (e.g., don’t write in the following manner: i luv this class and all of the readings 4 this Week)

3. Be sure that your online communication is meaningful. We are all pretty savvy and want to respect each other’s intelligence. Online interaction should demonstrate that you are not simply regurgitating another person’s ideas without any contribution of your own. You need to give us all a little bit more than “Good post \_\_\_\_\_.” It is important to integrate class materials when possible to demonstrate what a serious student you are. Remember, you do not have the ability to show me your enthusiasm and effort in the physical classroom so it is very important to do so in the manner that this course allows for—your online work and discussions.

4. Don’t write anything that you will be ashamed of in the very near future. Online communication is saved and can follow you, as you may be aware of given the many publicized lawsuits that have included emails as evidence of inappropriate and/or criminal behaviors. If you are angry wait to communicate online until you have calmed down. This will help you avoid making statements you do not really want to make (or at least know you shouldn’t make).

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Any writing that you do for this class should utilize either the American Sociological Association (ASA) or American Psychological Association citation style (APA). These styles utilize a citation system that cites the author and the year of each source used in the paper, along with page numbers for direct quotes. (Example of ASA style: (Friedrich 2006: 15) and APA: (Friedrich, 2006,

p. 15).) If you are only familiar with MLA style, please be sure to access the style guides for one of the two writing styles that I have chosen for this class. (See: [http://library.csusm.edu/finding/more/style\\_guides/](http://library.csusm.edu/finding/more/style_guides/)).

## HOW TO POST ASSIGNMENTS AND FORUM POSTS

Activities will always be listed in each lecture module for a given online class. Usually your online work will involve either an **Assignment** or a **Forum Exercise** (what is commonly thought of as a discussion exercise.)

### ASSIGNMENTS

Typically, when I utilize Assignments, you will be writing directly onto the Cougar Courses textbox. You will simply open the assignment that is listed under a particular day's topic on the homepage, and click on **Edit my Submission**. Then an HTML textbox will pop up. After reading the assignment, you can prepare your response on Word or another word processing program and save it to a computer or back-up device. Once you are ready, you can then cut and paste the material into the Cougar Courses textbox and click **Save Changes**.

It is highly unlikely that I will ask you to upload files for an Assignment, but in the event that I do, you will simply upload a file from your computer or memory source, find the file, click open, and then upload the file. It will end up under the Submission Draft.

When you click on the tab labeled **Assignments** in the **Activities** block found on the homepage of the course, you can see if and when you submitted each assignment.

### FORUMS

Oftentimes, you will be asked to contribute to a forum discussion as part of a given class' work. In order to do so you will click on the **Forum** link, examine the topic, do your work and write it up and save it in Word to either a computer or memory device and then post your work by clicking, **Post to Forum**. When you are asked to reply to other students in your forum activity you

will simply click **Reply** to do so. Be sure to create a post that reflects your understanding of the material under investigation. Cite relevant materials to demonstrate how seriously you have taken the discussion assignment.

Usually, the discussion exercises will be in what is known as a question and answer format. This means that I will start a thread, and you will need to post an original response to my question or topic before you can see anyone else's post. Do not start your own thread in this type of format. I will delete additional threads, and they will not count toward your grade. (I will make it very clear where to post because this can be confusing if you are used to other types of discussions.) **Also, all work should be submitted in your first post.** Second original posts that are posted later and are not responses to others will not count (e.g., "Oh, I forgot but here is the other half of my assignment...") so just take your time and read the assignment and then reread your response before posting.

When you click on the tab labeled **Forum** in the **Activities** block found on the homepage of the course, you can see if and when you submitted each discussion activity and response.

### PARTICIPATION GRADING

Your online participation will be graded on **quality and timing of submissions**. **The guidelines below are based on the typical assignment that involves a post and a response or responses to others' posts.** It is possible that your assignment for the week will entail something different, but the basic set-up remains the same.

