

**Social Justice and American Culture**  
**CES 440:01 [T, D]**  
**Spring 2014**  
**T, TH 1:25 pm to 2:40 pm**  
**CUE 318**

Professor:	Dr. Carmen R. Lugo-Lugo
Office:	Wilson-Short Hall 116
Office Hours:	T, TH 12:00 pm to 1:15 am and by appointment
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Social justice is necessarily broad and inclusive of historical and critical examinations. The study of social justice must attend to what justice may mean and whether this justice is available within a variety of social contexts.

—Loretta Capeheart and Dragan Milovanovic in *Social Justice*

As subjects, we are vulnerable to the pain and injury of misrecognition and abjection because we are dependent on others and the norms that constitute our very beings.

—Barbara Applebaum in *Being White, Being Good*

A sense of fairness, however ill-defined, is a powerful starting point for schools to enquire into their own practice and provision.

—Mel Ainscow et.al. in *Developing Equitable Educational Systems*

### **COURSE DESCRIPTION:**

This course examines ideologies, theories, and methodologies concerning social justice both within the context of the US and abroad, with the understanding that, as a political force, the US affects the lives of people both within and outside its borders. The course will also analyze social justice as ideology, philosophy, social movement and way of life, in relation to social, political, and historical institutions and structures. As we delve into the readings, we will develop a critical assessment of the discourses generated by our social institutions regarding what is “just” and what is “justice.” We will also explore and analyze the impact these conceptualizations have on different groups of people. The course will pay particular attention to the ways in which governmental, legal, economic, and educational structures have historically (re)produced social and economic inequalities leading to the creation and perpetuation of injustice while simultaneously espousing a rhetoric of equality. Finally, we will explore possible paths in the achievement of a transformative justice for all.

### **COURSE OBJECTIVES AND LEARNING GOALS:**

Generally, this course will provide students with the necessary tools to analyze rhetorical constructions of justice and compare them to active articulations of justice through social structures and social movements. At the end of the semester students will demonstrate a solid grasp of the connections between legal, social, and educational structures and social

inequalities. Finally, the course will help students commence a dialogue involving social movements, education, and activism as ways of seeking social justice.

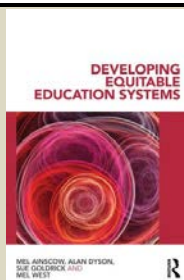
Specifically, at the end of the course, students will be able to:

- ✓ Articulate a clear working definition of injustice and social justice;
- ✓ Have a conversation about social justice;
- ✓ Identify structural inequities and inequalities;
- ✓ Identify historical components of social inequalities;
- ✓ Identify and analyze the relationship between cultural processes and social structures in the creation of inequities and forms of justice; and
- ✓ Speak about the role that both social movements and public policy play in the fight for social justice.

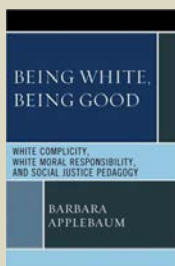
### REQUIRED TEXTS:

(Books are available at *The Bookie* and Online)

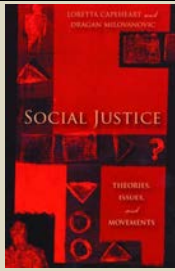
- ✓ Note: Having access to the books is crucial. In order to be able to succeed in this class, you need the books. **There is no way around it.** And, given the world of hyper-connectivity in which we live, “The Bookie ran out of books” or “I ordered the book but it hasn’t arrived yet” is not an excuse for not having your reading reflections ready when they are due. So here is the warning: **you will lose points for every reading reflection you miss, regardless of circumstance** (details on reading reflections below).



Ainscow, Mell, Alan Dyson, Sue Goldrick, and Mel West. 2012. New York: Routledge. ISBN: 978-0-415-61461-0. (This book will be referenced in the schedule as DEES).



Applebaum, Barbara. 2011. “Being White, Being Good: White Complicity, White Moral Responsibility, and Social Justice Pedagogy. Lanham: Lexington Books. ISBN: 978-0-7391-4492-3. (This book will be referenced in the schedule as BWBG).



