

Graduate Course Change/Removal Proposal

Form Procedure

- **To share the form** with others prior to Submitting choose the **Save Progress** option at the bottom.
- **Create a PDF** of the saved form go to Print and choose **Save as PDF** copy rather than print.
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This proposal seeks to have the following effect on courses in the catalog. * Removal of course(s)
 Change to a course

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

* Kristine Artello

Members of the Graduate Curriculum Committee:

David Weiss, Program Chair
Richard Wiebe, Department Chair
Randall Grometstein
Eileen Kirk
Kristine Artello

Department / Unit Developing: * Behavioral Sciences

Department Chair: * Dr. Richard Wiebe * rwiebe@fitchburgstate.edu

Academic Dean : Dr. Sara Levine slevine@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.
* Yes
 No

Graduate Program * Master of Science in Criminal Justice

The above program would be responsible for scheduling, staffing & assessing this course.

Course Change Information

Course Title: * Social Relations and the Legal System

Existing Banner Abbreviation: * Social Rel and Legal System

Proposed Banner Abbreviation: * Justice Law and Society

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Extended Campus Course? * Yes
 No

Course Revision & Rationale

Nature of the Course Revision:

- Level
- Credits
- Prerequisites
- Additional Requirements
- Title
- Description
- Other (Please Specify):

Course Revision Details

Please provide current and proposed versions

* Students find the course title boring and the description is rather vague.

Current version: CJ 7260 - Social Relations and the Legal System
This course explores law as a social process that is both a source of order and of conflict.

Proposed Change: CJ 7260 Justice, Law and Society
This course explores the ways in which law is interwoven into our daily lives, especially as it relates to the exercise of power and control through social institutions. Power dynamics will be explored in the exercise of law through different social structures.

Rationale and expected outcomes of course change.

This outcome will provide a more nuanced course description and focus for the course. In particular, the course will focus on the use and exercise of power through social institutions.
It is hoped that the change will intrigue students and help them to meet the current situations in the criminal justice field.

How does this change affect the departments Learning Outcomes for the program? List any changes that need to be made.
NA

Course Syllabus

A syllabus is required when there is a change that impacts 50% or more of the current course content and curriculum or there is a change to the format of the syllabus that is outside of the University guidelines for graduate syllabi.

New Course Syllabus Upload: CJ 7260_ Justice Law and Society Draft syllabus.docx

Signatures

...3833323239
Kristine Artello 02/25/2025
Requester Signature Date

...3230383933
Richard Wiebe 02/27/2025
Department Chair Approval Date

...3137373634
Sara Levine 02/28/2025
Academic Dean Signature Date

...3839363635
Becky Copper Glenz 02/28/2025
SGOCE Dean Signature Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President Date

SGOCE Dean Initials Date

Reviewed by the Registrar: Date

FITCHBURG STATE UNIVERSITY
Graduate and Continuing Education

Syllabus

Department	Behavioral Science Department	Instructor
Course #	CJ-7260	Phone Email
Title	Justice, Law and Society	
Credit Hours	3	Office
Semester	Summer 2025	
Location	Blackboard	

Course Description

Law is deeply rooted in society. This course explores the ways in which law is interwoven into our daily lives, especially as it relates to the exercise of power and control through institutions. Power dynamics will be explored in the exercise of law through different social structures.

Student Learning Outcomes:

By the end of this course, students should be able to

- Articulate the ways in which laws and social institutions exercise power and social control.
- Identifying and explaining basic concepts, underlying theories, and policy implications of law
- Articulate how historical and contemporary social and legal contexts have shaped the law
- Apply the construction of social structures and categories and their influence on law through a case study.

Methodology

This course is taught only online and is available via the Blackboard learning management system. The student may work at their own pace, asynchronously, but assignments are due on a weekly basis. These will be related directly to the weekly session lectures and assigned readings. Additional readings of timely interest and application may be added as the course progresses.

Weekly lectures are comprised of articles and other media to guide our discussion.

There are five total discussion board forums that require fifteen (15) discussion board posts. You will receive one (1) grade each week for a total of five (5) discussion board grades. Other non-graded forums may be established. The Discussion Board is to be used to foster class discussion on various topics. Most weeks have multiple discussions occurring simultaneously.

