

Justice Studies Department  
*Seminar in Justice & Social Theory*  
JS

dependent on the students' active participation to the seminar. Therefore, all participants should come to class having done the assigned readings —a necessary condition for a productive and meaningful participation.

#### STUDENT LEARNING OBJECTIVES

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

SLO#1: Identify, distinguish, and analyze the various types of theories introduced in class.

[RELEVANT ASSIGNMENT: IN-CLASS TEST]

SLO #2: Demonstrate the ability to apply theory to contemporary social issues.

[RELEVANT ASSIGNMENT: MOVIE COMMENTARY]

SLO#3: Critically contribute to class discussion with curiosity, interest, and a desire to understand more about theories of justice and their impact on society.

[RELEVANT ASSIGNMENT: IN-CLASS PRESENTATION]

SLO#4 Complete a research paper that applies theoretical concepts, analyzes current literature that relates to the topic, applies current APA citation formats, and offers directions for future research based on a comprehensive understanding of the research topic.

[RELEVANT ASSIGNMENT: REVIEW ESSAY]

SLO#5 Students should read, write, and contribute to discussion at a skilled and capable level.

[RELEVANT ASSIGNMENT: IN-CLASS TEST/REVIEW ESSAY/IN-CLASS PRESENTATION]

#### CLASSROOM PROTOCOL

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## REQUIRED TEXTBOOKS

- 1) JS-201 *Reader*, available electronically (via email and on Canvas).
- 2) Two books chosen from the list of "BOOKS AVAILABLE FOR REVIEW" (see below).
- 3) Any other readings distributed in class or in electronic format.

BOOKS AVAILABLE FOR REVIEW

THEORETICAL WORKS

Camp, J. T. (2016). *Incarcerating the Crisis. Freedom Struggles and the Rise of the Neoliberal State*. Oakland: University of California Press.

Forman, J. (2017) *Locking Up Our Own: Crime and Punishment in Black America*. New York: Giroux.

Gonzalez Van Cleve, N. (2016). *Crook County: Racism and Injustice in America's Largest Criminal Court*. Stanford: Stanford Law Books.

Gottschalk, M. (2015). *Caught: The Prison State and the Lockdown of American Politics*. Princeton: Princeton University Press.

Hinton, E. (2016). *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. Cambridge: Harvard University Press.

Lerman, A. E. – Weaver, V. M. (2014). *Arresting Citizenship: The Democratic Consequences of American Crime Control*. Chicago: The University of Chicago Press.

Murakawa, N. (2014). *The First Civil Right: How Liberals Built Prison America*. Oxford: Oxford University Press.

Schept, J. (2015). *Progressive Punishment: Job Loss, Jail Growth* 113, (1)-0.20.24 0 0. -0--43.6 (1)-0.5 (1)0 J452.5:

ASSIGNMENTS AND GRADING POLICY

<i>Assignment</i>	<i>Due</i>	<i>Percent of total grade</i>
1) IN-CLASS PRESENTATIONS/DEBATE	Ongoing	20%
2) IN-CLASS TEST (3 short-answer questions)	10/14/2021	30%
3) BOOK REVIEW ESSAY		

This course covers the professional standards in Justice Studies including publication style, formatting, reference citation, and figure permissions. As such, all papers should be written based on the guidelines in the Publication Manual of the American Psychological Association (APA).

#### GRADING SYSTEM

Grade	Percentage Range
<i>A plus</i>	<i>98 to 100 percent</i>
<i>A</i>	<i>94 to 97 percent</i>
<i>A minus</i>	<i>91 to 93 percent</i>
<i>B plus</i>	<i>88 to 90 percent</i>
<i>B</i>	<i>84 to 87 percent</i>



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FALL 20



WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
11	Thursday 10/28/21	