Capeheart, Loretta and Dragan Milovanovic. 2007. *Social Justice: Theories, Issues, and Movements*. New Brunswick: Rutgers University Press. ISBN: 978-0-8135-4038-2. (This book will be referenced in the schedule as SJ).

### **COURSE REQUIREMENTS:**

**Class Attendance and Participation:** Attendance in this class is **required** and valuable. Since class will consistently entail a lecture as well as a discussion, I will expect you to come to class having completed all the readings assigned for that day and to engage with the material in class. I will be looking for quality in your contributions to class discussion. It is also to your advantage to listen closely to the lecture and to respond thoughtfully and respectfully to the topic, to your professor, and to your peers. Taking notes during lectures and films is highly recommended, since I'll expect you to apply key concepts and terms discussed in them in your reading reflections and to show your understanding of those concepts in your In-class assignments and final paper.

You are allowed up to **two absences** (excused or otherwise). **Every additional absence will reduce your final attendance and participation score by 10 points.** Only approved and documented university excuses will be exempt from this rule (for athletes, this means forms from the Athletic Dept. handed in **before** the absence). Finally, disruptive behavior will make you lose points for participation. The followings are examples of disruptive behavior: (1) arriving late to class and/or leaving early, (2) talking to classmates during lecture, (3) reading the newspaper, and (4) playing with your laptop computer, etc. If you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose points from attendance and participation at my discretion and without any warning. Attendance and participation will be worth a total of **150 points**.

✓ **Note: I will take attendance every day. If you come to class after I am finished taking attendance, you will be marked as being absent.**

**Reading Reflections:** You are required to provide typed reflections (i.e., entries) of the readings assigned for each day (there is a total of 29 entries). Each entry should include two paragraphs: the first paragraph must include a summary of the reading, and the second paragraph must include a brief analysis. The analysis may be theoretical, social and/or political (i.e., avoid any personal “feelings” or “opinions” about the reading/author). In order to get full credit, each entry must be prefaced with the following information: (1) your first and last name, (2) date the entry is due (not the date you are writing the entry), (3) title of reading, (4) title of the book, (5) pages in the text where the reading is found, and (6) entry number (entries should be numbered consecutively, from 1 to 29, and the number of the entry in your reflection should correspond to the number of

the reading in the schedule). For instance, on January 21, you have two entries due, and the first one of those two entries should have the following information:

Name  
01/21/14  
Preface  
**Social Justice**  
(pp. ix-xii)  
Entry #1

**I will deduct 2 points** for every item missing from the heading, anything that is incorrect, or anything that is misplaced. Each entry (which corresponds to each reading) should include its own heading and entry number (again, please note that entries are numbered consecutively from 1-29 in the schedule—make sure you always have the right entry number). Each reflection must not be more than two pages long. **I will collect your reflections everyday in class.** At the end of each week I will grade one random entry from the readings for that time period (note that you will usually have several entries per week, as there will be several readings assigned). Each graded entry will be worth 20 points for a total of **260 points** (13 entries) at the end of the semester. Although I will not read and grade the additional entries, I will “scan” them to make sure they are complete and they will still be worth up to 5 points each for a total of **80 points** (16 entries) at the end of the semester. The maximum score for the reading reflections is **340 points**.

- ✓ What constitutes an entry (or reading reflection)? If you go to the schedule beginning on page 10, you will notice that I have assigned a number of readings for each day. Each reading is listed numerically and followed by the page numbers and the text where you will find it. Each one of those readings constitutes an entry and must have its own heading. For instance, as stated above, there are 2 readings assigned for Tuesday, January 21, which means that on that particular day at 1:25 pm you must have 2 entries with you as you walk in the door. However, you do not need to have each entry on a separate piece of paper: they can appear consecutively as long as each is **separated by its proper heading, including entry number**.
- ✓ The reading reflections will be collected in class. If you miss class one day and your entry is not with those of your classmates, you will lose your points for that day's reading entries.
- ✓ I will not accept late reading reflections, nor will I accept reading reflections brought to my office, sent over e-mail, or left in my mail box. Check your printer for ink, your computer for bugs, and your brain for memory ahead of time. **Late entries are equivalent to no entries at all.** You may, however, turn in your entries early by bringing them to class on the day before they are due. **I will NOT accept entries on electronic mail or left in my office mailbox (regardless of whether they are early, on time, or late).**