- Excellent work will earn 9-10 points. Your work for the module is excellent if you have posted both your original post and your response to someone else's posts in the assigned time period and if your posts are thorough, utilize class materials in an appropriate way if required, and are original and well written.

- Good work will earn 8-9 points. Your work for the module is good if you have posted both your original and response posts on time, and for the most part your postings are accurate and reflect genuine effort. Good posts are those that do a pretty solid job of utilizing the required material, but there may be a few inaccuracies or something important that you left out of your post, or the overall quality of the post is uneven, either in terms of content or style.
- Average work will earn 7-8 points. Your work for the module is average if you have only posted your original response on time and have not responded to anyone or if you have done both the original post and the response, but one or both of them is woefully inadequate.
- Below average work will earn 1-7 point/s depending on what you have submitted. Your work is below average if you have only posted a solid response to someone else's original post on time and you have not posted an original post. To put it in other terms, this level of online work is work that sends me the message that you are not taking it seriously at all, and thus it doesn't merit much credit.

### Readings

It is important to make sure that you organize your time to allow for regular reading. This class requires readings from your three assigned books. The first is *Through the Eye of Katrina: Social Justice in the United States*, a book that I co-edited with my colleague in the Sociology Department, Dr. Bates. We created the book as a means of exposing you to the analysis of contemporary issues related to justice and social change through a *multidisciplinary* approach (because the field of Justice Studies is multidisciplinary). This volume is one that is bound to be provocative for those of you who have not thought about the incidents around Hurricane Katrina as social justice issues before. Try to suspend your preconceived notions and simply pay attention to the authors' analyses if you



find yourself resisting them. At the end of the day, you are not asked to agree with analyses, but to simply to understand them. The material from the volume is the most challenging reading you will be asked to do for the course, and I will tailor my expectations of what I want you to take away from the reading based on the fact that this is a lower-division class. We are using the second edition of the book for this course and at least six of the chapters differ from the original version, so please be sure to have access to the new version. Copies of this new edition are on reserve in the library for you to check out on a 2-hour basis.

The second book that is required for this class is called *The Better World Handbook* and it is authored by sociologists Ellis Jones, Ross Haenfler, and Brett Johnson. This book is the second edition of a book that applies sociology by considering various social justices causes and steps we can all take to address them. I like this book because it is a guide that is based on scholarship and is quite useful. Hopefully you will find it inspiring.

The third book assigned for this course is *Pursuing Justice* by Ralph Weisheit and Frank Morn. This textbook has been chosen because it is one of the few that explicitly discusses justice from an interdisciplinary vantage point. The text is very accessible and many of my lecture modules cover the ideas presented in the book.

As noted previously, you will also be required to read some scholarly articles, which are available through the CSUSM library e-reserves website (and linked to on our Cougar Courses course webpage), as well as to study a number of websites and articles accessible through these websites as a means of supplementing your textbook reading. This is mandatory and should be taken seriously. In the event that for some reason you find that the e-reserves are not functioning on a given day (this almost never occurs), you are responsible for finding the articles in the online library databases. Begin by going to the article databases, and then do a search for the article you need in JSTOR or another article database.

## *Quizzes*

### **Quizzes**

There will be seven online quizzes in this class over the course of the semester, the highest six scores of which will count for 30% of your class grade. You will have a minimum of 45 minutes to take each quiz and the computer will end your quiz automatically. The bi-weekly quiz will be available as part of your online class period every other week. You will be able to complete the quiz anytime on Thursday, Friday, Saturday or Sunday (Sunday before 11:55 p.m.) of an online week.

In order to take a quiz, you will go to Cougar Courses, click on the **Activities block**, and then on **Quizzes** and begin the quiz when you are ready to sit down and complete it. (There is no way to stop and start the quizzes, you must complete them in the time period you are given, so study ahead of time.) Click on appropriate quiz and you will be warned that the quiz has a time limit and asked if you are sure that you want to start. If you agree, the quiz will begin, and you can begin marking your answers, and then hit **next** to go to the following question. When you are done, click **save all and submit**. You will be asked if you actually want to end the quiz or test at that point. After you say yes, you will not be able to go back and change any of your answers. When the four day-quiz period is over, you will be able to see how many questions you answered correctly. I will not release the questions and answers online themselves, but will allow you to ask questions about the quiz at the end of the following in-person class. The syllabus quiz that will be available to take during the first week of class will give you a sense of what the format will be like.

