

LAS 441-AC: Justice and Peace

9:30-10:45 am MW, DH 204

Spring 2017

Professor: Jennifer Kling, PhD

Office Hours: MW 1-3pm, TR 11am-1pm; available by appointment (Sacred Heart Hall 312C)

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Course Description:

In this course we will explore and evaluate a number of important concepts involved in the ethics of domestic and international society. Specifically, we will consider four paradigmatic conceptions of justice (realism, desert, fairness, and freedom), as well as different approaches for responding to injustice at the domestic level and the international level. At the domestic level, topics will include civil disobedience, revolution, and terrorism, and at the international level, topics will include the justice of going to war, justice in war, and the creation of a just peace. Throughout the class, we will be reading both historical and contemporary political texts. However, our efforts will not be merely an academic exercise where we will only study what others have thought. Instead, in this course you will be joining in an active and ongoing effort to better understand a world shot through with conflict and injustice, and how we should act in response to it.

This class fits into a broader program of liberal education, insofar as it seeks to question and grasp issues surrounding both domestic politics and international relations. It is targeted towards high-level undergraduate students; no topical or general theoretical expertise is assumed or required, but you will need to be able to read carefully, discuss critically, and write insightfully about (what can be) difficult and oblique texts. Ultimately, the goal of this course is to provide you with the critical tools for understanding and responding thoughtfully to our political world.

In this class, you will have to struggle with big concepts that you may not have engaged before, and you will have to work hard to succeed. Along the way you will come to better understand what social and political theorists do, how they do it, and why. That will entail using and refining your abilities to think, argue, read, and write. In other words, in this course you are going to learn how to *do* social and political theory, which is both difficult and rewarding.

Course Requirements:

Participation (10%): You will need to both do the readings and come to class in order to be successful in this course. If you don't do the readings, you'll be lost in class; if you don't come to class, you'll be lost in the readings and the assignments. While **excessive** participation is not required, some willingness to engage with both me and your fellow classmates is necessary— without this willingness on your part, we won't be able to have the sort of productive class discussions that will enable you to successfully engage in the course. So, while a lack of participation won't harm your grade very much, participation can significantly *help* your grade.

I appreciate that speaking to a classroom full of your peers can be difficult; so, there are a number of other ways to participate in class. You may speak in class, you may engage in small group work, you may visit my office hours, you may send me emails with questions, comments, and concerns, you may start online discussion threads, you may post relevant outside documents/videos/blogs, etc. to the course website, you may tweet and/or blog and/or journal about issues raised in class, etc. If you're unsure of whether some action counts as participation, please see me, and we'll discuss it.

Career Services Meeting (10%): During the semester, you must schedule a one-on-one meeting with Melissa Growden, from Career Services, to discuss your post-graduation life. Ms. Growden will speak to the class on February 1st. After that time, you will be able to make an appointment with her. You will need to prepare a resume and submit it to me, along with proof of your one-on-one meeting, after the fact. This can be done at any point during the semester; I will accept your resume and proof of your meeting anytime before finals week.

Campus Event Paper (10%): During the semester, you must attend one event held on or off campus that is substantially related to the course. After attending, you must submit a 2 page paper describing the event and explaining how it relates to the course. I will provide opportunities and announcements of some possible events; however, it is ultimately your responsibility to find, attend, and submit a paper about a relevant event. I would encourage you to do this early in the semester, as it may help you with your semester-long project. However, I will accept your campus event paper anytime before finals week.

Peacemaking or Justice-Oriented Activity (30%): Throughout the semester, you are expected to participate in a peacemaking or justice-oriented activity. This may be volunteering with an organization, researching a social or political issue and then doing something in response, or engaging with peacemaking or justice in some other way. (Past projects have included volunteering at the humane society, cleaning up a local park, participating in activism in Flint, MI, coaching a little league team, choreographing a dance exploring LGBTQ issues, organizing a para-sports field day on campus, etc.) For this project, you will need to submit a 2 page **proposal** detailing your topic and plan for participation, a 2 page **update** on your progress, and you will need to **present** and discuss your experience in class at the end of the semester. ***Collaboration is encouraged, but not required.***

Please note, each student must turn in a **separate** proposal and update, and group presentations must allocate appropriate time to each student. Proposals and updates are due by the start of the class period on the due date. For every 24-hour period that a paper is late, I will take 5 points off. That said, I am aware that life happens; if you feel you need an extension, please ask me as soon as possible. The earlier you ask, the more likely I am to give you an extension. Failure to turn in either the proposal or update, or failing to do the presentation, will result in failing the course.

