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The School for New Learning, DePaul University – Wright College, Chicago City Colleges  
Bridge Program

**AI 224 What is Just?**  
CCC: Humanities 205  
SNL: A1A, A1D, A3G, A4, A1X

Winter 2009

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**Faculty:** Polly Hoover, PhD  
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**Location:** A325, Wright College, 1/20, 1/27, 2/3, 2/10, 2/17  
TBA Lewis, Loop Campus, DePaul University, 2/24, 3/3, 3/10, 3/17

**Times/Dates:** Tuesdays, 6 – 10 pm

**Our Bliki:** [whatisjust.pbwiki.com](http://whatisjust.pbwiki.com)

### Course Description

Is it fair that our tax dollars support the uninsured? Should we punish those with limited capabilities who hurt us? Is it just that my colleague is rewarded for my work? Is the Iraq war a just war? In this class, we look at these questions (and more) of justice in ancient and modern literature and philosophy. Our readings will include: the Code of Hammurabi, *The Bible*, Aeschylus' *Oresteia*, Sophocles' *Philocetes*, selections from Plato's *Republic*, Dostoevsky's *Crime and Punishment*, Euripides' *Medea*, Toni Morrison's *Beloved*, selections from Jonathan Swift's *Gulliver's Travels*, Margaret Atwood's *The Handmaid's Tale* and various handouts (Rawls, Kant and others) from the instructors.

## About the Bridge Program

The Bridge Program is the result of a shared commitment to the success of adult students held by Wright College, Truman College and DePaul University's School for New Learning. The Bridge Program offers students a unique learning experience that couples Chicago City College and DePaul resources, allows students an opportunity to experience the university environment at their own pace, and helps adult students transition smoothly to DePaul University. Bridge classes are team taught by professors from the Chicago City Colleges and DePaul. Bridge students receive extensive advising from both institutions. Chicago City College students pay Chicago City College tuition and earn both Chicago City Colleges and DePaul credit hours.

## SNL Competences

Chicago City College students enrolled in this class will earn credit both for Humanities 123 at the City Colleges & two competences in the SNL program. SNL students enrolled in this class can earn credit for up to three of the following SNL competences.

### **A-4: Can analyze a problem using two different ethical systems. REQUIRED**

1. Identifies and describes an ethical issue or problem
2. Describes the distinctive assumptions of two different ethical systems
3. Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

Students demonstrate this competence by applying two ethical systems to a particular issue or problem that permits substantial ethical examination (for example, business practices, uses of technology, reproductive rights, class structures, institutional racism, sexual behavior, etc.). Students may choose any ethical system that is associated with particular thinkers. Students may consider the choices these thinkers identify, and the standards or measures by which these choices are made to obtain desired outcomes.

### **A-1-A: Can interpret works of art and relate them to one's own experience.**

1. Chooses one or more works of art (broadly defined).
2. Analyzes the expression of meaning, values, and experience through these works.
3. Relates one's interpretation to that of others.
4. Relates the work(s) to one's own experience.

Students demonstrate this competence by choosing one or more works of art (music, literature, visual art, etc.) to study and discuss. In reflecting upon their appreciation of the work, students should make explicit links to their own life experience.

### **A-1-D: Can analyze writers' or artists' representations of human experience.**

1. Chooses particular artistic or literary works to consider.
2. Analyzes the works of the artists or writers as those works relate to an aspect of the human experience.

Students demonstrate this competence by articulating how the representations of one or several artists or writers inform and enrich our understanding of human experience (for example, friendship, racism, suffering, love, work, leisure, sexuality, class, etc).

**A-3-G:Can assess the assumptions and implications of significant ideas about human experience.**

1. Identifies a significant philosopher, theologian, tradition, or thinker’s ideas that address the meaning of human experience.
2. Identifies appropriate criteria to assess these ideas.
3. Applies these criteria to the assumptions and implications of these ideas.

Students demonstrate this competence by analyzing the ideas of one or more significant thinkers or traditions about the meaning of some aspect of human experience (for example, friendship, racism, beauty, suffering, hope, sexuality, oppression, etc.). Students will identify appropriate criteria to assess these ideas and their assumptions and implications. Students should reflect on how these ideas relate to their own experiences.

**About Your Instructors**

Polly Hoover is an Associate Professor of Humanities at Wright College and a Visiting Assistant Professor in the School for New Learning at DePaul University. She has taught at Wright for ten years and at DePaul for four. She has also taught at the University of Chicago, the University of Wisconsin at Madison, and the Ohio State University. Her Ph. D. is in Classics from the University of Wisconsin at Madison. Her current research interests include film and literature, technology in the classroom (both theory and practice), and ekphrasis (how art appears in literature).

Ed Mogul is a Professor of Humanities at Wright College and a practicing defense lawyer.

**Learning Objectives:**

In the process of studying important documents of our civilization, students will develop skills in:

1. Analyzing, interpreting and evaluating arts and ideas from a multiplicity of perspectives;
2. Using arguments and making judgments;
3. Speaking and writing effectively;
4. Using computer technology.

For each work, class discussion will enable students to demonstrate an understanding of:

1. The cultural origins or roots;
2. The cultural values expressed;
3. The way it embodies a cultural perspective;
4. How it embodies the thematic material;
5. How it relates to other influential cultural documents.
6. How it embodies the thematic material;

## Learning Experience

In this course the following teaching and learning techniques are used: workshops, discussions, short lectures, small group work, movie analyses, collaborative learning, creative projects, conferences, at home and in class assignments, critical reading, learning from others through peer editing, and lots of writing and reading.