There is one written assignment separate from the Discussion Board posts due at the end of the course.

Course Requirements

Written Assignments

Final Paper-

Description: The United States Supreme Court recently ruled on the following cases:

Students for Fair Admissions, Inc. v. President and Fellow of Harvard College &
Students for Fair Admissions, Inc. v. University of North Carolina.

These cases deal with affirmative action in the college admissions process. The Supreme Court ruled to strike down affirmative action policies at the University of North Carolina and Harvard College. Chief Justice Roberts delivered the opinion of the Court. Justices Gorsuch and Kavanaugh delivered concurring opinions. Justice Sotomayor, with whom Justice Kagan and Justice Jackson join, delivered the dissenting opinions.

This decision will change the way students are admitted to college, thus having a profound impact on society.

For the final paper you will be required to read the entire syllabus and decisions of the court for the previously mentioned cases. The syllabus and decisions can be accessed via the following link:

Syllabus Link: https://www.supremecourt.gov/opinions/22pdf/20-1199_hgdj.pdf

Your paper must be in essay form and answer the following questions (do not list the question and answer):

1. What is your understanding, if any, of affirmative action in college admissions prior to reading the decision?
2. Were you aware of this Supreme Court case prior to reading the syllabus and decisions?
3. How did the media present the decision of the Supreme Court? Is their portrayal biased? Why or why not?
4. Which arguments did you find to be most supportive of the Supreme Court's decision ruling in favor of the Students Fair Admissions (Court opinion and concurring opinion)? Include at least two examples in your analysis.
5. Which arguments did you find to be most supportive of Harvard College and the University of North Carolina's positions (dissenting opinions). Include at least two examples in your analysis.
6. How will the Supreme Court decision effect society (future students, previous students, those who do not attend college, etc.)
7. How has your understanding of this issue changed after reading the syllabus and decision? Is your understanding of the issue different now than what you understood from the media's portrayal of the case?

Pertinent information regarding the final paper:

Length: 7 to 10 pages. Average paper length is 8 pages.

Format: Standard. Margins should be 1 inch. Font is at your discretion, but font size must be readable (generally 10 to 12 pt). Spacing should be double spaced.

Citation: Please use the APA citation method. Citation of sources may be as footnotes or endnotes.

You must include sources other than the Supreme Court Syllabus and Opinions provided.

Students are required to write their own papers and properly cite sources. Students may not submit the same paper for two courses, although students may use ideas from one paper as inspiration for another paper.

For additional help on writing and citations refer to Fitchburg State University's site:

<http://www.fitchburgstate.edu/academics/academic-support/writing-tutoring/internet-resources-for-writing/>

Carefully consider all your sources of information and select sources that are reliable and trustworthy. Opinion based blogs and other websites may not be factually based and may have bias, misinformation or manipulated information. You must make educated and informed decisions in determine where you choose to gather information.

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who submit papers to Turnitin retain the copyright to the work they created. A copy of submitted papers is retained in a Turnitin database archive to be compared with future submissions—a practice that helps protect and strengthen copyright ownership. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website at http://turnitin.com/en_us/about-us/privacy/legal-faqs. You will find a Student Guide for Turnitin under the Getting Started Tab in Blackboard.

Rubric for Paper

There are other variations of grades including A-/B+, B+, B-, B-/C+, and C+. This rubric is to be used as a guide to understand how your assignment is graded. Failure to turn in an assignment will result in a zero.

	Exceptional (100% = 4.0)	A (95 – 99.9% = 4.0)	A- (92 – 94.99% = 3.7)	B (83 – 85.99% = 3.0)	C (71 – 73.99% = 2.0)
<i>Due Date/Time</i> <i>Weight = 5%</i>	Submitted on or before deadline	Submitted up to 12 hours after Date/Time	Submitted up to 12 hours after Date/Time	Submitted 12 to 24 hours after Date/Time	Submitted more than 24 hours late
<i>Format</i> <i>Weight = 10%</i>		Well thought out structure; pleasing to the eye.	Good organization, but may fall short in some areas	Acceptable but falls short in all areas	Poor format. General problems in most areas.
<i>Content</i> <i>Weight = 50%</i>		Well written and transitions smoothly from one idea to the next. Logical elaboration of each idea. Each paragraph supports a specific idea. Beginning and conclusion are effective.	Writing is good. Minor transition issues from one to another; some paragraph construction issues. Minor issues with elaboration of ideas	Obvious transition issues; problems with language and word choice; insufficient information	Poor logic structure, clear problems with language and word choice. Information irrelevant and/or insufficient.
<i>Grammar/Spelling</i> <i>Weight: 15%</i>		No grammar issues; no spelling errors	Less than 5 minor grammar issues or spelling mistakes	5 or more minor grammar issues or spelling mistakes	Major grammar issues and/or spelling mistakes
<i>Citation</i> <i>Weight = 20%</i>		All citations are made correctly and consistently.	Sources are listed but some citations are incorrect in form or content	Incorrect citation format and/or missing source citations	Very poor or absent citations

