Social Justice is about the treatment of inequalities of all kind.
   —Brian Barry in Why Social Justice Matters

A question that confronts America today is: how do we make just a society that has been plagued by racist and sexist ideologies and by discriminatory institutions… It appears that any solution that we adopt will require that attitudes be changed, social goals be reexamined, and that some of our basic institutions be either altered or abandoned.
   —Howard McGary in Race and Social Justice

America offers something real for black people. It is not though, the romantic love of integration—though, like romance, we may seek and sometimes experience it. It is surely not the long-sought goal of equality under law—though we must maintain the struggle against racism lest the erosion of rights become even worse than it is now. The pragmatic approach that we must follow is simply to take a hard-eyed view of racism as it is, and of our subordinate role in it. We must realize with our slave forebears that the struggle for freedom is, at bottom, a manifestation of our humanity that survives and grows stronger through resistance to oppression even if we never overcome that oppression.
   —Derrick Bell in Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform

The marshals came in the early morning darkness, wearing bullet-proof vests and black helmets, heavily armed with automatic weaponry. They handcuffed teachers, fishermen, housewives, politicians, artists, and Catholic priests. For more than a year, demonstrators had lived in tents and little wooden houses on the bombing range. They blocked the gates to the navy base with church pews and held nightly prayer vigils and candlelight. They covered the chain-link fence to the base with white ribbons, a petition for peace and an end to the bombing…For more than a year, demonstrators halted military maneuvers on this small, inhabited island, blocking the planet’s most powerful armed forces.
   —Katherine McCaffrey in Military Power and Popular Protest

**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 military 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 GOALS AND OBJECTIVES:
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, educational, and military structures and social inequalities. Finally, the course will help students commence a dialogue involving social movements and activism as ways of seeking social justice.

Specifically, at the end of the course, students will be able to:
✓ Have a conversation about social justice;
✓ Identify structural inequities and inequalities;
✓ Identify historical components of social inequalities; and
✓ Speak about the role that social movements play in the fight for social justice.

REQUIRED TEXTS:
(Books are available at The Bookie, at Crimson and Grey, 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).


**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 Angel assignments and final paper.
You are allowed up to three 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 100 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 60 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 60, and the number of the entry in your reflection should correspond to the number of the reading in the schedule). For instance, on January 14, you have two entries due, and the first entry should have the following information:

Name
01/14/13
Preface
Why Social Justice Matters
(pp. vii-xii)
Entry #1

I will deduct 2 points for every item missing from, incorrect, or misplaced in the heading. Each entry (which corresponds to each reading) should include its own heading and entry number (again, please note that entries are numbered consecutively from 1-60 in the schedule—make sure you always have the right entry number). Each reflection must not be more than a page 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 15 points for a total of 210 points (14 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 will still be worth up to 5 points each for a total of 230 points (46 entries) at the end of the semester. The maximum score for the reading reflections is 440 points.

✓ What constitutes an entry (or reading reflection)? If you go to the schedule beginning on page 11, 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 January 14, which means that on that particular day at 12:10 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 WEDNESDAY, APRIL 24, 2013) 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 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 general discussions of 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 5 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 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
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 Friday, February 1 and it is worth 60 points.** See Attachment I at the end of the syllabus for 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 Friday, March 8 and it is worth 100 points.** See Attachment II at the end of the syllabus for 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 Wednesday, April 24 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 10th (so I have time to read it, comment, and hand it back to you before it is due).

**Angel Assignments:** As identified in the schedule, on six occasions during the semester you will be asked to answer a prompt on Angel using the drop box (if you are not familiar with the Angel system, I suggest you familiarize yourself with it before the first assignment). Each one of these assignments will ask you to answer a few questions based on either the lectures and/or class discussion. Here are a few tips and things to consider when doing the Angel assignments:

- Obviously, you do not need to be in class to do your Angel Assignments. On those days, you need to be in a place with access to a computer by 12:00 pm.

