



SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

CRIMINAL JUSTICE 2211: COMMUNITY AND SOCIAL JUSTICE

COURSE DESCRIPTION

The central question in our course examines why justice is important to peoples' feelings and attitudes, which may influence criminal justice outcomes. We will further inquire how society deals with questions of allocating punishment and resources. Issues about what is just are controversial at best. We all recall the Casey Anthony case, the young woman who was accused of killing her daughter in Florida. There were different views on whether the jury reached a just decision for the victim, Casey daughter Caylee. There were billboard signs from protestors after the verdict "Is this justice for Caylee?" HLN anchors Nancy Grace and Jane Velez-Mitchell were among journalists decrying the verdict as "unjust". There are numerous examples of cases that have had community uprising with questions of whether justice has been done in those specific cases.

The goal of this course is to enhance critical thinking skills through a social science inquiry. We will deal with general questions of social justice and those relating to the role law and social change. Below are some of the questions that will guide our discussion in community and social justice. First, do judgments about social justice and injustice shape people's feelings and attitudes? Research shows that evidence for the importance of justice concerns come from investigations of what people think and feel. Second, which criteria people use to determine whether justice has occurred? As in the Casey Anthony case example above, if people react to injustice by demonstrations, etc. it is important to understand how they decide whether it (injustice) has occurred. Research shows that people see injustice when they see it, but how do they know it? Third, how do people respond behaviorally to justice or injustice once they decide it has occurred? Will they choose individual remedies, or will they challenge the injustice collectively? Research has also shown that motivation to participate in social movements, collective protests and/or political rebellions is a reaction to the perceived sense of collective injustice (Gurr, 1970; Taylor & Moghaddam, 1994). We will therefore examine types of behavioral responses people can make to injustice and which type of response will be made. Fourth, is the question, why do people care about

justice? We will discuss theoretical foundations of social justice motive and its connection to peoples' feelings about their social status in the community. Fifth is the question why do people care about justice? We will also discuss some theories that suggest that justice is a basic human motivation and will be present in all social interactions.

Additionally, we will examine the role of the United Nations (U.N.) as an institution that promotes international community social justice. The United Nations Declaration of Human Rights, 1948 will provide us with the foundation of this examination.

This course will be conducted in lecture-discussion style. Students will be assigned readings from the book Social Justice: Theories, Issues, and Movements. In order for this to work well, however, your cooperation and your willingness to participate in these activities are essential. It is important for you to respect each other and be tolerant of what might be alternative perspectives from your own. If for some reason you do not want to participate, or you are unwilling to take the activities seriously, please drop the course and allow students who are interested the chance to be involved.

ALIGNMENT TO USIU MISSION OUTCOMES

This course provides knowledge and skills that meet the following PLOs: 1. Higher order thinking; 2. Literacy; 3. Global understanding and Multicultural perspectives; 4. Preparedness for career.

LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- Apply social justice theories to social justice problems
- Utilize case studies to evaluate the application of social justice theories
- Be able to apply social justice theories in practical societal problems

COURSE SCHEDULE & READING GUIDE

Week One

Lecture 1: Introduction and issuance of course outlines

Lecture 2: What is social justice

Readings:

Capeheart & Milovanovic, Chapter 1

Movie: American Jihadist

Week Two

Lectures 3 & 4: Philosophies of Justice

Readings:

Capeheart & Milovanovic, Chapter 2

Week Three

Lecture 5 & 6: Distributive justice_

Readings:

Capeheart & Milovanovic, Chapter 3

Week Four

Lecture 7 & 8: Retributive

Readings:

Capeheart & Milovanovic, Chapter 4

Week Five

Lecture 9 & 10: Restorative justice

Readings:

Capeheart & Milovanovic, Chapter 5

Documentary: Facing the Demons

Week Six

Lecture 11 & 12: Multiculturalism and Globalism

Readings:

Capeheart & Milovanovic, Chapter 6

Week Seven

Lecture 13: Midterm Exams

Lecture 14: Review

Readings:

Capeheart & Milovanovic, Chapter 6

Week Eight

Lecture 15 & 16 Ecological justice

Readings:

Capeheart & Milovanovic, Chapter 7

Week Nine

Lectures 17& 18: Law and Social Science

Readings:

Capeheart & Milovanovic, Chapter 10

Week Ten

Lectures 19 & 20: Group Presentations

Week Eleven

Lectures 21 & 22: Group Presentations

Week Twelve

Lecture 23 & 24: Group Presentations

Week Thirteen

Lectures 25: Quiz Two

Lecture 26: Review

Week Fourteen

Final Exam

Attendance, Preparation, & Participation

Class attendance is mandatory and will be taken during each class session. Seven (7) absences will result in failure of the class (F). Any late arrivals or absences should be reported to the instructor in advance either through e-mail or phone call. The course involves in-class activities and discussions, therefore participation is integral. To enhance your participation and the quality of your contributions you need to go through the assigned readings and prepare adequately before each class. The class sessions

supplement the assigned readings. This course is collaborative; its success is dependent upon your coming to class prepared, ready to contribute, and with a positive attitude. You may bring your computers and mobile phones to class, but you should not use the same to chat, surf the net, etc. Ensure that your mobile phones are either switched off or are in silent mode. No sleeping is allowed in class. **Attendance and participation contributes to 5% of the final grade.**

Excuses are only allowed for cases of illness, unavoidable circumstances, or university extracurricular activities approved by the Dean or the DVCAA. Illnesses should be documented by a medical professional and by the USIU health center. Unavoidable circumstances should be described in writing, and the Instructor reserves the right to override what the student deems as unavoidable. Extracurricular activities are normally notified to the faculty via email from the relevant department.

