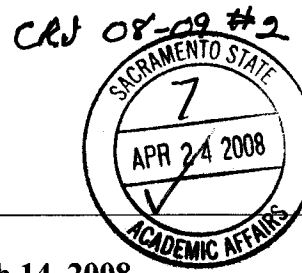




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Health and Human Services	Academic Organization (Department): Criminal Justice	Date: March 14, 2008
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: William Vizzard	Submitted by: Sue Cote Escobar
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u>	For Catalog Copy: Yes <u>X</u> No ___ CCE (Extension): Yes ___ No <u>X</u>	Semester Effective: Fall <u>X</u> Spring __, 2008__

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):	
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Change from:

Subject Area (prefix) & Catalog Nbr (course no.): CrJ 210	Title: Critical Examination of Criminal Law	Units: 3.0
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): CrJ 210	Title: Critical Examination of Law and Justice	Units: 3.0
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JUSTIFICATION:

This course offers graduate students a broader, more critical and theoretical, examination of law and justice, rather than a procedural analysis of our criminal justice system. At the graduate level, it is important for our students to understand the fundamental principles of American legal theory and the development and application of the concept of justice in a variety of contexts—historical, social, and political. This course will be included in our Program’s selective course and elective course lists and will complement other courses, such as criminological and organizational theory, policing, and corrections that will also be offered.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

This class will examine the historical, theoretical, and practical developments that gave rise to the dominance of legal formalism in the American legal tradition. This class will also examine the multiple challenges to that model, including legal realism, the sociology of law, critical legal studies, and critical race theory. Finally, this class will critically examine the intersection of the American legal tradition with issues concerning the possibility and implementation of social justice strategies in diverse, and increasingly global contexts.

Note:

Prerequisite:
Enforced at Registration: Yes X No ___ Classified graduate status or permission of instructor

Corequisite:
Enforced at Registration: Yes ___ No X

CAN (California Articulation Number): N/A

Graded: Letter X Credit/No Credit ___ **Instructor Approval Required? Yes x No ___; if pre-req. not met**

Course Classification (e.g., lecture, lab, seminar, discussion):
seminar C-05 **Title for CMS (not more than 30 characters)**
Critical Exam of Law and Justice

Cross Listed?
Yes ___ No X **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No X

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

By the end of the semester, each student will be able to:

Course Objectives:

1. Demonstrate a comprehensive understanding of the development of American socio-legal theory through the completion of critical analyses and weekly discourse on issues addressed in course readings.
2. Explain the ways in which law has been effective as an instrument of both justice and oppression.
3. Discuss recent and current movements instrumental in re-defining the relationship between law and justice, practically and theoretically.
4. Discuss the possible directions of law and justice in what will most likely continue to be rapidly changing, increasingly complex, and diverse future environments.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assignments: Each student will write incisive analyses of the readings for each week. These analyses will be between 2-3 pages, and will be due at the beginning of class. Each student will be required to write no fewer than 10 analyses; which 10 will be left up to the student. Analyses will be graded for clarity, coherence, and depth. Simple summaries of each reading are not acceptable. Course grade will be based on class participation and quality of weekly analyses.

For whom is this course being developed?

Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No

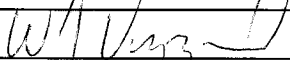
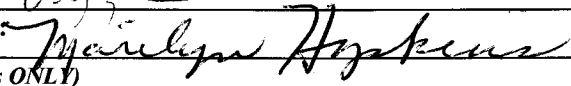
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	3/12/08
College Dean or Associate Dean: 	4/23/08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

CRJ 210
Critical Examination of Law and Justice

Course Description:

This class will examine the historical, theoretical, and practical developments that gave rise to the dominance of legal formalism in the American legal tradition. This class will also examine the multiple challenges to that model, including legal realism, the sociology of law, critical legal studies, and critical race theory. Finally, this class will critically examine the intersection of the American legal tradition with issues concerning the possibility and implementation of social justice strategies in diverse, and increasingly global contexts.

Course Objectives:

1. Demonstrate a comprehensive understanding of the development of American socio-legal theory.
2. Explain the ways in which law has been effective as an instrument of both justice and oppression.
3. Discuss recent and current movements instrumental in re-defining the relationship between law and justice, practically and theoretically.
4. Discuss the possible directions of law and justice in what will most likely continue to be rapidly changing, increasingly complex, and diverse future environments.

Course Schedule:

Week #1: Introduction to Course and Key Concepts

Week #2: The Development of Modern Law and Legal Formalism in the US

Readings:

Mensch, Elizabeth. "The History of Mainstream Legal Thought." In David Kairys *The Politics of Law*.

