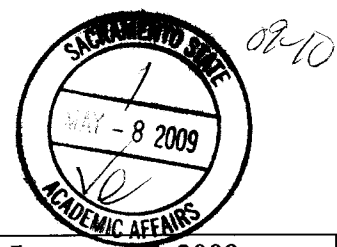




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): A&L	Academic Organization (Department): Philosophy	Date: January 17, 2009
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Thomas Pyne	Submitted by: Christina M. Bellon
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2010 <input type="checkbox"/>

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.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): PHIL 192 J	Title: Seminar: Contemporary Theories of Justice	Units: 3
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JUSTIFICATION:

This course will enhance the department's offering in the area of political philosophy and ethics at the 150+ level, which is especially important for our ethics and law concentration. Indeed, as many of our majors plan for a career in law, and as many of our non-major students come from Criminal Justice with plans for careers in public service in justice related fields (policing, prisons, probation, etc), a course which offers the opportunity to engage in a sustained examination of justice from a variety of perspectives is especially useful. This course, intended to be offered every 3rd or 4th semester, in rotation with our other senior seminar offerings, will provide such an opportunity. The timing is also right for such a course as we come increasingly as a society to focus our individual and collective attention on the problems of injustice, struggle to make our public institutions as just as possible, and seek to fill positions in public and private institutions with persons who are attentive to questions of justice and ethics. This course will enhance the departments current offerings, complement the curricular development in other departments which focus increasingly on ethics and values, and afford an opportunity for students to round out their education in political and ethical awareness.

While Government and Criminal Justice both offer courses which touch on justice-related topics and issues, neither department offers a sustained focus on theoretical issues and concerns with regard to the concept of justice, its understanding, and its relation to other values such as equality, liberty, democracy, injustice, discrimination, oppression, and conflict. This course will afford students an opportunity to think about justice a bit more abstractly, divorced from specific professional and disciplinary problems, to consider what the concept means, how it functions in relation to other concepts, and what value or priority to give it in more concrete situations where other important considerations compete for our attention, decision-making and action. The closest approximation to this seminar course is offered by each of these departments only at the graduate level (GOVT 219. Specialized Studies in Political Theory; CRJ 210. Critical Examination of Law and Justice; GOVT125 Politics of Justice).

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/umannual/AcadAff/FSC00060.htm> - Guidelines for Catalog Course Description)

Examines the concept of justice in its contemporary usage, in light of the historical roots of the concept; considers several principal theoretical models of justice and the just society, including libertarian, liberal, contractarian, communitarian, and feminist variations. Related concepts include, equality, freedom, democracy, oppression, discrimination, and conflict. 3units. Pre-requisite: 6 units in Philosophy or Instructor Permission.	
Note:	
Prerequisite: 6 units in Philosophy or instructor permission	
Enforced at Registration: Yes No <input checked="" type="checkbox"/>	
Corequisite:	
Enforced at Registration: Yes No	
CAN (California Articulation Number): N/A	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Course Classification (e.g., lecture, lab, seminar, discussion): Seminar		Title for CMS (not more than 30 characters) Contemporary Theories of 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? <u> 1 </u>		
Can the course be taken for Credit more than once during the same term? Yes ___ No <u> x </u>		

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>

ASPIRATION/OBJECTIVE	PRACTICAL GOALS
Develop competence in philosophical and ethical language and literature, especially those theories pertaining to social and institutional justice.	<ol style="list-style-type: none"> 1. Accurately describe and distinguish between a variety of formulations of the concept of justice and several related ethical and political concepts, theories, and positions; 2. Express own judgment in a cogent and clear fashion; 3. Engage in cogent and respectful discussion of difficult and sometimes controversial issues; 4. Analyze specific philosophical arguments for consistency and credibility (including one's own).
Develop written and oral communication skills, especially as those are associated with argumentative writing and public speaking.	<ol style="list-style-type: none"> 1. Writing competently in concise, precise and well developed logical style; 2. Expression of a point of view through the formulation of a coherent and consistent argument; 3. Presentation of an exposition of text in a coherent manner to an audience of peers.
Develop an appreciation of the diversity of contemporary understandings of justice, what constitutes it, and how to accurately formulate a theoretical model of its central tenets.	Accurately describe and distinguish the central elements of each considered theoretical account of justice.

