

Course Narrative

CRIM 100: Individuals, Societies, and Justice

For Foundational Studies Ethics and Social Responsibility Credit

This course is designed as a Foundational Studies Ethics and Social Responsibility course. Issues of ethics and justice confront citizens on a daily basis. Classroom assignments and activities for this course will require students to both review ethical issues and dilemmas confronting Indiana and the world and to become involved in community service-based projects that will actively engage and challenge them to become more socially responsible.

Because this course will be offered by different faculty members, flexibility has been built into the proposal in the following ways: First, there are three core areas in which students will be assessed: assignments, examinations, and experiential learning. These areas receive a weighted total percentage of the overall grade. The weighting of these grades will allow the instructor the opportunity to dictate the number of assignments, examinations, and the type of experiential learning project that will be required during the semester. Second, the type of community engagement/experiential learning project should change from semester to semester. In either working with the Center for Community Engagement or in identifying other areas of need, the instructor will seek to develop assignments and experiences that force the students to address issues of social responsibility and ethical dilemmas. Finally, although a recommended text is identified for this syllabus, textbook decisions are made on an individual instructor basis. The instructor should be mindful when selecting a text or a series of readings that address ethical issues, social responsibility and justice. Notes are made throughout the syllabus indicating where individual instructors may deviate from the proposed syllabus.

This narrative further provides an overview of the application of the material to the FS Ethics and Social Responsibility category in the following ways: **Understand the historical and philosophical bases of ethical decision-making and social responsibility.** In this course, students will be presented with a variety of materials including textbooks, current topics, readings, and situations covering issues of justice, crime, deviance, and the legal system. Information will include a review of ethical systems used to make decisions and ethical dilemmas faced by individuals as citizens. Most importantly, students will be asked to respond to these situations and to reflect upon their responses and the materials presented. This may include working directly or indirectly with individuals involved in the justice system.

Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues. Students will be asked to use independent thinking, critically analyze material, and use reasoned inquiry on a variety of personal, professional and societal issues related to society and the justice system. Information will be collected through community service learning experiences, library research, and classroom discussions. The experience will be assessed through the use of presentations, small group discussions, assignments, and examinations.

Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility. A review of some of the ethical systems used to make decisions will allow the students to apply knowledge gained in the course and through outside inquiry into any decision-making process. Students will further be asked to consider their role in the process and their responsibilities as citizens within the local, state, national, and global communities as we respond to issues of crime, deviance, and justice. Focus will be given to topics such as the war on terrorism.

Articulate how one's ethical framework and understanding of social responsibility shape one's actions. Again, the discussion and overview of ethical systems will provide the foundation for the decision-making process for individuals. More specifically, current issues and topics related to crime and deviancy will be used to demonstrate how one's upbringing, values, and traditions influence how we respond to issues of justice. Furthermore, students will be asked to consider what constitutes justice and safety in a growing global world and economy. Using their experiences prior to the course and during, students will be asked to reflect upon how their own ideology is shaped by their participation and discussions in the course.

COURSE SYLLABUS

INDIVIDUALS, SOCIETIES, AND JUSTICE CRIMINOLOGY 100 Fall 2013

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COURSE DESCRIPTIONS: INDIVIDUALS, SOCIETIES, AND JUSTICE--3 credits

Explores deviance, crime, law, justice, and civic life from historical, comparative, social science and contemporary cultural perspectives. This course will introduce students to the broad foundations of interdisciplinary knowledge emphasizing the importance and function of ethical decision-making, social responsibility, and the effects of law and justice through complementary social science disciplines and experiential learning.

Prerequisites: None

COURSE OVERVIEW:

This course was designed as a Foundational Studies Ethics and Social Responsibility course. Issues of ethics and justice confront citizens on a daily basis. Classroom assignments and activities will require students to review ethical issues and dilemmas confronting Indiana and the world and to become involved in community service-based projects that will actively engage and challenge students to become more socially responsible.

Foundational Studies Learning Objectives:

Students will (FSLO):

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts, and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;

8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness; and
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Further students Foundational Studies Ethics and Social Responsibility Learning Objectives [ESRO]:

1. Understand the historical and philosophical bases of ethical decision-making and social responsibility;
2. Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;
3. Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility; and
4. Articulate how one's ethical framework and understanding of social responsibility shape one's actions.

Skills and Applied Learning Objectives [S&ALO]:

1. Develop critical thinking skills;
2. Develop information literacy skills;
3. Include a graded writing component;
4. Apply learning to real world scenarios;
5. Provide opportunities for experiential learning or community engagement;
6. Provide students the opportunity to identify and solve problems;
7. Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g., novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.).

COURSE GOALS:

Coursework in this area is designed to develop students' understanding of the nature, development, structure, and processes of human behaviors and social systems. The coursework should also lead students to be knowledgeable and reflective participants in the operation and evolution of social institutions and systems and of the ethical systems that confront them. Guest speakers and attendance at various university functions related to criminal justice and deviance, i.e., Indiana Supreme Court of Appeals hearing, conferences, etc., and participation in community service learning projects will further enhance and meet the objective of experiential learning and community engagement.