**Bottom line:** (1) Turn in all your entries; and (2) Turn them in on time.

**Social Justice Paper:** (FINAL DRAFT DUE THURSDAY, MAY 1, 2014) The purpose of this assignment is to exercise your research skills, critical thinking, and ability to

synthesize information, the main purpose of a Tier III class. The paper must cover an aspect of social justice and race inequality in the US or globally. After you have selected your topic and cleared it with me (your research question shall serve this purpose), you must find four academic sources (i.e., books and/or **scholarly** journal articles) discussing related aspects to your topic and/or to social justice more generally. Also, you must use at least two authors from the readings assigned for class. Your task then is to write a coherent, analytical, and critical paper about the importance of your topic to equity and social justice. The four **academic sources** (meaning books, and journal articles) and the referencing of the class readings are meant to inform and guide your paper, and to generally provide documentation and support for the ideas/points you are discussing. Thus, a minimum of five textual references from the academic sources, and three additional ones from the class readings are necessary. Your paper should also include a "Works Cited" or "References" Page, listing your four academic sources and two class readings (thus, given the requirements listed above, your reference page must have a minimum of 6 sources listed).

Your paper should be a minimum of **7 pages** (not counting attachments, and not including the references), typed, double-spaced, and numbered. It should also, of course, include an introduction and a conclusion. A title (other than "Social Justice Paper") is also necessary to get full credit. You will be expected to turn in your social justice paper on the assigned due date **in class**. Besides the diligence of the research and analysis, and the completeness of the assignment, this paper will also be graded on the quality of the writing. Also, prior to the final draft of the paper you will be expected to turn in a Research Question (see explanation below) and an Annotated Bibliography (see description below). These assignments are meant to facilitate the process of writing and to get you thinking about the topic and direction of your paper.

- ✓ **Research Question.** Identify the topic within social justice you will be researching/analyzing. The topic must be identified in the form of a thesis that you will use to guide your discussion and analysis. This assignment should be typed, double spaced, and between two and three pages. **The Research Question is due on Thursday, February 13 and it is worth 60 points. See Attachment I at the end of the syllabus for instructions and more details.**
- ✓ **Annotated Bibliography.** For this assignment you must present your four academic sources. Your annotation should include two paragraphs for each source: one describing the content of the source, and another explaining the **relevance** of the source for your topic/paper. If you are unclear as to what constitutes an academic source, do not hesitate to ask. **No more than 1 web source will be allowed (with the caveat that a web source and a source found on the web can be two different things).** The annotated bibliography must be typed and double spaced. **This assignment is due on Thursday, March 13 and it is worth 100 points. See Attachment II at the end of the syllabus for instructions and more details.**
- ✓ **Final Paper.** This will include 7-10 pages (not including the reference page or attachments) as described above, and a reference page. **The final paper is due on Thursday, May 1 and it is worth 200 points. See Attachment III at the end of the syllabus for grading criteria.** Also, include Attachment III with your paper when you turn it in. Note: If you are interested in my feedback, I am willing to

read one draft of your paper before it is due. You can hand it to me no later than April 10<sup>th</sup> (so I have time to read it, comment, and hand it back to you before it is due).