****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:

Evaluation of student progress toward the development of the above listed learning objectives, will be conducted by several means. The following assignments comprise the whole of the requirements for this course. This course is based upon a 100 point scale with 1pt = 1%	
In- Class Participation.....	20%
Short Essays – Critical Review of Theories (4 @ 10pts each).....	40%
Semester Project	
(2 parts, Report on Injustice; Group's Own Model of Justice).....	25%
Weekly On-Line Topical Discussion.....	15%

For whom is this course being developed?

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

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

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 X

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

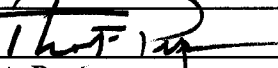
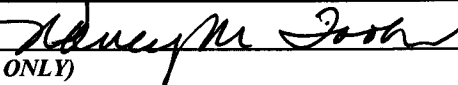
Indicate which department or programs will be affected by the proposed course (if any). Philosophy

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: 	3/30/09
College Dean or Associate Dean: 	5-6-09
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.

8/27/07

New course proposal: PHIL192J Contemporary Theories of Justice, Spring 2010.
Approved by Philosophy Department March 24th, 2008.

PHIL 192J SENIOR SEMINAR: CONTEMPORARY THEORIES OF JUSTICE

Catalogue Description

This seminar examines the concept of justice in its contemporary usage, in light of the historical roots of the concept; considers several principal theoretical models of justice and the just society, including libertarian, liberal, contractarian, communitarian, and feminist variations. Related concepts include, equality, freedom, democracy, oppression, discrimination, and conflict. 3 units. Pre-requisite: 6 units in Philosophy or Instructor permission.

Course Description

Ever since Plato asked, "What is justice?" as the central question of his most influential work, *The Republic*, thinkers have been wrestling with that and related questions about what virtually everyone agrees is a basic value for a good society. In Plato's dialogue, several possible answers were proposed. Among them were that justice is what is in the interest of the powerful or what the powerful deem it to be, that it is giving to others what they deserve, or that justice is achieved when each contributes to the whole as he or she is best able. These responses are still with us today. When we speak of justice or of a just society we often discuss power, equality, participation, and merit or desert. Though it is justice in its contemporary form with which we will concern ourselves in this class, it is important to understand its rich history as well.

This course will examine current thinking about those matters, thinking that involves various perspectives. The positions we will explore are variations on the libertarian, contractarian, and communitarian positions. Following our consideration of these positions, we will examine positions broadly construed as critical. That is, these positions offer critical evaluations of the more standard, more historically imbued, more traditional views of justice. Here we will draw on two variations of the feminist position and on an exemplar of race theory.

Much of what we will be reading emphasizes social justice, that is a response to questions about what would make *society* and its institutions more just. However, also following Plato, we will reflect on the other important side of the justice coin: what would it be for an *individual* to be just? As Plato suggested so many years ago, we might want to consider to what extent society can be just without just members, and vice versa.

Since this is a course in philosophy, we will address matters of justice from a philosophical perspective, which may initially seem strange and unfamiliar to some of you. A philosophical examination of theories of justice involves the following intellectual activities: (i) we will assess the alternative theories for adequacy in explaining what justice is and why we ought to want it; (ii) we will assess the alternative theories for their comprehensiveness, i.e., for their inclusion of diverse groups of people for whom justice is a concern and of situations in which justice is at issue; (iii) further, we will assess the moral and political values which underlie each of the alternative theories; and finally, (iv) we will assess the theoretical and practical consequences of employing each account as a guide for making society and its members more just.

From this analysis, we will have a better understanding of what justice is, what factors and variables are relevant to assessments of justice and injustice, and a better sense of what is required to achieve justice, both in society and in our own lives. This course should be of special interest to anyone interested in law or politics, as well as those interested in being a truly thoughtful citizen of our democracy.

Required Texts:

Plato, selected excerpts from dialogues including *Crito*, *Republic*.

Aristotle, selected excerpts from *Politics*, *Ethics*.