2. Discussion Board Postings

There are 5 Discussion Board assignments which requires 15 posts.

The assignments correspond to the session topic for the week. Students are expected to use the information gleaned from, readings, Ted Talks, and outside research when formulating each post.

Each Discussion Board assignment is graded separately - be careful that you have completed each assignment.

For each assignment you are required to write a primary post responding to each discussion board question. You are also required to write **two secondary posts**. In your secondary posts to classmates, you are required to address each question. This means that for each assignment there are a total of three (3) posts (1 primary post and 2 secondary post). It is expected that all posts will be formulated in a well contemplated manner, all positions will be backed up by facts and not mere opinion. A response of "I agree", "ditto", or "I disagree" are not acceptable without further clarification.

The discussion board is a significant component of your grade. The discussion board is used to demonstrate your understanding of course material and to reflect on and discuss the material with your classmates. Please make sure you tie the concepts learned each week and throughout the course to support your discussion board posts. The weekly recaps, found on the announcement tab, will be posted at the end of each week. Within the recaps, you will find examples of strong discussion board posts where students did an excellent job answering the questions and supporting their views. Please use these examples to gauge how your posts can be improved each week.

To be clear, your primary and secondary post analysis must be thoughtful, well-reasoned and detailed. Respect of each other and of varying viewpoints is always expected.

PRIMARY POSTS ARE DUE BY THURSDAY OF EACH WEEK. RESPONSIVE SECONDARY POSTS ARE DUE BY SUNDAY OF EACH WEEK.

Write as though you are in a professional setting. Be mindful of your choice of language, grammar, and content. When citing data, research, or original ideas, you must cite the source (using the APA method). Please remember that plagiarism is defined as the theft or “the act of using another person’s words or ideas without giving credit to that person.” (<http://www.merriam-webster.com/dictionary/plagiarism>. Last accessed 10/20/2018).

Rubric for Discussion Board (check each assignment for any expectations/variations)

This rubric is to be used as a guide to understand how your assignment is graded. Failure to turn in an assignment will result in a zero for the assignment. Always turn an assignment in, even if late, so that you will continue to earn points.

	Exceptional 100% = 4.0	Exceeds 95-99.99% = 4.0	Proficient 89-94.99% = 3.5- 3.7	Average 83-88.99% = 3.0 – 3.3	Below Average 71-82.9% = 2.0 - 2.7
Due Date/Time Weight = 15%	Submitted on or before deadline	Submitted up to 6 hours after Day/Time	Submitted up to 12 hours after Date/Time	Submitted 12 to 24 hours after Date/time	Submitted more than 24 hours late
Primary Post Content Weight for Question 1 & 2 = 50% (25% each)		Addresses all that was asked. Clearly supporting ideas with facts and referring back to course materials	Addresses most all of what was asked. Supporting ideas with facts less than clear.	Addresses some of the questions. Fails to validate with outside facts and/or sources. Relies on “gut” feelings and/or personal experience.	Does not address the questions or addresses very obliquely. Does not offer any facts or well thought out opinions.
Citation Weight = 5% Omitted for Intro and Reflection		Cites where required.	Arguments made were well made but lacked some sources and/or citations.	Outside material referred to but not cited.	Chose not to use outside material when it would clearly have helped the point.