Although the quizzes are open-book, open-note quizzes, **you should study for them as if they are not because they are timed.** In addition, you will need to truly understand the material for your online work and final exam.

**Make-up quizzes will only be given if the following two conditions are met: 1/ you have formal documentation that you were hospitalized or a family member or loved one experienced a serious crisis during the 4-day period of the quiz and 2/ you already missed one quiz. Another**

way of stating this is, do not ask to make up a quiz for an emergency if it is your first emergency; it will simple be the quiz score of yours that I drop. You should not ask for an exception unless you know you will be able to provide the necessary documentation at the time of your request.

Academic Honesty Policy: If you are found to have plagiarized any work for this class you will earn an F on the paper/assignment in question and you will face serious consequences. Please go to: <http://courses.csusm.edu/plagiarism/> to read more about plagiarism. (Or see <http://www.csusm.edu/dbarrett/Plagiarism.htm> for Prof. Barrett's discussion of how to avoid plagiarizing unintentionally.) Cougar Courses is a wonderful tool that allows for the detection of plagiarism, so please be careful to cite properly. If you are found cheating on any of your quizzes or your final exam, you will also fail the given test.

### **Special Needs Policy**

Students with disabilities who require accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750 – 4905, or TTY (760) 750 – 4909. If you are authorized by DSS to receive accommodations please notify me as soon as possible so I can begin working with them to meet your learning needs.

### **Papers**

Part of the writing component of the class involves the completion of **two of ten** possible short paper assignments. These papers will count for 20% of your final class grade and will be turned in on the appropriate link on Cougar Courses. *I will only grade the first two papers you turn in* so please take each paper you write seriously. Each paper should be three typed pages and needs to meet certain requirements (i.e., 10 or 12-point Times New Roman or standard font, double-spaced) that are elaborated upon in a separate handout that is posted on Cougar Courses. I'd like you to write your paper using **American Sociological Association (ASA) or American Psychological Association citation style (APA)**. These styles utilize a citation system that cites the author and the year of each source used in the paper, along with page numbers for direct quotes. (Example (Friedrich 2006) or (Friedrich 2006: 15).) If you are only familiar with MLA style, please be sure to access the style

guides for one of the two writing styles that I have chosen for this class. (See:

[http://library.csusm.edu/finding/more/style\\_guides/](http://library.csusm.edu/finding/more/style_guides/)).

***Late papers, papers placed in my mailbox and e-mailed papers WILL NOT be accepted.*** You have plenty of flexibility at your disposal so you have no need to resort to these methods. (Thanks in advance for respecting the rules.) Paper topics will be assigned online on the first ten Thursdays and each paper will be due a week from that date.

### **Exam**

There will be an online final exam for this class that is cumulative. A study guide will be posted on Cougar Courses and there will be a review session during the last week of class. The test will be an options test in which you choose between two different formats of testing—one version that is all multiple-choice, and short answers, and another that is multiple-choice and an essay. An example of the cover sheet for the exam will be posted online so you can begin thinking about what your testing strengths are and choose accordingly. You will be able to see the entire exam before choosing which type to take. The exam is worth **15% of your class grade.** ***Do not ask for an exception unless you know you will be able to provide the necessary documentation at the time of your request.***

### ***Visions of Justice/Injustice Project (Individual or Pair [2 person max])***

The final component of the class is a project that will let you put your creativity to use while exploring the issues of justice and injustice. You can choose to either pair up with one other person(s) or to do the project alone. Your decision will be recorded and you will need to stick with it. We will talk at length about the project requirements and the work required of individuals and groups. The details of this assignment will be

elaborated upon in a separate handout. Presentations of your work will begin Week 5 and continue for a portion of classes for the remainder of the semester. They will serve as the basis for quiz questions and discussions. This project **counts for 10% of your final grade.**