J. Rawls, *A Theory of Justice* (Harvard University Press, 1971).

R. Nozick, *Anarchy, State and Utopia* (Basic Books, 1974)

M. Walzer, *Spheres of Justice* (Basic Books, 1983).

S. Hampshire, *Justice as Conflict* (Princeton University Press, 1999).

S. Moller Okin, *Justice, Gender and the Family* (Basic Books, 1989).

D. Cornell, *At the Heart of Freedom* (Princeton University Press, 1998).

LEARNING OBJECTIVES

ASPIRATION/OBJECTIVE	PRACTICAL GOALS	ASSESSMENT TOOLS
Develop competence in philosophical and ethical language and literature, especially those theories pertaining to social and institutional justice.	<ol style="list-style-type: none"> 1. Accurately describe and distinguish between a variety of formulations of the concept of justice and several related ethical and political concepts, theories, and positions; 2. Express own judgment in a cogent and clear fashion; 3. Engage in cogent and respectful discussion of difficult and sometimes controversial issues; 4. Analyze specific philosophical arguments for consistency and credibility (including one's own). 	<ol style="list-style-type: none"> 1. Pre and Post course open-ended question/assessment. 2. Content in each of: <ol style="list-style-type: none"> a. Critical review essays b. on-line discussion c. in class discussion
Develop written and oral communication skills, especially as those are associated with argumentative writing and public speaking.	<ol style="list-style-type: none"> 1. Writing competently in concise, precise and well developed logical style; 2. Expression of a point of view through the formulation of a coherent and consistent argument; 3. Presentation of an exposition of text in a coherent manner to an audience of peers. 	<ol style="list-style-type: none"> 1. Quality of the form (essay structure, logic) and mechanics (syntax, grammar) of each of: <ol style="list-style-type: none"> a. critical review essays b. on-line discussion 2. Substance, structure, and delivery of in-class and on-line discussions.
Develop an appreciation of the diversity of contemporary understandings of justice, what constitutes it, and how to accurately formulate a theoretical model of its central tenets.	Accurately describe and distinguish the central elements of each considered theoretical account of justice.	Discussion of similarities and divergences between a variety of contemporary theories of justice: <ol style="list-style-type: none"> a. critical review essays b. semester project

EVALUATION

Evaluation of student progress toward the development of the above listed learning objectives, will be conducted by several means. The following assignments comprise the whole of the requirements for this course. This course is based upon a 100 point scale with 1pt = 1%.

In- Class Participation.....	20%
Short Essays – Critical Review of Theories (4 @ 10pts ea).....	40%
Semester Project (2 parts, Report on Injustice; Group’s Own Model of Justice).....	25%
Weekly On-Line Topical Discussion.....	15%

Grading Scale

A Outstanding (96pts and above)	A- Very Good (90-95pts)
B Range Satisfactory (75-89pts)	C Range Average (60-74pts)
D Range Poor (50-59pts)	F Unacceptable (below 50pts)
This is based upon a 100 pt scale with 1pt = 1%	

Participation (20pts)

As this is an upper division class, it should be taken as an opportunity for you to enhance your communication skills. Attendance will be taken each class period, though it will not count toward your grade (it’s a way for me to get to know you and see who’s coming or not).

I strongly encourage you to come regularly, do the readings ahead of time, and participate in class discussions and activities. To reward your efforts in this regard, this section of the course will be worth 20%. Please take very seriously this component of the course. Suitable performance in this regard consists of more than being present in class. You must be active, both as a listener and as a contributor to the success of the course. Mere attendance in class without contribution to class discussion will result in a minimal participation grade of C- (60% or 12/20). Of course, if you’re not in class, the task is even more difficult!

Theory Review Essays (40pts)

These are comprised of 4 required critical evaluations of specified theories. These are to be completed as formal essays. Each review is due on the date indicated in the schedule below. You must write all four required reviews to complete the course, each of which will be written in response to an assigned question which will be made available in SacCT at least 7 days prior to the due date. Each review is worth 10pts. These are to be submitted electronically, through SacCT in response to the assigned question.

Each review will be roughly 4-5 pages in length (1200-1500 words), with exact word requirements indicated in the assignment. **Failure to submit all required review essays will result in a failing grade of F for the course! It is your responsibility to ensure your review was submitted and received within SacCT.**

Semester Project (25pts)

Working in groups of 3 colleagues, you will have one major project which consists of two core components: (i) identification and analysis of what you (and your group) take to be the most important or pressing social injustice, (ii) development of a theory of justice which accounts for this injustice and provides for its remedy. The account of injustice, written in proper essay form

(1000-1500 words), will count for 10% of the total grade. The theory of justice, written in essay form (2000-2500 words), will account for the remaining 15% of the grade. **Failure to submit both required components of this project will result in a failing grade of F for the course, for each individual in the group! It is everyone's responsibility to ensure the group's submissions are properly submitted and received within SacCT.**

On-Line Discussion (15pts)

Every student will be required to contribute at least 15 times to the on-line discussion, including at least twice to each of the six course sections. Discussion sections will remain open for the period during which the topics are discussed in class, and will be closed 7 days following the last date for the topic. Each student is also expected to read and follow the discussions of their class-mates.

