

Patrick Timmons, Ph.D.

(408) 924 2940

Office Location: BT 454

Office Hours: M 7.00am – 9.00am

W 7.00am – 9.00am

NOTE: Office Hours Held at MH's Jazzland Café

JS 115

Critical Issues and Ideas in Justice

SWE 100 / M W 9.00am – 10.15am

Catalog Description

Interdisciplinary, historical and comparative examination of justice concepts and controversies, including the state's role in promoting justice and perpetuating injustice; legitimate versus illegitimate violence; human rights, stateless persons, and the international community; the relationship between social justice and criminal justice.

Method of Instruction

In the style of a British university lecture in the humanities or social sciences; meets twice a week. No web-based supplements. Four monographs comprise the required reading. Regular writing exercises. Vocabulary tests. Papers. Final Exam.

Course Requirements

This is a **four** unit course.

To receive a grade in this class you must hand in all the assignments. Failure to hand in all of the assignments might result in a grade of "F."

Required Readings (note this list is not in APA format.)

Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar Straus and Giroux, 2007.

Mark Danner, *The Massacre at El Mozote. A Parable of the Cold War*. New York: Vintage Books, 1994. ISBN: 067975525X

Pumla Gobodo-Madikizela, *A Human Being Died that Night: A South African Woman Confronts the Legacy of Apartheid*. New York: Mariner Books, 2004. ISBN: 0618446591

Lieve Joris and Liz Waters, *The Rebels' Hour*. New York: Grove Press, 2008. ISBN: 0802118682

Required Reference Books

For pocket word reference:

The American Heritage Dictionary, 4th edition, mass market paperback, Houghton Mifflin, 2001.

Writing reference:

The American Heritage Thesaurus, 1st edition, Houghton Mifflin, 2004.

Scholarly reference:

Dictionary: *The Oxford English Dictionary*.
Available by proxy server through SJLibrary:
<http://www.oed.com.libaccess.sjlibrary.org/>

Thesaurus: Barbara Ann Kipfer, *Roget's Thesaurus*, 6th Edition, New York:
Harper, 2003.

Encyclopedia: Encyclopedia Britannica.
Available (with Merriam-Webster's *Dictionary* and *Thesaurus*) by proxy server
through SJ Library:
<http://search.eb.com.libaccess.sjlibrary.org/>

Graded Work

Name: _____

Participation Tests

1	/10	5	/10	9	/30	
2	/10	6	/10	10	/30	
3	/10	7	/10	11	/30	
4	/10	8	/10	12	/30	20%
					Total:	/200

Contemplation of Justice Essay, Due 15 September

Two pages in length, APA format, double spaced, Times New Roman 12pts, paginated. Respond to the movie, available at the IRC.

Rashomon, A. Kurosawa

/10 Total: **/10%**

Film Treatment Papers

Five pages in length, APA format, double spaced, Times New Roman 12pts, paginated. Compare and contrast the three movies in column one. In the second paper, compare and contrast the three movies in column two. Films available at IRC.

1)	Due 10/08	/100	2)	11/12	/100	
	<i>Fury, F. Lang</i>			<i>Chile: Obstinate Memory, P. Guzmán</i>		
	<i>The Furies, A. Mann</i>			<i>The Trials of Henry Kissinger, E. Jarecki</i>		
	<i>Treasure of the Sierra Madre, J. Huston</i>			<i>The Atomic Café, J. Loader & K. Rafferty</i>		
					Total:	/200 /20%

Music Appreciation Essay

Three pages in length, format double spaced, Times New Roman 12pts, paginated. Accomplish the following: describe the music and singing on the two albums listed; place each album's release in its appropriate political, social, and economic contexts. Explain the relationship of those contexts to each album.

1)	<i>Tracy Chapman, T. Chapman</i>		2)	<i>Sierra Leone's Refugee All Stars,</i>		
	/50			<i>Sierra Leone's Refugee All Stars</i>		
	10/22 Due			11/05	/50	
					Total:	/100 10%

Books: One paper 11/24 Due /100 **20%**

A seven page, APA formatted, with appropriate bibliography, paper which compares and contrasts the authors' executions of a literary approach to their chosen issue. How does their approach and contribution advance or hinder justice?

Final Exam: Two essays Fri 12/12 at 7.15 am /200 **20%**

In-class test of the competence of your mastery of the critical issues and ideas presented by the material for this class. Two essay questions from a choice of five. Questions distributed in final week of class.

Grading Scale for All Assignments

By letter. Percentage amounts. Final grade includes +/- grades in a banding determined by the instructor.

A 90 - 100

Excellent, demonstrates original thought, that is the author presents the reader with a new way of thinking about the subject matter; superior command of written and classroom material, clarity and erudition in a structured presentation in all forms of work.

B 80 - 89

Above average, some originality of thought, solid command of written and classroom materials, developed structure in all pieces of work.

C 70 - 79

Below average, little or no originality of thought, faltering command of written and classroom materials, awkward structure in some pieces of work.