**Grading Summary:**

Participation/ Class Exercises (5%)  
Online Assignments = (20%)  
Papers (2) = (20%)  
Quizzes (highest 6 scores) = (30%)  
Project = (10%)  
Final Exam = (15%)

**Grading Scale:**

93-100 = A  
92-90 = A-  
89-88 = B+  
87-83 = B  
82-80 = B-  
79-78 = C+  
77-73 = C  
72-70 = C-  
69-68 = D+  
67-63 = D  
62-60 = D-  
below 60 = F

If you feel you need help with your writing skills, please let me know at the beginning of the session and I will suggest some helpful materials and provide other related suggestions. **Similarly, if you have other special needs that need to be addressed, please notify me at the beginning of the session so I can attempt to make proper accommodations for you.**

**RULES & REMINDERS:** Basic courtesy and respect for everyone in the classroom is expected. The following are some guidelines that should be considered in addition to those already outlined in the participation guidelines:

- In written assignments, avoid excessive vulgarity and utilize appropriate materials.
- Respect yourself and everyone else in the virtual classroom.
- Be sure to be extra vigilant in your approach to your classwork, to ensure you will pass this class.
- Contact the Student Computing Help desk for any technical problems you are having with Cougar Courses.

In the event of an emergency, please contact me as soon as you reasonably can so we can assess your situation promptly and avoid unnecessary complications. If you do not do so I cannot guarantee that you will be allowed to make up the work you missed. This policy rarely comes into play, but experience has demonstrated that it is necessary to make explicit.

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## COURSE SCHEDULE\*

\*Each day you log onto Cougar Courses you should first check the **News Forum** to see if I've posted any new announcements before you begin your work. Cougar Courses will email these directly to your CSUSM email outside of Cougar Courses also. Note: If you are required to turn in work on Cougar Courses and at any point it not allow you to post your work, you must email me on *the Course email or if an emergency has occurred, on my work email ([rswan@csusm.edu](mailto:rswan@csusm.edu)) with the assignment or forum post before Sunday night at 11:55 p.m. in order to get credit for your work.*

Before beginning any of your online work examine all of the Cougar Courses Student Resources at <http://cc.csusm.edu/mod/resource/view.php?id=226073>. I believe these are accessible to you only after you log into Cougar Courses.

### PART I: AN INTRODUCTION TO THE COURSE

#### *Syllabus Quiz*

1/Read the syllabus and take the Syllabus Quiz that is found under the *Quizzes Tool*.

#### **WEEK 1(January 22<sup>nd</sup> & 24<sup>th</sup>)** ***Introduction to Justice Studies***

1/ Read:

*Pursuing Justice (PJ)*: Intro & Chapter 1

*The Better World Handbook (TBWH)*: “Introduction” & “Building a Better World”

#### **WEEK 2 (January 29<sup>th</sup> & January 31<sup>st</sup>)** ***Introduction to Justice Studies Part II***

1/ Read:

*PJ*: Chapter 2, “Justice and the State” & Chapter 3, “Social Justice”

*TBWH*: “The Seven Foundations of a Better World”

Gil, David. 2006. “Reflections on Health and Social Justice.” *Contemporary Justice Review*, 9(1): 39-46.

2/ THURSDAY ONLINE—Quiz #1 can be taken on Thursday-Sunday and your online assignment is due Sunday before 11:55 p.m. on Cougar Courses.