**In-Class Assignments:** The purpose of the in-class assignments is twofold. First, on a basic level, they are designed to synthesize your interpretation of the lectures and in-class discussions with the readings. On a deeper level, they are also designed to make you reflect on broader issues involving social justice and inequality. Each assignment will have a prompt with a series of questions that you will answer in ESSAY form with the help of your reading reflections and note sheet (books will not be allowed). What constitute a note sheet?: I will allow you to have up to two letter-size pieces of paper with your notes from lectures, pertinent readings, and class discussions. You may use the information on your note sheet to help you develop your essay for the in-class assignment. You will turn in the note sheet with your assignment. There will be a total of four in-class assignments (the dates for these appear in the schedule), and each will be worth 50 points. Since **there will be no makeup assignments**, I will drop your lowest score. This means that if you miss one in-class assignment due to an absence, the missed assignment will count as your lowest score. I repeat: no makeup assignments will be given. Should you miss more than one, you are in the unfortunate circumstance of forfeiting the points. Since we will be dropping the lowest score, your three highest scores will have a maximum combined value of **150 points**.

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## **COURSE POLICIES:**

**Cellular Phones and other Communication/Electronic Devices:** Turn your cell phones and electronic devices off before coming to class. That includes laptop computers, even if your computer lacks an internet connection, tablets, and any other electronic device utilized to communicate with the world outside our classroom. Of course, iPods and other gadgets used for entertainment are also prohibited. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it does go off during class, you will annoy the heck out of me, and will have the option of (1) turning it off immediately, or (2) handing it to me and letting me answer it. You will take full responsibility for what happens when/if you allow me to answer your phone. If your device goes off more than once during the semester, I will deduct points (at my discretion and without notifying you) from your attendance and participation points. I may also ask you to leave the classroom.

✓ If I catch you “texting” during class, in addition to taking points off, I will confiscate your phone and will make you stand in front of the entire class to share with your classmates why you were texting, who you were texting, and the content of your message. You will also lose points for attendance and participation (see explanation above). Finally, under those circumstances, I reserve the right to keep your phone in my office until one of two things happens: (1) you drop the class, or (2) the semester ends.

✓ But what if I want to take notes using my computer?—you may ask. Here is my standard answer: for over a century now, students have been able to take notes using a pad of paper and a pen or a pencil. This method has worked for



generations of students, so it will work for you as well. Only students with a documented disability are exempted from this rule.

**Academic Etiquette Policy:** Class will begin promptly at 1:25 pm. Arriving late and leaving early is not tolerable. Do not attempt to carry on private conversations with other students during lectures or discussions. Finally, toleration for diverse opinions voiced in class is essential, and I expect all students to treat each other respectfully. Name calling and other forms of verbal harassment will not be tolerated and will result in either the student being asked to leave the class or in receiving penalty points at my discretion.

**Disability Accommodation:** Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

**Campus safety plan/emergency information:** Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

**Academic Integrity Policy:** In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own and claim you did. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, I would recommend that you read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. If I discover you have plagiarized your work or have incurred in any other form of academic dishonesty or cheating, I will discuss the situation with you first and then with the Chair of the Department of Critical Culture, Gender, and Race Studies. I will then alert the Office of Student Standards and Accountability, which may result in a conduct hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you.

**A Few Points about Earning your Grade:** As you may have been able to gather from the detailed syllabus I have provided for you, I expect you to do your work as laid out here. Thu, the only thing you can do to get a passing grade in the class is complete the work assigned in the syllabus on time and without excuses. In order to pass the class (i.e., obtaining at least a C-) you need to do two fundamental things: (1) follow the syllabus, and (2) do the assigned work **well**. In order to do better (i.e., obtaining at least a B), you need to follow the syllabus and do the assigned work **very well**. And in order to receive an excellent grade in this class (i.e., at least an A-) you need to follow the syllabus and

**excel in your work.** Thus, only the quality of your work will guarantee your grade. What does this mean? I am basically warning you that the level of effort you put into the class, may not correspond to the quality of your work (which is what ultimately matters in obtaining a grade). That is, sometimes a person's best effort grants him/her a C. I will, then, tolerate no drama at the end of the semester about how (1) you worked really hard in this class and therefore deserve a better grade; or (2) you "wanted an A in this class" and are actually getting a C- and can I do something to help you "improve your grade." My standard response to the first point is that effort is not necessarily correlated to a "better grade," and my response to the request embedded in the second point will always be: "sorry, but you had an entire semester to work on improving your grade." Thus, always bear in mind that the grade you obtain in this class will depend entirely on (1) having followed the syllabus to the letter, and equally important, (2) the quality of your work.