D 60 - 69

Well below average. No creative response. cursory attention to detail. No appreciation for scholarship.

F 59 or below

Does not meet minimum expectations for this course.

Late Work

No work will be accepted after the due date.

Makeup Exams

There are no make up exams in this class.

**Course Calendar
Fall 2008**

Monday August 25, to Wednesday December 10

Local and Critical Issues: Revisiting a Familiar Landscape

Week 1	Lecture	Assignment / Reading
M 25 Aug	A place not easily recognized: San José's Lynching of 1933	
W 27 Aug	Fritz Lang's <i>Fury</i> and the Absence and Presence of Race in the San José Lynching of 1933	<i>Return Memorandum of Understanding</i>

Week 2	Lecture	Assignment / Reading
M 1 Sep	Labor Day – Campus Closed	<i>Begin Danner, Massacre.</i>
W 3 Sep	<i>The Devil in Silicon Valley</i> (Pitti)	<i>Go to Alviso, Compose a Paragraph</i>
F 5 Sep	<i>Last day to drop class without permanent note on record.</i>	

Week 3	Lecture	Assignment / Reading
M 8 Sep	<i>No There There</i> (Rhombert)	
W 10 Sep	<i>American Babylon</i> (Self)	
F 12 Sep	<i>Last day to add class. (Only those known to be in continuous attendance from the start of the semester may register.)</i>	

Interlude: From the Concrete to the Abstract

Week 4	Lecture	Assignment / Reading
M 15 Sep	Truth	<i>Secrets of Silicon Valley DVD</i> <i>Hand in Contemplation Essay</i>
W 17 Sep	Power	<i>Foucault</i>

Week 5	Lecture	Assignment / Reading
M 22 Sep	Knowledge	<i>Trouillot</i>
W 24 Sep	Sources	<i>Geertz</i>

Past Precedents: Recent Wars of the United States before the War on Terror

Week 6	Lecture	Assignment / Reading
M 29 Sep	The Cold War in the Americas: Guatemala and El Salvador	
W 1 Oct	The Implications of Secret Histories: Guatemala's Genocide	<i>Discovering Dominga DVD</i>

Week 7	Lecture	Assignment / Reading
M 6 Oct	<i>Silence on the Mountain</i> (Wilkinson)	Danner, "The Dead"
W 8 Oct	Killing Writers in the Americas	<i>Murder on the Rio San Juan DVD</i>

Week 8	Lecture	Assignment / Reading
M 13 Oct	Danner and the Construction of Truth	Danner, Chaps 6 & 7
W 15 Oct	Danner's Sources	Danner, "The Documents"

What response to National Trauma?

Week 9	Lecture	<i>Assignment / Reading</i>
M 20 Oct	<i>The Mirror at Midnight: A South African Journey</i> (Hochschild)	
W 22 Oct	<i>Robben Island and Prisoner Resistance to Apartheid</i> (Buntman)	<i>Hand in Music Appreciation</i> <i>Essay #1</i>
Week 10	Lecture	<i>Assignment / Reading</i>
M 27 Oct	Truth Commissions	
W 29 Oct	<i>The Memory Box of Pinochet's Chile: On the Eve of London, 1999</i> (Stern)	

Children, Memory, and the Experience of War

Week 11	Lecture	<i>Assignment / Reading</i>
M 3 Nov	<i>Child Soldiers in Africa</i> (Honwana)	
W 5 Nov	<i>Sierra Leone's Refugee All Stars</i>	<i>DVD</i> <i>Hand in Music Appreciation</i> <i>Essay #2</i>
Week 12	Lecture	<i>Assignment / Reading</i>
M 10 Nov	Beah: Engaging the Reader	<i>Beah, Entire</i>
W 12 Nov	<i>The Ballad of Esequiel Hernández</i>	<i>DVD</i>

Documenting Disaster: War Correspondents

Week 13	Lecture	<i>Assignment / Reading</i>
M 17 Nov	War Correspondents	<i>The Devil Rides on</i> <i>Horseback DVD</i>
W 19 Nov	Joris: Who is the reporter?	<i>Joris, Entire.</i>

Understanding Pain: Academics and the Study of Violence

Week 14	Lecture	<i>Assignment / Reading</i>
M 24 Nov	<i>Counting the Dead</i> (Tate)	<i>Hand in Books Paper</i>
W 26 Nov	<i>Buried Secrets</i> (Sanford)	

Humanistic Criticism and Its Mortal Implications

Week 15	Lecture	<i>Assignment / Reading</i>
M 1 Dec	Return to the Local: Gary Webb and <i>Dark Alliance</i>	
W 3 Dec	Law Enforcement's Addiction to Drugs	Dutch Documentary

A Nod to Vonnegut: And so it goes...