Contributions may consist of:

- (i) asking and proposing an initial response to philosophical questions which probe the reading and engage in further explication and analysis of the text,
- (ii) responding thoughtfully to someone else's question,
- (iii) suggesting connections between this reading and other course material,
- (iv) bring current events and other empirical facts/evidence to bear on the reading.

All of this must be conducted in the effort to better understand the texts and to further our appreciation of the material's strengths and weaknesses. Polemics, ideological shortcuts, and other rather thoughtless and unscholarly contributions will not satisfy this requirement and should be resisted. Proper on-line etiquette is expected; violations will not be tolerated.

Each student must have made a total of 15 contributions to on-line discussion by the end of semester (with at least two to each of the 6 course sections). **Further, each student must have read at least ¾ of the available contributions from their fellows in each topic to qualify for a satisfactory grade of B- or better (regardless of how many submissions they have made).**

COURSE POLICIES

LATE ASSIGNMENTS POLICY

All assignments are due at the date and time specified in the assignment. Late assignments will be penalized at a rate of 10% per calendar day (not merely class period) beginning with the due date. After three late days, acceptance of the assignment is at the instructor's discretion. If you know you will not be able to meet a due date, it is your responsibility to consult with the instructor before the assignment is due. When submitting any assignment in SacCT, ALWAYS check its status to ensure it was submitted. Do not merely hit "submit" and leave. It is your responsibility to ensure your assignment was submitted accurately and timely. Do not wait for the instructor to ask you about it or for a "0" to appear in your grade column!

No extensions, no exceptions. It is your responsibility to know the due dates and to plan accordingly. Leaving an assignment until the day or two prior is risky and makes you more vulnerable than you already are to factors and events in the universe beyond your control!

ATTENDANCE POLICY

The following policy applies to each student. No exceptions will be made. Be sure you have read and understand your obligations in this regard. Regular attendance is expected and encouraged from all class participants. While attendance will be taken at the beginning of each class period, these will not directly contribute to the participation grade.

Sleeping, using a cell phone, reading a newspaper, doing assignments for other classes, or otherwise engaging in disruptive or disrespectful behavior will be met with a loss of ½pt from the participation grade. All cellular devices and iPods/music players must be turned off during class.

PLAGIARISM/CHEATING POLICY

Plagiarism and cheating are serious academic offences which will not be tolerated in this class. Always use quotation marks and a footnote citation to indicate sentences or passages you borrow from another author. Do not submit someone else's work, whether as an essay or in quizzes/exams. Assignments in which plagiarism or other forms of cheating are found will at the least be graded at 0 (not just an F). ALL incidents of cheating and plagiarism will be reported both to the Department Chair and to the Judicial Officer in the Office of Student Affairs for possible further administrative sanction. You are responsible for reading and understanding the details of the University's plagiarism policy.

DISABILITY ACCOMMODATION

If you have a documented disability (visible or invisible) and require accommodation or assistance with assignments, tests, attendance, note taking, etc., please see the instructor by the end of the **third week of classes** so that arrangements can be made. Failure to notify and consult with the instructor by this date may impede my ability to offer you the necessary accommodation and assistance in a timely fashion. Also be sure to consult with the Services to Students with Disabilities (Lassen Hall) to see what other campus services and accommodation options are available for you.

WEEKLY SCHEDULE

Please note: The Okin text supervenes on several course sections. Selections from that text will be read which overlap with the others according to theme.

Week 1 Introductions; What is justice?

Section I: *Ancient Roots of Contemporary Conceptions of Justice*

Week 2 Plato on Justice: Society and Individual

Week 3 Aristotle on Justice: The Highest Virtue of a Polis

Section II: *Modernizing Contractual Justice: A Method for Establishing Just Institutions*

Week 4-6 Read Selections from Rawls, *A Theory of Justice*

Section III: *Liberty Trumps Equality: Forming a Just Society from Private Property*

Week 7-9 Read Selections from Nozick, *Anarchy, State and Utopia*

Section IV: *Communities of Justice: Determining Value and Its Just Distribution*

Week 10-12 Read entirely Walzer, *Spheres of Justice*

Section V: *Private Interests and Public Justice, Fair Procedures for Moderating Conflict*

Week 13 Read entirely Hampshire, *Justice as Conflict*

Section VI: *Justice for All: Race, Sex, Multicultural and Identity Issues*

Week 14-15 Read entirely Cornell, *At the Heart of Freedom*