**A Note on Grammar and Writing:** This is a Capstone (Tier III) course, which means that at this point in your academic career, you must be able to absorb and synthesize material. In order to do that effectively, you must be able to write coherently and demonstrate a certain level of technical mastery in your writing. With that in mind, here are a few goofs that will make you lose points in the written work assigned for this class (i.e., Reading Reflections, In-Class Assignments, Research Question, Annotated Bibliography, and Final paper):

- ✓ Calling authors by their first name. Always use their full name or their last name, and **never** their first name alone.
- ✓ Misuse of the following words:
  - affect/effect
  - dominate/dominant
  - for/four
  - its/it's
  - quite/quiet
  - there/they're/their
  - then/than
  - to/too/two
  - weather/whether
  - woman/women
  - your/you're
- ✓ Made up words like irregardless (it's irrespective or regardless) or supposedly (it's supposedly); misspelled words like ethnicities (spelled ethnicities) or privileged (spelled privilege); and incongruent pairing of words like "should of" (it's should've or should have).
- ✓ Each one of these offenses (or offenses like them) will make you lose 2 points every time they appear in your work.

In order to streamline grading, I have designed a key for corrections. I am including it here to let you know why you had points taken off. When I return your work after being graded, they will have codes instead of corrections, here is the key to decipher what I am telling you:

- ✓ Awk →Awkward sentence structure
- ✓ IH →Incomplete/inaccurate Heading (for reading reflections)
- ✓ SP →Spelled wrong
- ✓ Huh? →I have no idea what you are trying to say
- ✓ WW →Wrong word



- ✓ IS → Incomplete Sentence
- ✓ IT → Incomplete Thought
- ✓ InSt → Inaccurate statement/bogus fact/unsupported claim
- ✓ ISum → Incomplete Summary (for reading reflections)
- ✓ Ram → Rambling, beside the point, not relevant to point/topic/reading in question
- ✓ PS → 2 points as specified in syllabus (goofs in previous check point)

**Bottom Line:** Mind your grammar and write coherently, and accurately.

**Last but Not Least (or the “How is that my problem” clause):** I am a pretty busy person, and as a professor, my role in this class is to teach you about Social Justice and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “How is that my problem?” For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week your final paper is due, and they want you to come along (and already bought your tickets), I will ask you: How is that my problem? Similarly, if your best friend is getting married in California and you want to go to the wedding a day you are supposed to be taking an In-Class Assignment: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to consider that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.

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## SPRING 2014 SCHEDULE

**NOTE 1:** Though I will try to remain as faithful as possible to this schedule, I reserve the right to make changes. These will be announced in advance.

**NOTE 2:** The schedule tells you the dates by which you need to have the material read and your reading reflections done.

TUE JAN 14: **First Day**

THU JAN 16: **Why Social Justice?**  
Read No readings assigned for this day.

TUE JAN 21: **Social Justice**  
Read 1. Preface (pp. ix-xii); and  
2. Introduction (pp. 1-7) in SJ.

THU JAN 23: **Conception of Justice**  
Read 3. Chapter 2 (pp. 11-28) in SJ.

TUE JAN 28: **Distributive and Retributive Justice**  
Read 4. Chapter 3 (pp. 29-44); and  
5. Chapter 4 (pp. 45-60) in SJ.

THU JAN 30: **Transformative Justice**  
Read 6. Chapter 5 (pp. 61-74) in SJ.

TUE FEB 04: **Forms of Justice**  
Read 7. Chapter 6 (pp. 77-92) in SJ.

THU FEB 06: **In-class Assignment #1**

TUE FEB 11: **Environmental and Indigenous Forms of Justice**  
Read 8. Chapter 7 (pp. 91-107); and  
9. Chapter 8 (108-124) in SJ.

THU FEB 13: **Postmodern Justice**  
Read 10. Chapter 9 (pp. 125-139) in SJ.  
Note: Research Question due in class

TU FEB 18: **Legal Justice**  
Read 11. Chapter 10 (pp. 143-157) in SJ.