Secondary Post Response to Question 1 & 2 Weight = 30% (15% each)		Provides feedback that is well articulated, provides new facts, and advances the conversation and thoughts.	Response introduces new information but falls short in terms of communicating the ideas	Response is mainly based upon opinion and does not provide facts to help bolster the point.	Responds but offers no new thought or meaningful feedback.
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Attendance Policy

Since this course is online asynchronous, there will be no required face to face meetings. However, you are required to check in daily on this course for messages and assignments. If you do not check your blackboard course site, you may miss important information. If you miss more 7 days, your grade will suffer as items are due throughout the course.

Student Feedback Process

All students are invited to contact the professor by phone, email, or appointment to discuss any questions, comments, concerns, or suggestions. All feedback on submitted assignments (discussions/case studies/marketing plans) will be complete within 96 hours from your final submission.

Required Course Materials:

A textbook is not required for this course. All required reading will be provided in the weekly lectures.

Assignments and Course Schedule

Week	Description
1	Welcome and Course Information Topic: Law and Society Overview Discussion Board Assignments: Found under "Week 1 Discussion" *Original post due Thursday at 11:59 PM EST; Response to two classmates due Sunday by 11:59 PM EST Read/Watch: Assigned articles/media found under "Week 1 Lecture Material"
2	Topic: COVID Vaccines in the Workplace Discussion Board Assignments: Found under "Week 2 Discussion " *Original post due Thursday at 11:59 PM EST; Response to two classmates due Sunday by 11:59 PM EST Read/Watch: Assigned articles/media found under "Week 2 Lecture Material"
3	Topic: Affirmative Action Read/Watch: Assigned articles/media found under "Week 3 Lecture Material." Discussion Board Assignments: Found under "Week 3 Discussion" *Original post due Thursday at 11:59 PM EST; Response to two classmates due Sunday by 11:59 PM EST

4	<p>Topic: Immigration in Border States, Federal vs. State Law</p> <p>Read/Watch: Assigned articles/media found under "Week 4 Lecture Material."</p> <p>Discussion Board Assignments: Found under "Week 4 Discussion "</p> <p>*Original post due Thursday at 11:59 PM EST; Response to two classmates due Sunday by 11:59 PM EST</p>
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5	<p>Topic: Florida House Bill No. 1557/ “Don’t Say Gay Bill”</p> <p>Read/Watch: Assigned articles/media found under “Week 5 Lecture Material”</p> <p>Discussion Board Assignments: Found under “Week 5 Discussion” *Original post due Thursday at 11:59 PM EST; Response to two classmates due Sunday by 11:59 PM EST Affirmative Action Case Study /Final- due Sunday by 11:59 PM EST.</p>
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Evaluation

Final Paper: 30%
Discussion Board: 70% (10% each week).

Total: 100%

Fitchburg State University Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B
2.7	80-82	B-
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C
0.0	0-70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Late Policy

Due to the abbreviated time in this course, extensions will generally not be granted. If you need one, please contact me before the due date. Extensions on discussion boards are not possible due to the nature of the assignment. Assignment turned in later than 24 hours after deadline will not be accepted for a grade unless permission is given.

Course Format

This is a 3-credit course to be completed in 5 weeks. University standards define 3 credit hours as 37 ½ hours of instruction and 2 hours of outside work for every hour spent in class (this is to meet the Carnegie Unit requirements). For this 3 credit 5 week course it equates to approximately 5 instructional hours and 10 outside work hours per week. You need to plan on spending approximately 20 hours a week on this course.

This course is taught online only and it is available via Blackboard. The student may work at their own pace, but assignments are due on a weekly basis that relate directly to the weekly session lectures, readings, video, and online articles.

Each week includes lecture, readings, videos, and discussion board forums. In addition, there is one

paper due at the end of the course to provide you the opportunity to demonstrate what you have learned, conduct outside research, explore ways to develop and implement solutions, and gain awareness of the complexity of law as a social process.

Access to the instructor is available via email and phone.

Disabilities Statement

If you require course alteration or accommodations due to a disability or emergency medical condition, please contact me as soon as possible. You should work with the Disability Services Offices (978-665-4020). They will provide you with the forms we will need to determine the accommodations that your situation merits.

Academic Integrity Policy

It is expected that all students will adhere to the standards set forth in the University Catalog http://catalog.fitchburgstate.edu/content.php?catoid=15&navoid=1035#Academic_Integrity_Policy