Academic Papers (15% each): There are **two** required academic papers for this course. Each paper should be 2 pages long, and should *critically engage* with some issue brought up in the course readings and class discussions. I will provide a list of topics one week in advance of each paper's due date. If you wish to write on a topic not on the list, please come see me to discuss your proposed topic. If you wish to submit a paper in some other form (podcast, video, etc), please see me, and we'll discuss it.

Papers are due by the start of the class period on the due date. For every 24-hour period that a paper is late, I will take 5 points off. That said, I am aware that life happens; if you feel you need an extension, please ask me as soon as possible. The earlier you ask, the more likely I am to give you an extension. Failure to turn in any one of the papers will result in failing the course.

Final LAS Core Project (10%): As you are completing your LAS classes this semester, you will be required to submit a Capstone paper. This should be 7-10 double-spaced pages where you reflect on the Liberal Arts Learning Outcomes. You will be asked to provide supporting evidence to demonstrate your engagement with the learning outcomes (e.g., by providing links to work completed for other classes, etc).

This project is due by the start of the final exam time period scheduled for this class. For every 24-hour period that the capstone project is late, I will take half a letter grade off. Failure to turn in the capstone project will result in failing the course.

Grading Scale:

A: An ‘A’ denotes exceptional skill and ability. An ‘A’ student demonstrates an excellent grasp of the material (i.e., the student understands the material enough to explain it succinctly and well), and also displays the ability to engage thoughtfully with both the broad issues and finer points under discussion.

B: A ‘B’ denotes solid-to-impressive skill and ability. A ‘B’ student demonstrates a good grasp of the material (i.e., the student understands the material well enough to explain it with few mistakes), and also displays the ability to engage thoughtfully with most, if not all, of the issues and points under discussion.

C: A ‘C’ denotes adequate skill and ability. A ‘C’ student demonstrates a fair grasp of the material (i.e., the student understands the big picture, but makes some serious errors in presentation), and also displays the ability to engage thoughtfully with at least some of the issues under discussion.

D: A ‘D’ denotes inadequate skill and ability. A ‘D’ student has serious problems with grasping the material, and fails to engage thoughtfully with any of the issues under discussion.

E: An ‘E’ denotes catastrophic problems in fulfilling the requirements of the course. An ‘E’ student neither grasps the material nor engages with it critically at any level.

While hard work is correlated with success, it is not sufficient for success. To get a good grade in this course, you need to not only understand and engage with the material, but also communicate your understanding and engagement to me via your participation, projects, and papers. If you sense that you are heading towards a grade you do not want, please come see me as soon as possible (if you wait until the end of the semester, it will be too late).

Assignments:

All readings, videos, podcasts, etc can be found on this course's website.

Date	Topic	Assignment (Read for that day)
1/9	Introduction to the Course	
1/11	What is Justice?	Plato, “The Ring of Gyges”
1/16 No Class		No Class—Martin Luther King Jr. Day
1/18	Approaches to Justice: Realism	Thomas Hobbes, Chapter 13 of <i>Leviathan</i>
1/23		Sun Tzu, “Laying Plans,” <i>The Art of War</i>
1/25		Michael Walzer, “Against Realism”
1/30	Approaches to Justice: Desert	Michael Sandel, “Doing the Right Thing,” <i>Justice</i>
2/1	Melissa Growden Lecture	
2/6 Proposal Due		Michael Sandel: “Who Deserves What-Aristotle,” <i>Justice</i>
2/8	Approaches to Justice: Fairness	John Rawls, <i>Justice as Fairness</i> (selections)
2/13		John Rawls, <i>Justice as Fairness</i> (selections)
2/15	Approaches to Justice: Freedom	Robert Nozick, <i>Anarchy, State, and Utopia</i> (selections)