Attendance is taken every class meeting by signature. Use a distinctive signature consistently, and do not print or make other marks on the roll sheet (unless instructed to do so). Above all, **DO NOT** sign for someone else, as this constitutes a serious offense (cheating), and any suspected cases of it are investigated and penalized. If an asterisk (*) appears behind your name on the attendance sheet, that means a pattern of absenteeism has been detected in your case, and that absenteeism penalties may apply if performance does not improve.

In the event that classes are cancelled for any reason, the material scheduled for the cancelled date is automatically rescheduled for the next class meeting. This includes exams or other work due on the cancelled date. In the event that the instructor cannot make it to a class meeting, there will be an announcement on the announcements page of Blackboard, and there will also be a note on the classroom door.

To pass this course, you must complete all assignments, all tests/quizzes, a mid-term examination and a final examination.

Weekly presentations

Students will be required to conduct weekly presentations on the weekly reading assignments. These presentations will be done in groups. Each group shall prepare a power point presentation and engage the rest of class in discussion on the weekly reading assignment. Further instructions shall be provided in class.

Case studies

Case studies are geared to instill critical thinking aspects of learning to students. We will analyze four cases studies in this quarter. Case studies will be drawn from major themes of the weekly topic. These assignments will be graded assignments.

Debates

In the beginning of the term I will assign student groups. In a designated date students will engage in a debate on a presented topic related to an issue (current or otherwise) on social justice. Further instructions on how the debates shall be provided.

Final paper

Each student will conduct research on a specific topic on social justice and write a final paper. The final paper should have a minimum of 5 pages and maximum of 8 pages, reference page excluded. It should be typed in double space in 12 Font – Times New Roman. The paper will follow the APA format of citation. As it is an academic paper all cited materials should be acknowledged when cited (see **Departmental instructions on citation** below).

Professionalism:

Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading the required material), arriving to class on time, and being engaged, active participants in the classroom experience. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the “real world.”

The use of cell phones (including text messaging, checking messages or incoming phone numbers), use of audio devices, inappropriate talking, inappropriate use of laptop (including surfing the internet, watching videos, and checking email), and sleeping and distracting activities will not be permitted. Any student not conducting himself/herself professionally will be referred to the campus judicial system for possible violation of the Compliance with Directives section of the student conduct code and/or other appropriate sections. In addition, students are expected to dress appropriate, and thus pajamas, bathing suits or clothing bearing offensive phrases or images is not permitted. Students who violate this policy will be asked to leave. Repeat violators will be removed and receive an “F” for the course.

We will discuss controversial criminal justice/social issues in a frank and forthright manner because I believe it is important to do so. As professionals, each student must direct comments or responses to the class to the professor in a professional manner. We must all respect one another's views. However, since we are a social science program, we will form our views based on data and not just opinions. If you are offended by the comments of a fellow class member or the professor, please make time to visit my office hours to discuss the problem with me personally. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

REQUIRED TEXT

Capeheart, L. and Milovanovic, D. (2007). *Social Justice: Theories, Issues, and Movements*. Newark, NJ: Rutgers University Press.

N/B: Additional materials will be introduced in the course of the semester.

ASSESSMENT

The Evaluation Method will be as follows:

- Attendance/participation 5%
- Assignments/Quizzes/Presentations 45%
- Mid-semester Exam 20%
- Final Exam 30%

USIU GRADING SYSTEM

A	90-100	C+	74-76	D-	60-61
A-	87-89	C	70-73	F	0-59 OR 5 MISSED
B+	84-86	C-	67-69	CLASSES	
B	80-83	D+	64-66		
B-	77-79	D	62-63		

Student Contract

CJS2211: Community and Social Justice

Semester, Year

Read the following statements carefully then fill in your name, your student identification number and append your signature on the space provided if you agree to abide by these statements.

If you do not feel you are able to abide by this contract, you should consider dropping the course before the time for add and drop elapses.

1. I have read and understood the guidelines, requirements and course policies as stipulated in the course outline.
2. I understand what my duties and responsibilities are and will discharge them accordingly.
3. I have read and understood USIU's Academic Code of Conduct and Ethics, including the policy on plagiarism.
4. I am conversant with USIU's class attendance policy and will abide by it.
5. I understand that attendance does not equal technical appearances. That is, lateness beyond 20 minutes after the commencement of learning will be treated as non-attendance.
6. I understand that I am to maintain contact with my instructor through observing the provided office hours, by appointments or via the email system.
7. I understand that active participation is required for this course.
8. I will be civil at all times with my classmates and my instructor and expect civility from others.

Signed: _____ Date: _____

Name: _____ ID No: _____