## Required Texts

Aeschylus, *Oresteia*. (Any translation; they all have problems)  
Sophocles, *Philoctetes*. (Any translation; they all have problems)  
Euripides, *Medea*. (Any translation; they all have problems)  
Toni Morrison. *Beloved*. New York: Vintage, 2004. (But any edition is fine.)  
Margaret Atwood. *The Handmaid's Tale*. New York: Anchor, 1998 (but any edition...)  
John Mortimer. *Rumpole and the Reign of Terror*. New York: Penguin, 2007.  
Other selections of readings provided by your instructors

## Course Requirements/Evidence the Students Will Submit

In this class, you will complete the following:

- Eight bliki postings of at least three paragraphs
- One final paper
- One final presentation
- A final portfolio of your work this semester that documents your attainment of the course competencies; this should be on your bliki page in addition to the eight postings

## Bliki postings:

These postings are not a summary of what we discussed in class, but a thoughtful reflection on some of the ideas that emerged in our discussions. These should be at least three paragraphs long and should be posted to your page on the Bliki, so that other students may read the postings. The content is dependent upon the competencies that you want to complete for this course (See above for some suggestions.) The bliki address is: <http://whatisjust.pbwiki.com>

**Portfolio:** Your portfolio gives you the chance to demonstrate and reflect upon what you have learned over the quarter. Your portfolio may include one and should include two and three below:

1. You may choose to include in your portfolio revisions of your reflection papers. If you choose to include revisions, please add a note at the end of your revision indicating what you changed and why.
2. Make a case for which of the “Course Competencies” and/or “Expected Outcomes” you have achieved by explaining how your work and learning in the class has fulfilled these

competencies and outcomes. You may do this part of the portfolio either in paragraphs or in a table. Please see below for the “Course Competencies” and “Expected Outcomes” from the syllabus.

3. A brief essay (about two pages) in which you step back and reflect upon what you have learned in this class. Consider not only what you have learned about the topics we have covered, but also what you may have learned about yourself or others, what you have learned about college and learning and how what you have learned does or does not apply to your life.

### **Attendance**

A great deal of the work and learning of the course will take place in class. Therefore, it is absolutely necessary that you come to class, be prepared and participate. If you miss class, it is your responsibility to find out what you missed. While you should do your best to keep up, it is always better to come to class under prepared than to skip class because you did not do all of the work. If you must be absent, contact us as soon as possible, so we can make sure you do not get behind. *All work must be handed in on time, whether you are in class or not.*

### **Method of Evaluation/Criteria for Assessment**

Your class grade will be based on the extent to which your papers, active class participation and successful, timely completion of wiki postings and other assignments indicate your mastery of your course competences.

<u>Assignment</u>	<u>Maximum Possible Points</u>
Eight reflection papers (0/3/5)	40
Final Presentation	20
Final paper	20
Class Participation	15
Portfolio	10
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	105

Final grades will be calculated according to this scale:

- 90-105 points = A
- 80-89 points = B
- 70-79 points = C
- 60-69 points = D
- 59 points or less = F

### **Plagiarism**

In college, knowing why, when and how to cite sources is vital. By using sources appropriately, you participate in the scholarly community as you relate your ideas and experiences to those of others. When citations are lacking or incorrect, you weaken your paper by failing to clearly make those connections. You also leave yourself open to charges of plagiarism which can have serious academic consequences. We follow both the DePaul’s and the City College’s plagiarism policies.

Chicago City College’s Plagiarism Policy: “The City Colleges of Chicago are committed to the ideal of truth and honesty. In view of this, students are expected to adhere to high standards of

honest in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of 'F' by the instructor" (City Colleges of Chicago Student Policy Manual, 22).

DePaul University Plagiarism Policy: "DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details."

### **DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

### **Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact either of us privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact us as early as possible in the quarter (preferably within the first week of class). If you are a DePaul student, make sure that you have contacted the:

- PLS Program (for LD, AD/HD) at 773-325-4239 in SAC 220, or
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290  
Student Center 307

**Don't Panic**

This class is cumulative, with assignments building upon each other, so if you find yourself confused, stuck or falling behind let us know right away so we can address the problem before it becomes unmanageable.

**Course Calendar  
(Subject to Revision)**

Date	Topics	Schedule
<p><b>Class beings at Wright College</b>  <b>4300 North Narragansett</b>  <b>Chicago, IL 60634</b>  <a href="#">Click here for directions</a></p>		
1/20	Welcome, Introductions Questions of justice Introduction to the bliki	Watch: <i>The Counterfeiters</i>
1/27	Historical context Knowledge and free will	Watch: <i>Minority Report</i> Discuss: The Code of Hammurabi Biblical versions of justice
2/3	Does war make it right?	Watch: <i>La Jetee</i> Discuss: Aeschylus, <i>Oresteia</i> Anaximander
2/10	Community vs. Individual	Watch: <i>And the Band Played on</i> Discuss: Euripides, <i>Philoctetes</i>
2/17	Who guards the guardians? Who judges the judges?	Watch: <i>Deathnote</i> Discuss Judiciary system, legal and/or ethical systems
<p><b>Class Moves to DePaul's Loop Campus</b>  <b>DePaul Center Room C 103</b>  <b>1 East Jackson Blvd</b>  <b>(the building with Barnes and Noble on the first floor)</b>  <a href="#">Click here for directions</a></p>		
2/24	A mother's choice	Watch: <i>Sophie's Choice</i> Discuss: Euripides, <i>Medea</i> Toni Morrison, <i>Beloved</i>
3/3	And Justice for all: human, animal, android?	Watch: <i>Ghost in the Shell</i> Discuss: Margaret Atwood, <i>The Handmaid's Tale</i>
3/10	Crime and Punishment	Excerpts from <i>Crime and Punishment</i> John Mortimer, <i>Rumpole and the Terrorist</i>

3/17	Final Presentations	Final Papers due Final Portfolios Due, please post them on your bliki page.
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