COURSE OBJECTIVES:

After the student finishes this course, he/she should be able to:

- 1) Offer a clear and concise definition of justice;
- 2) Explain why justice is such a difficult concept to apply in one's everyday life;
- 3) List several specific examples of justice issues in his/her area of study;

- 4) Give examples of justice issues in other social science areas and their application to social responsibility;
- 5) Offer a clear and concise application of the historical development and evolution of ethical dilemmas faced in the criminal justice system;
- 6) Explain how responses by society and the criminal justice system to deviance and justice encourages social responsibility of citizens in the United States and abroad;
- 7) Describe the methods and the basic constructs within specific social science disciplines;
- 8) Identify the characteristics of different individuals and social systems (e.g., groups, families, or societies) and the factors that lead to these characteristics;
- 9) Understand the complex interaction between the influence of personal needs and the competing demands of various social systems in shaping personal choices, values, and actions within the construct of ethical decision-making; and
- 10) Understand the nature of their participation in social institutions and systems.

SPECIFIC LEARNING OBJECTIVES:

Specific learning objectives are provided in the study guide for each chapter of the textbook. **Note that *additional readings* may be assigned.**

COURSE TEXTBOOK:

Pursuing Justice by Ralph Weisheit and Frank Morn. Thompson/Wadsworth
2004. ISBN: 978-0-534-62391-3

Justice: Whats the right thing to do?

Author: SANDEL

Edition:09

Publisher:MAC HIGHER

ISBN: 9780374532505

In addition to being responsible for assigned readings in the textbook, students will be expected to locate, read, and summarize journal articles, newspaper accounts, or the like, that relate to the various topics covered in this course.

STUDENT GRADES:

Student grades will be determined based upon a weighted percentage criteria. Grades will be based on three areas of student performance: Attendance (10%) Assignments (15%), Exams (50%), and Experiential Learning Assignments (25%). Evaluation of these areas will be conducted in the following manner

ASSIGNMENTS: (15 percent of grade)

Students will be required to write, respond to, and submit weekly assignments. These assignments are designed to evaluate critical thinking, literacy, and writing skills. The assignments are intended to challenge students to integrate class presentations and readings, critically analyze the information, and formulate informed positions. These assignments will specifically be used to assess the ability of students to think about ethical dilemmas faced in everyday life and how social responsibility extends beyond the individual. In addition to the objectives just mentioned, these assignments are further designed to meet the Skill and Applied Learning Objectives of how to be responsible citizens, application to real world scenarios, problem identification and solution, and will be highly interactive. Because there will be a number of guest speakers during this course in addition to community service learning, students will also have the opportunity to incorporate knowledge gained and disseminated into their responses. These experiences will further enhance the experiential learning component of the Ethics and Social Responsibility Skill and Applied Learning Requirements.

2. EXPERIENTIAL LEARNING ASSIGNMENTS: (25 percent of grade)

Because the experiential learning requirement for this course encompasses half of your grade, the majority of the class will require you to participate in an identified project. The identified community agency(ies) will focus on issues of justice that include ethical dilemmas, issues of social responsibility, areas in need of change, and how the experiences of those involved in the identified project are similar or different from their own. Topics may include but are not limited to homelessness, youth in need, holocaust survivors, domestic violence, etc. Students will be required to visit the identified agency(ies), collect information on the ethical issues identified, write a reflection papers on their visits, consult academic resources to gain knowledge on the current status of the issue, and discuss their findings in class. You are **expected 25 hours** of community service.

3. EXAMINATIONS: (50 percent of grade)

During the course, you will take three examinations plus a final examination. Examination content will include information found in class discussions, community service projects, guest lectures, library work, course lectures, and reading assignments. Examinations will include any combination of multiple choice, short answer, and essays. The objective questions are designed to measure students' knowledge of lecture and textual information. Students are asked to incorporate and be able to identify the issues discussed in class as well as the ethical dilemmas and social responsibility of defining deviance and upholding justice for each person in society.

Grade Calculations:

Because grades are weighted, it is nearly impossible to pass this course without completing all three requirements (examinations, assignments, and experiential learning). Therefore, if you were to receive 100% of the points possible on every assignment and all

your exams and not complete the experiential learning portion of the class, the best grade you could receive in the course is a 75% or C. A written description and illustration is provided below to further describe how weighted grades are calculated.