THU FEB 20: **Grassroots Justice**  
Read 12. Chapter 11 (pp. 159-178) in SJ.

TU FEB 25: **Global Justice**  
Read 13. Chapter 12 (pp. 179-199); and  
14. Conclusion (pp. 200-203) in SJ.

THU FEB 27: **Denials of Complicity**  
Read 15. Introduction (pp. 1-26); and  
16. Chapter 2 (27-51) in BWBG.

TUE MAR 04: **White Complicity**  
Read 17. Chapter 3 (pp. 53-90) in BWBG.

THU MAR 06: **In-class Assignment # 2**

TUE MAR 11: **Epistemology of Complicity**  
Read 18. Chapter 4 (pp. 91-117) in BWBG.

THU MAR 13: **Moral Responsibility**  
Read 19. Chapter 5 (pp. 119-153) in BWBG.  
Note: Annotated Bibliography due in class

TUE MAR 18: **SPRING VACATION**

THU MAR 20: **SPRING VACATION**

TUE MAR 25: **Rearticulating Responsibility, and Pedagogy**  
Read 20. Chapter 6 (pp. 155-177); and  
21. Chapter 7 (pp. 179-202) in BWBG.

THU MAR 27: **The Challenge of Equity**  
Read 22. Chapter 1 (pp. 1-16); and  
23. Chapter 2 (pp. 17-36) in DEES.

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TUE APR 01: **Equity Research**  
Read 24. Chapter 3 (pp. 37-60) in DEES.

THU APR 03: **In-class Assignment #3**

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TUE APR 08: **Equitable Schools**  
Read 25. Chapter 4 (pp. 61-83) in DEES.

THU APR 10: **Equitable Schools and Process**  
Read 26. Chapter 5 (pp. 85-110) in DEES.

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TUE APR 15: **Impact**  
Read 27. Chapter 6 (pp. 111-126) in DEES.

WED APR 17: **Lessons**  
Read 28. Chapter 7 (pp. 127-148) in DEES.

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TUE APR 22: **Rethinking**  
Read 29. Chapter 8 (pp. 149-165) in DEES.

THU APR 24: **Library Day**

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TUE APR 29: **Final Thoughts**

THU MAY 1: **In-Class Assignment #4**  
Note: Final paper due in class

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**KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW****READING REFLECTIONS**

Week #1	_____	Week #8	_____
Week #2	_____	Week #9	_____
Week #3	_____	Week #10	_____
Week #4	_____	Week #11	_____
Week #5	_____	Week #12	_____
Week #6	_____	Week #13	_____
Week #7	_____		

**TOTAL FOR REFLECTION ENTRIES (340 pts)**

\_\_\_\_\_

**In-class Assignments (4 will be given, 3 will be counted at a maximum of 50 pts each)**

#1	_____
#2	_____
#3	_____
#4	_____

**TOTAL FOR In-class Assignments (150 pts)**

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**SOCIAL JUSTICE RESEARCH PAPER**

<b>Research question</b>	<b>(60 pts)</b>	_____
<b>Annotated Bibliography</b>	<b>(100 pts)</b>	_____
<b>Final Draft</b>	<b>(200 pts)</b>	_____

**ATTENDANCE (150 pts)**

\_\_\_\_\_

**Total points accumulated**

\_\_\_\_\_

**FINAL GRADING SCALE**

A	950 points and above	C+	770-799 (77-79%)
A-	900-949 (90-94%)	C	740-769 (74-76%)
B+	870-899 (87-89%)	C-	700-739 (70-73%)
B	840-869 (84-86%)	D+	670-699 (67-69%)
B-	800-839 (80-83%)	D	600-669 (60-63%)
		F	599 and below

## ATTACHMENT I

Guidelines for the Research Question  
(Due on Thursday, February 13, 2014)