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**PART II: A LOOK AT YOUR EVERYDAY WORLD--SEEING THE MUNDANE  
AS JUSTICE ISSUES**

**WEEK 3 (February 5<sup>th</sup> & 7<sup>th</sup> )\***

*How are issues of food, clothing, and consumerism related to justice?*

1/Read:

*TBWH*: Chapters on “Food,” “Shopping” and “Money”  
Cliath, Alison Grace. 2007. “Seeing Shades: Ecologically and Socially Just Labeling.” *Organization Environment*, 20: 413-439. (Reading questions will be provided for this article.)

**WEEK 4 (February 12<sup>th</sup> & 14<sup>th</sup>)**

*How are issues of shelter and healthcare related to justice?*

1/Read:

*Module 4*

*TBWH*: Chapter on “Home”

2/ THURSDAY ONLINE—Quiz #2 can be taken on Thursday-Sunday and your online assignment is due Sunday before 11:55 p.m. on Cougar Courses.

**WEEK 5 (February 19<sup>th</sup> & 21<sup>st</sup> )**

*How is your relationship (and others' relationships) with the environment related to justice?*

1/Read:

*PJ*, Chapter 11, “Environment”

*TBWH*: Chapter on “Transportation”

*TTEOK*, Introduction and Chapter 1

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**PART II: BROADENING YOUR VIEW— A LOOK AT INSTITUTIONAL  
JUSTICE**

**WEEK 6 (February 26<sup>th</sup> & February 28<sup>th</sup> )**

*How do institutions such as family, the economy, politics, and the media, and schools relate to justice issues?*

1/ Read:

*TBWH*: Chapters on “Family and Children,” “Work,” “Politics” and “Media”  
Armstrong, Edward G. (2007). “Moral Panic over Meth.” *Contemporary Justice Review*, 10(4): 427-442.

2/ THURSDAY ONLINE—Quiz #3 can be taken on Thursday-Sunday and your online assignment is due Sunday before 11:55 p.m. on Cougar Courses.

**WEEK 7 (March 5<sup>th</sup> & 7<sup>th</sup>)**

*How is the institution of criminal justice in the United States related to justice issues?*

1/Read:

*PJ*: Chapter 7, “Justice American Style”

Luna-Firebaugh, Eileen. (2006). “Violence Against American Indian Women and the Services-Officers-Training-Prosecutors Violence Against American Indian Women Program.” *Violence Against Women*, 12: 125-136.

**WEEK 8 (March 12<sup>th</sup> & 14<sup>th</sup>)**

*How is the institution of juvenile justice in the United States related to justice issues?*

1/Read: Faulkner, Anne Shaw (1921). “Does Jazz Put the Sin in Syncopation?” *Ladies Home Journal*: 16-34.

Chavez-Garcia, Miroslava. (2007). “Intelligence Testing at the Whittier State School.” *Pacific Historical Review*, 76(2):193-228.

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2/ THURSDAY ONLINE—Quiz #4 can be taken on Thursday-Sunday and your online assignment is due Sunday before 11:55 p.m. on Cougar Courses.

***THE RESPONSE TO HURRICANE KATRINA AS A CASE STUDY of  
INSTITUTIONAL INJUSTICE***

**WEEK 9 (March 19<sup>th</sup> & 21<sup>st</sup>) – Fully online week due to conference**

*A Look at the Precursors to Hurricane Katrina*

1/Read:

*TTEOK*: Chapters 2, 3, 4, 5, (Reading tips will be provided to help you do these readings.) You should have read Chapter 1 previously but if you haven’t yet please do so.

**WEEK 10 (March 26<sup>th</sup> & 28<sup>th</sup>)**

*A Look at the Effects of Hurricane Katrina*

1/Read:



*TTEOK*: Chapters 7-10, 13, 15 (Reading tips will be provided to help you with these readings.)

**2/ THURSDAY ONLINE—Quiz #5 can be taken on Thursday-Sunday and your online assignment is due Sunday before 11:55 p.m. on Cougar Courses.**

**SPRING BREAK (April 2<sup>nd</sup> & April 4<sup>th</sup>)**

**WEEK 11 (April 9<sup>th</sup> & 11<sup>th</sup>)**

*A Look at the Responses to Hurricane Katrina*

1/Read:

*TTEOK*: Chapters 18, 21, 22 ,24 (Reading tips will be provided to help you with these readings.)