Final grades will be determined based on the following percent distribution:

100-93%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
59% or below	F

OTHER CONSIDERATIONS:

1. **Make-up assignments and examinations:** All late assignments will be deducted one letter grade per business day. An assignment is considered late if turned in following the completion of the class, which is determined by the professor. Each student has the option of foregoing an exam during the scheduled time period and taking it on a predetermined make-up day. If you miss an exam, you must notify me within a 24 hour time period. The only exception to this rule is immediate hospitalization.
2. **Withdrawal.** The last day to withdraw from the class with a DP is October 28th. *Not showing up for class does not constitute withdrawal.* The student must follow the proper procedure to drop the course.
3. There will be **no last minute extra-credit projects**, so students are encouraged to perform to the best of their ability on all point-generating activities throughout the course.
4. **Reading Assignments.** Students are expected to read all assignments on time and be prepared to answer any questions in class. If I believe the students are not reading, additional assignments may be administered.
5. **Attendance will be taken at the end of each session as required by the University.** Federal financial aid programs require that attendance reports be submitted to ensure that students receiving aid are actually enrolled and attending classes. Students who miss classes frequently should expect to suffer the consequences of missed opportunities for points from inside-the-class group activities, outside-the-class assignments, weekly quizzes, and major examinations. If you are late to class, it is your responsibility to come up after class so the instructor can mark you present, and if you miss a class it is your responsibility to check with other students to see if any assignments were made during your absence. You are allowed 3 missed days without penalty, after that you will have points deducted from your attendance grade.
6. **Incomplete grades are discouraged** because too many students never remove the incomplete and as a result eventually receive a failing grade for the course. Except for serious illness, accidents, or other emergencies, students should have little difficulty completing all requirements during the semester.
7. **Academic Dishonesty:** Except for group projects, all students are expected to do their own work. Students who cheat will be dealt with in accordance with the University policy on academic integrity.

Academic integrity is essential for the successful completion of this course. Both the University and the Department of Criminology and Criminal Justice take any form of academic dishonesty seriously and will use every means necessary to discipline

perpetrators accordingly. Those caught cheating or plagiarizing will, at a minimum, receive a failing grade for the course and will be sent to the Office of Student Judicial Programs for review. Academic dishonesty includes but is not limited to failure to give credit to the original source, using work completed by someone other than yourself and turning it in as your own work, and turning in work completed for another class as new work. As a general rule: cite, cite, cite.

The university policy on academic integrity can be found at the following address: <http://www.indstate.edu/sjp/docs/code.pdf>. I highly recommend that you familiarize yourself with the policy and the appropriate actions to be taken if the policy is violated.

5. **Classroom Civility** (*Note: This section on classroom civility serves as a foundation for instructors. Individual instructors are at liberty to add or delete as they deem fit to this section*): Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, leaving early, or returning during the session without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class but also disrespectful to both classmates and the professor.

Do not bring meals to class to eat. If you are hungry, you need to eat between classes. It is very disruptive to listen to other people eat while you are trying to take notes. You may drink water or a soft drink during class.

DO NOT USE A CELL PHONE IN CLASS!!!!!! If you have a cellular telephone and you bring it to class and it rings, you will be asked to leave the class for the day and an assessment will be made as to whether you will be allowed to re-enter the class. If you have a pager, you must set the pager to buzz. Once again, if you have a pager and it goes off in class, you will be asked to leave for the day and an assessment will be made as to whether you will be allowed to re-enter the class. **DO NOT TEXT MESSAGE DURING CLASS!!!! DO NOT LISTEN TO YOUR IPOD OR THE EQUIVALENT DURING CLASS!!!!** Any of these violations will result in automatic removal from class. These do qualify as general disruptiveness and do constitute violations of the Student Code of Conduct. You will be reported for these violations. The University's Student Code of Conduct can be found at the following web address: <http://www.indstate.edu/sjp/code.htm>.

6. **Communication devices:** All electronic communication (e.g., cell phone, IPODS) and listening devices must be turned off and stowed away in your bag or put on the book rack under your seat. Students who are involved in EMT, fire, or police service will be permitted to have such devices in service but only after informing the professor of the need to do so and, of course, this need will have to be verified by an official letter of employment. Students may not use laptop computers in class without specific permission. The university has developed specific policies for the use of laptops in the

classroom. (**Note:** *Each instructor teaching the course will have the option to choose which laptop usage policy they would like to follow.*) For this course the specific policy has been adopted:

Laptop Usage Forbidden:

“While the university has chosen to require laptops of its students, the university also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. In this course, no laptop may be used. Failure to comply with this direction is a violation of the Code of Student Conduct.”

7. **During exams**, students may not wear caps or hoods, and all materials other than the quiz or exam must be cleared from the desk top and secured in a bag or placed on the book rack under the chair.
8. **Citation Style**, When citing, you must use the *American Psychological Associations Publication Manual, 5th edition* (**Note:** *or the most recent edition*). If you are unsure how to cite, you should refer to the ISU Writing Center’s APA Style Book found at <http://owl.english.purdue.edu/owl/resource/560/01/>.
9. “The Sycamore Standard”

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the “standard” for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002.

10. AMERICANS WITH DISABILITIES ACT STATEMENT

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is (812) 237-2301 and the office is located in Gillum

Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

“If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

11. Academic Freedom

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.”

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses, this means that faculty have the right to conduct their classes in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

12. Links to additional resources and information related to student assistance and University policies may be found on the course Blackboard website.