CES 440:01  
Spring 2014

1. The Research question is due on Thursday, February 13, 2014.
2. It will be worth 60 points of your final score.
3. Requirements:
  - ✓ No less than 2, and no more than 3 typed, double spaced pages. By 2 pages I do not mean 1 and  $\frac{1}{4}$ , or 1 and  $\frac{3}{4}$  , but 2 full pages.
  - ✓ A thesis. You need to be able to articulate the topic you are going to be examining along with certain details: What questions involving the topic must be answered or explored? How will thinking about or answering those questions help us get a better understanding of social justice and race? Why is the topic important to anyone interested in social justice and issues of race? etc. You must, of course, address any other question(s) relevant to your particular topic and the direction in which you would like to take the discussion.
  - ✓ Write your paper in an essay form.
  - ✓ Give your Research Question paper a title reflecting the question(s) you will be examining in the final paper. That will help you develop your argument. Composed titles (i.e., ones with a general title followed by a more specific subtitle) are especially helpful in this respect. Here's an example: "Surveillance and Human Rights: Is Homeland Security a Hindrance to Achieving Social Justice in America?" You will be allowed to modify your title for the final paper.
4. Make sure your research question essay presents a reasonable, researchable thesis.
  - ✓ You need to be able to find information on it so you can find academic sources for your annotated bibliography and so you can write a solid, well-informed and well-documented final paper.



**ATTACHMENT II**  
 Guidelines for Annotated Bibliography  
 (Due on Thursday, March 13, 2014)  
 CES 440:01  
 Spring 2014

**Overall indications:**

The following guidelines are designed to help you with your assignment. For each article, book, or web page in your bibliography, you should provide:

- ✓ a heading with an appropriate citation of the source (in MLA, APA, or Chicago style).
- ✓ a brief summary of the important points of the article, book, or web page (one paragraph).
- ✓ a paragraph explaining how you will use this source for your paper (how it will help your arguments, discussion, etc.). Include its importance, as well as its shortcomings.

Your annotated bibliography should include a minimum of 4 academic sources and should be organized alphabetically by author's last name.

**Requirements:**

- ✓ A minimum of 4 ACADEMIC sources.
- ✓ Typed, double-spaced, proofread, spell-checked.
- ✓ Proper citation and full annotation (two full paragraphs for each).
- ✓ A maximum of 1 web source.

Note: Articles in popular magazine (e.g., *Time*, *Vogue*, *Entertainment Weekly*, *Good Housekeeping*, *People*, *US*, *Maxim*, *Playboy*, *Sports Illustrated*, etc.) are NOT academic sources, and therefore are not allowed.

**General Guidelines for Summary of Sources:**

When summarizing the sources, try to answer the following questions:

First paragraph:

- ✓ What is the main topic of the source?
- ✓ What is the main thesis of the source?
- ✓ What sort of result/conclusions/data does the source present?
- ✓ What are the shortcomings of the source?

Second paragraph:

- ✓ How does it relate to the topic of your paper?
- ✓ How is it going to help your paper?
- ✓ (Anticipated) shortcomings

Note: When talking about/referring to an author, use his/her last name. Never use his/her first name: that is unprofessional and will cost you points.

### **Citation Guidelines:**

In case you are not familiar with any particular citation style, here I am including referencing examples in Chicago style. I also include an example of an annotation at the bottom.

#### Journal article:

Author's last name, first name. Middle I. Year of publication. "Title of article." *Name of Journal*. Volume number: Issue number, page numbers.

Albin, Cecilia. 2003. "Negotiating International Cooperation: Global Public Goods and Fairness." *Review of International Studies*. 29:3, 365-385.

#### Article in a book (or anthology):

Author's last name, first name. Middle I. Year of publication. "Title of article." In *Title of Book*, by Editor(s). Place of Publication: Publisher name.

Young, Iris M. 2000. "Five Faces of Oppression." In *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*, by Maurianne Adams, Warren J. Blumenfeld, et.al. New York: Routledge.

#### Book (one author):

Author's Last name, author's first name, middle initial. Year of publication. *Title of the book*. Place of Publication: Publisher name.