Professor Langdell, "Harvard Celebration Speeches." *Law Quarterly Review*.

Week #3: Reactions to Legal Formalism: Sociological Jurisprudence and Legal Realism

Readings:

Pound, Roscoe. "A Survey of Social Interests." *Harvard Law Review* 57 (1943), pp. 1-39.

Llewellyn, Karl. "A Realistic Jurisprudence—The Next Step," *Columbia Law Review*.

Frank, Jerome. "Are Judges Human?" *University of Pennsylvania Law Review*.

Week #4: The Sociology of Law: Durkheim

Readings:

Durkheim, Emile. "Two Laws of Penal Evolution."

Sheleff, Leon Shaskolosky. "From Restitutive to Repressive Law."

Week #5: The Sociology of Law: Marx

Readings:

Cain, Maureen. "The Main Themes of Marx' and Engels' Sociology of Law"

Balbus, Isaac. "Commodity Form and Legal Form: An Essay on the 'Relative Autonomy' of the Law."

Hunt, Alan. "Rights and Social Movements: Counter-Hegemonic Strategies."

Calavita, Kitty. "United States Immigration Law and the Control of American Labor."

Week #6: The Sociology of Law: Weber

Readings:

Trubek, David. "Max Weber on Law and the Rise of Capitalism."

Galanter, Marc. "Why the 'Haves' Come Out Ahead: Speculations on the Limits of Legal Change."

Week #7: Critical Legal Studies

Readings:

Tushnet, Mark. "The American Law of Slavery, 1810-1869: A Study in the Persistence of Legal Autonomy."

Kennedy, Duncan. "Legal Education as Training for Hierarchy."

Abel, Richard. "Torts."

Week #8: Feminist Jurisprudence and Critical Race Theory

Readings:

Smart, Carol. Excerpts from *Feminism and the Power of Law*

Crenshaw, Kimberle. "A Black Feminist Critique of Antidiscrimination Law and Politics."

Harris, Angela. "Race and Essentialism in Feminist Legal Theory."

Week #9: Postmodern Extensions and Logical Crises

Readings:

White, Lucie. "Subordination, Rhetorical Survival Skills, and Sunday Shoes."

Weeks #10-#11: Issues of Social Justice in American Contexts

Readings:

Adams, et. Al. 2000. *Readings for Diversity and Social Justice*. [selected readings]

Weeks #12-#14: Applying issues of Social Justice in Wider Contexts

Readings:

Scheper-Hughes, Nancy and Philippe Bourgois. 2003. *Violence in War and Peace*. [selected readings]

Week #15: Putting it all Together: Formalism, Realism, and the Possibility of Justice

Grading and Assignments:

Each student will be required to write **10 in-depth, critical summaries of weekly readings**. Each critical summary must 3 pages in length, will be graded on a 10 point scale (100 points total), and will be assessed according to two criteria. First, each summary must accurately and succinctly articulate the main lines of argument for each reading. Second, each summary must provide a critique of these arguments. Grades will be based on clarity, coherence, and depth. Simple summaries of each reading are not acceptable. Each student must present his or her critique in seminar discussion.

Grading Scale:

A = 93-100	B+ = 87-89	C+ = 76-79	D+ = 66-69	F = below 60
A- = 90-92	B = 83-86	C = 73-75	D = 63-65	
	B- = 80-82	C- = 70-72	D- = 60-62	

Policies:

While it is often the case that attendance is not mandatory at University level, it will be assumed that students will attend all classes and do all required reading; assignments will be graded with this in mind.

Incompletes as well as make-ups for analyses will only be given for extraordinary circumstances; therefore, immediate notification of extraordinary circumstances is important, and documentation must be provided.

If you anticipate an absence, please make arrangements to turn your work in early, and to get class notes from a classmate.

Email communication is an indispensable tool. In the context of this class, however, email is best reserved primarily for setting up face-to-face appointments or true notifications of emergencies. Substantive questions about theories or papers are often best

discussed in-person. It will be expected, therefore, that students will attend in-person office hours—they are open, they are free, and they can be a valuable part of your education.

Cheating and plagiarism simply will not be tolerated; such actions will incur a failing grade and will be referred to the appropriate official channels.

Disruptive behavior of any kind is unacceptable.

Students with any form of disability requiring academic accommodation must register with the Services to Students with Disabilities, and speak with me about special needs within the first week of class. Official documentation will be required to verify any necessary accommodations. The SSWD web address is: <http://www.csus.edu/sswd> and the phone number is 916-278-6955.