2/20		Robert Nozick, <i>Anarchy, State, and Utopia</i> (selections)
2/22		
2/27 Academic Paper #1 Due	Reconciling Approaches to Justice	Annette C. Baier, “The Need for More Than Justice”
3/1		Cheshire Calhoun, “The Virtue of Civility”
3/6 No Class	No Class—Spring Break	
3/8 No Class	No Class—Spring Break	
3/13	Domestic Injustice: Civil Disobedience	Martin Luther King, Jr., “A Letter from Birmingham Jail”
3/15		Malcolm X, “The Ballot or the Bullet”
3/20 Update Due	Domestic Injustice: Revolution	Srdja Popovic, <i>Blueprint for Revolution</i> (selections)
3/22	Domestic Injustice: Terrorism	Michael Walzer, “Terrorism”
3/27	International Justice: War and Peace	<i>The Harvest of Justice is Sown in Peace</i> (selections)
3/29		
4/3 Academic Paper #2 Due		Walzer, “The Crime of War,” and “Law and Order in International Society”
4/5	International Justice: Justice in War	Seth Lazar, <i>Sparing Civilians</i> (selections)
4/10	International Justice: Justice After War	Larry May, “After War Ends”
4/12	Melissa Growden 2nd Lecture	
4/17		Rebecca Solnit, <i>Hope in the Dark</i> (selections)
4/19 No Class	No Class—Scholarship Symposium	
4/24	Student Presentations	
4/26	Student Presentations	
Finals Week 5/1—5/5 Capstone Project Due	Student Presentations	

Code of Student Conduct:

All students at Siena Heights University are responsible for knowing and adhering to the academic integrity policy of this institution. For more information, please see the [Code of Student Conduct](#). Please obey the spirit as well as the law of SHU's Code of Student Conduct. If you think that something is in violation of the Code, it probably is, so check before doing it. Please remember that unintentional plagiarism is still plagiarism, and that **you must cite all of your sources** for papers!

**Please note: every assignment turned in for this class must be your own original work, produced

specifically *for this class*. You may not turn in an assignment written for a previous and/or different class. To do so would constitute (self) plagiarism, and will be treated as such.**

The Writing Center:

The Writing Center at Siena Heights University is a free resource available to all CAS students. Students are encouraged to visit the writing center for writing feedback at any stage in the writing process. For information regarding their tutors, hours, location, or to utilize their online links and resources, please visit writingcenter.sienaheights.edu.

Diversity and Disability Statement:

Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Office of Accessibility (517) 264-7683 or Laura Lyall (coordinator) at llyall@sienaheights.edu to discuss a range of options to removing barriers in the course, including accommodations. This process is initiated and driven by the student. It is to your advantage to begin the process in a timely manner, since accommodations are not retroactive. Grades earned before verification of a disability by the Office of Accessibility will not be changed.

Academic Engagement Policy:

In response to federal regulations governing financial aid, faculty will report students who are absent from class for one week without explanation. These students will be contacted to determine their current status. Students who are disengaged from a class for two weeks will be administratively withdrawn from that class and given a withdrawal grade equivalent to an E in grade point calculations. In order to avoid an administrative withdrawal, students can initiate a withdrawal themselves before the deadline (March 25) and avoid negative consequences to their grade points.

Sex- and Gender-based Violence and Harassment:

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted for **any** reason, you can find the appropriate resources here:

- The SHU Counseling Center, directed by Sandy Morley, is open M-F from 8 am to 5 pm or by appointment. Sandy Morley is a confidential resource. You can reach her at 517-264-7193 or smorley@sienaheights.edu, or stop by Ledwidge Hall 195-197. Counseling services are offered at no charge to University students.
- The SHU Public Safety Department can be reached at 517-264-7800 or by dialing 0 on campus. They are available 24 hours a day, 365 days a year, and they offer 24-hour escort service to any location on campus. Cindy Birdwell is the Chief Public Safety Officer and she is also SHU's Title IX Coordinator. She can be reached at 517-264-7194 or cbirdwel@sienaheights.edu and her office is in Ledwidge 179.
- Campus Ministry is another valuable resource for students, no matter their faith tradition. Father John Grace is a confidential resource on campus. He can be reached at 517-264-7198 or jgrace@sienaheights.edu, and his office is located in the Campus Ministry Lounge in Ledwidge.

Syllabus Changes:

I reserve the right to make changes to this syllabus as appropriate. The odds that I'll do so during the semester are small, but if I do, I will inform you as soon as possible.