Early, Jessica S. 2006. *Stirring Up Justice: Writing and Reading to Change the World*. Portsmouth: Heinemann Publishing.

#### Book (multiple author):

First Author's Last name, author's first name, middle initial, and Second author's first name and last name. Year of publication. *Title of the book*. Place of Publication: Publisher name.

Capeheart, Loretta and Dragan Milovanovic. 2007. *Social Justice: Theories, Issues, and Movements*. Rutgers: Rutgers University Press.

#### Example of annotation:

Chernus, Ira. 2006. *Monsters to Destroy: The Neoconservative War on Terror and Sin*. Boulder: Paradigm Publishers.

In *Monsters to Destroy* Ira Chernus discusses the ways in which after September 11 2001, the US government used fear to maintain the population on edge and on the lookout for terrorists. According to the author, this was done by employing rhetorical tools designed to create monsters, and as he tells us, "monsters are not real, unless we believe in them" (1). Since, Chernus argues, we believe in these monsters, we have declared war on images that ultimately cannot be filled with bodies, since for the author there is no tangible body that corresponds to the image of the terrorist/monster. He continues by arguing that although "there are flesh-and-blood human beings who really do blow up buildings and kill people," things that "are morally abhorrent and must be condemned," those "are not the monster[s] that America fights" (214). Instead, "the monster is an

imaginary being we call ‘the terrorist,’ who, he continues, “is only a reflection of the real monster, the reality we are really battling against: our own terror, the terrifying anxiety provoked by change and the uncertainty it brings” (214). It is that uncertainty, he tells us, which ruled our decision-making in the aftermath of September 11, 2001. In his words: “when the shape of the enemy is set more by imagination than reality, every day brings more encounters with the shadows of doubt, like a frightened person walking down a dark alley who sees every shadow as a lurking menace” (214).

Chernus’ book will help me develop my argument that in order to achieve social justice, two fundamental things must happen: (1) we must understand the interconnections between national matters and international happenings, and (2) we must address the role that the state plays in perpetuating inequality. More specifically, the book will help me with my thesis that the newly created institution of homeland security is in direct opposition to achieving social justice. I will use and build upon Chernus’ idea of manufactured monsters, for he is able to explain how social institutions are able to create and feed our fears to the point that we lose our perspective and forget the main issues. At the same time, however, I will also go beyond and challenge Chernus’ notion that the monsters created by US officials are not tangible, for I would like to suggest that many bodies indeed paid a price (some paid the ultimate price) because of the views we developed about monsters and terrorists.

**Note:** Remember you will also be evaluated on the quality of your writing, and clarity of language.

**ATTACHMENT III**  
**Grading Criteria for Final Paper**  
 (Due on Thursday, May 1, 2014)  
 CES 440:01  
 Spring 2014

**Name** \_\_\_\_\_ **Points** \_\_\_\_\_/200

- \_\_\_\_\_ **40** Paper presents a compelling, well-articulated thesis.
- \_\_\_\_\_ **50** Paper includes 4 relevant academic sources (i.e., books and/or **scholarly** journal articles), which are cited five times in the text. It also cites two authors from the readings assigned for class at least three times. Citations must flow, be integrated with, and be relevant to the discussion.
- \_\_\_\_\_ **60** Paper presents an **articulate and coherent discussion** of the selected topic. It presents an informed, coherent, analytical, and sophisticated paper about the ways in which the topic relates to social justice.
- \_\_\_\_\_ **20** Paper includes a "Works Cited" or "References" page, listing the four academic sources discussed in the annotated bibliography, the class readings used in the essay, and any other resource or source used for documentation or discussion.
- \_\_\_\_\_ **30** Quality of paper: writing clearly shows an understanding of the subject. It should be proofread for spelling, punctuation, and grammar. The paper should be a minimum of 7 pages (and no longer than 10) **typed, double-spaced and numbered** (not counting attachments, and not including the page of references), with reasonable 1 inch margins, and 12 size font. Also, **it should have a title** other than "Final Paper" (or anything along those lines).

**Note: Attach this sheet to your paper**