Week 16	Lecture	<i>Assignment / Reading</i>
M 8 Dec	<i>The Dark Side</i> (Mayer)	<i>Taxi to the Dark Side</i> (DVD)
W 10 Dec	Hope is Blakeslee's Story about Tulia	
F 12 Dec	7.15AM to 9.30AM	<i>Final Exam</i>

University Policies

Course Add/Drop Statement

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. **It is the student's responsibility to make sure classes are dropped.**

You, the student, are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at:

http://sa.sjsu.edu/student_conduct

Academic Integrity Statement

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct

To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit:

<http://tutorials.sjlibrary.org/plagiarism/index.htm>

American with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

Student Rights and Responsibilities

"The classroom is the essential part of any university. Both freedom to teach and freedom to learn should flourish in the classroom. The professor has the right and responsibility to control the classroom; however, as this control is exercised, the rights of students as set forth in this document should not be denied.

A. Students have the right to consistent and judicious evaluation by the instructor.

B. Students are free to take reasoned exception to the data or views offered in courses of study. They may be required to know the material set forth by the instructor, but they are free to reserve personal judgment as to the truth or falsity of what is presented.

C. Students have the right to have faculty meet their classes at the scheduled times and make presentations appropriate to the course. When circumstances require cancellation of a class, the instructor shall make an effort to notify students.

D. While faculty and administrators have primary responsibility in curricular matters, students shall have opportunity for participation in revising and improving the curriculum by serving on operational curriculum committees.

E. Students are responsible for meeting standards of academic performance established for each course. Performance in the course shall be the sole criterion by which students are measured and the professor shall take no action to penalize students because of their opinions or because of their conduct outside the classroom in matters unrelated to the class. Students have the right to a course grade which is a just measurement of performance in the course.

F. Information about a student's performance, views, beliefs, and political association which professors acquire in the course of their work as instructors, advisers, and counselors is considered confidential.

G. Students enrolled in a class may be denied admission to the classroom or may be expelled for the remainder of a class period only for considerations relevant to the educational purposes of the class. A faculty member may recommend to the Dean of Student Services that a student be permanently withdrawn from a course if after suitable warning a student's disruptive actions are determined to be in violation of the University policy on "Student Discipline Relating to Conduct on State University Campuses".

H. Students have the right to have instructional faculty schedule a reasonable number of office hours for student conferences."

The full statement on Student Rights and Responsibilities may be found at:
<http://www2.sjsu.edu/senate/s90-5.htm>

Memorandum of Understanding for JS 115, Fall 2008

Name: _____

Scholarship

Signature: _____

1. Your intellectual success depends upon how well you embrace the ideals of scholarly rigor, consistent production, and mental discipline. The challenge the University sets for you as an intellectual worker energizes those qualities so that you contribute to the development of original research through research and study.

Sources

2. Intellectual success depends upon creativity, curiosity, and ability to establish respectful, open dialogue with the professor and your peers. Ask questions of professors, of your peers, of yourself. Let your curiosity lead and inspire you. Argue only on the basis of interpretations drawn from evidence; do not state opinions or narrate experiences that cannot be confirmed by a written/aural/oral source and critically appraised by a third party. Do not worry about being "wrong" or "right" when you make answers or comments about texts. Do not be afraid to seek out assistance from other scholars. Go to the library.

Notes / Record Keeping

3. Take notes at all times. (Don't come to class if you are not prepared to take notes. If you need assistance with note-taking strategies consult a more experienced peer, or go to the Learning Assessment and Resource Center (LARC) or the Writing Center (Clark Hall, First Floor.) In University classrooms **you should always be prepared to take notes.** (Should you require a note taker you are encouraged to ask a peer to oblige you.) Your notebook and syllabus must be the first sources you consult as you prepare for the first minutes of any class.

Disagreement

4. Reasonable people can disagree with each other on the basis of sources and still communicate with each other. Society grants the University the freedom to express ourselves freely and without recrimination about ideas and issues.

Reference

5. Always seek to enrich your notes with material from the library which is relevant to the class. Always look up that which you do not know. Use only scholarly sources for reference. Always be leery of the construction of knowledge. When you use Wikipedia always compare its entry to that of another source, especially that of Encyclopedia Britannica, available through the SJSU Library website. Identify specific differences and similarities in the various versions you read.

Our University, Your Obligations

6. SJSU is growing in reputation and importance, demonstrated by an increasing demand for admission among Bay Area students and beyond. If you use words such as "hard," "difficult," or "boring," and express behaviors which demonstrate that you do not take scholarship seriously, you may be informed that you do not respect the challenges of the University. Go to the library.

No Laptops (except registered special needs' students) / No cell phones

7. Do not bring laptops to class. Turn **off** cell phones (vibrate is **not** acceptable.) Inform all family members, friends, and colleagues that you are occupied on M and W from 9.00am to 10.15am from 25 August to 10 December 2008. Arrive to class five minutes early.

Communication

8. The instructor prefers that you communicate face to face. If you need to contact the instructor outside of class time or office hours, leave a written message in his departmental mailbox in MH 510.

Dropping the Class

9. Please do your colleagues a favor by dropping the class now if you have any doubts about the class, its scholarly and intellectual requirements and rigor, the amount of reading and writing, or any other issue.