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### **PART III: THINKING ABOUT THE BIG PICTURE: GLOBAL JUSTICE ISSUES**

**WEEK 12 (April 16<sup>th</sup> & 18<sup>th</sup>)\***

*What forms do international and transnational crimes and injustices take and how are they being addressed? How are legal and criminal justice issues dealt with in other countries?*

1/Read:

*PJ*: Chapter 8, “Domestic Terrorism” \* & Chapter 9, “Contemporary Slavery” Kruger, M. (2007). Community based crime control in Cuba. *Contemporary Justice Review*, 10(1): 101-114.

**\* Please note that although domestic terrorism is a subject that is only about terrorism in one country and its territories, we are studying this subject in the global section of the class, because it is a phenomenon that you can observe in many countries around the world.**

*Optional PJ*: Skim Chapter 4 “Common Law Systems”, Chapter 5 “Civil Law Systems” & Chapter 6 “Islamic Law”

**2/ THURSDAY ONLINE—Quiz #6 can be taken on Thursday-Sunday and your online assignment is due Sunday before 11:55 p.m. on Cougar Courses.**

**WEEK 13 (April 23<sup>rd</sup> & 25<sup>th</sup>)**

*How are genocide, war, and violence related to issues of global justice?*

1/Read:

*PJ*: Chapter 10 “Genocide”

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**WEEK 14 (April 30 & May 2<sup>nd</sup> )**

*What are the various forms of social change work that are used in pursuit of justice both here and abroad?*

1/Read:

- PJ, Chapter 12, “Individual Strategies for Achieving Justice”
- Chapter 13, “ Organizations Seeking Justice”
- Chapter 14 “Global Justice”

**2/ THURSDAY ONLINE—Quiz #7 can be taken on Thursday-Sunday and your online assignment is due Sunday before 11:55 p.m. on Cougar Courses.**

**WEEK 15 (May 7<sup>th</sup> & 9<sup>th</sup>)**

*Course Wrap-Up*

*Review*

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**WEEK 16 (Finals Week)**

**Online final exam, any two-hour period between Sunday and Tuesday.**

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Congratulations! Hopefully at this point you successfully completed this course with a grade of C or higher (in order for it to count towards your major.)

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**From:** Allison Carr <[acarr@csusm.edu](mailto:acarr@csusm.edu)>  
**Date:** Friday, February 21, 2014 11:43 AM  
**To:** Richelle Swan <[rswan@csusm.edu](mailto:rswan@csusm.edu)>  
**Subject:** Re: GE recertification for 105--also seeking your approval:)

Hi Richelle,

I've reviewed the form and syllabi and it looks good to me. Please consider this my signature.

Best,  
Allison Carr  
Social Sciences Librarian/Library Faculty  
CSU San Marcos  
760-750-4337

**From:** Richelle Swan <[rswan@csusm.edu](mailto:rswan@csusm.edu)>  
**Date:** Tuesday, February 18, 2014 2:32 PM  
**To:** allison carr <[acarr@csusm.edu](mailto:acarr@csusm.edu)>  
**Cc:** Marisol Clark-Ibanez <[mibanez@csusm.edu](mailto:mibanez@csusm.edu)>, Richelle Swan <[rswan@csusm.edu](mailto:rswan@csusm.edu)>  
**Subject:** GE recertification for 105--also seeking your approval:)

Hi Allison,  
Marisol and I were just talking about our paperwork that we are doing for the department, and I realized that I need to ask you for a signature (not to merely discuss with you future library-class interactions as I did in my recent email). I am also happy if you want to review the materials online and get back to me with concerns and/or email approval or if you want me to swing by tomorrow to show you the paper copies. I will be in there tomorrow for EC if you want me to come by your office at 11:50 or 2:10? Please let me know.

Thanks,  
Richelle

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