- Although you will not have access to the prompt beforehand, on the class day before the assignment, I will give you a general topic or idea involving the prompt for the assignment. This general idea will help you prepare your notes and review the readings, so you are generally prepared to answer the question(s).

- You will only have 50 minutes to write and submit your answers. If time runs out and you get locked out, you are out of luck.

- In order to do these assignments effectively, and answer the questions that appear in the prompt fully, you will need to be familiar with the material covered in class and in the readings. There will be no time for you to scramble through the books.
and through your notes to find answers. You need to be familiar enough with
your notes and the books to know where to find them and also give you enough
time to articulate a coherent response. In other words, you should study the
material covered in class before that day.

✓ You need to write the assignment on a word document and attach that document
to the drop box (as opposed to writing the answer on the field provided by Angel).

✓ Warning: These are (as is everything else in this class) to be done individually.
If I catch you cheating (doing these collaboratively or helping someone else) I will
make sure you go through the unpleasant channels involving violations to
academic integrity (see Academic Integrity Policy below).

Finally, there will be a total of 6 assignments and each assignment will be worth 20
points. I will drop the lowest score at the end of the semester, which will give you a
maximum total of 100 points.

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, 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 12:10 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:** Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building, Room 217). All accommodations MUST be approved through the Access Center.

**Campus safety plan/emergency information:** In the interest of campus safety and emergency procedures, please become familiar with the information available on the following WSU-provided websites:
- [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu) (Campus Safety Plan);
- [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies) (Emergency Management Website); and
- [http://alert.wsu.edu](http://alert.wsu.edu) (WSU Alert Site).

**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, 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. 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, Angel Assignments, Research Question, Annotated Bibliography, and Final paper):

- Calling the 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 supposably (it’s supposedly); misspelled words like ethnicticies (spelled ethnicities) or priviledge (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 papers 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
- **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
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 Angel 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.
SPRING 2013 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.

MON JAN 07: First Day

WED JAN 09: Why Social Justice?
Read No readings assigned for this day.

FRI JAN 11: Why Social Justice and race?
Read No readings assigned for this day.

MON JAN 14: Social Justice as Theory
Read 1. Preface (pp. vii-xii); and
2. Why We Need a Theory (pp. 3-13) in WSJM.

WED JAN 16: Social Justice as Theory
Read 3. The Machinery of Social Injustice (pp. 14-26); and
4. The Scope of Social Justice (27-34) in WSJM

FRI JAN 18: Social Justice as Practice
Read 5. Why Equal Opportunity (pp. 37-45); and
6. Education (pp. 46-69) in WSJM.

MON JAN 21: Dr. Martin Luther King Jr. Holiday

WED JAN 23: Social Justice as Practice
Read 7. Health (pp. 70-94); and
8. The Making of the Black Gulag (pp. 95-105) in WSJM.

FRI JAN 25: Angel Assignment #1

MON JAN 28: Social Justice and Meritocracy
Read 9. The Idea of Meritocracy (pp. 109-116); and
10. The Abuse of Science (pp.117-127); in WSJM.

WED JAN 30: Meritocracy and Personal Responsibility
Read 11. Responsibility versus Equality (pp. 131-141); and
12. Rights and Responsibilities (pp. 142-153) in WSJM.
<table>
<thead>
<tr>
<th>Date</th>
<th>Video</th>
<th>Reading Title</th>
<th>Read Pages</th>
<th>Note</th>
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<tbody>
<tr>
<td>FRI</td>
<td>Secrets of the SAT</td>
<td><strong>Social Justice and Inequality</strong></td>
<td>13. Irresponsible Societies (pp. 154-166); and 14. Pathologies of Inequality (pp. 169-185) in WSJM.</td>
<td>Research Question due in class</td>
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<tr>
<td>MON</td>
<td>Social Justice and Wealth</td>
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<td>15. Wealth (pp. 186-199); and 16. Jobs and Incomes (pp. 200-214) in WSJM.</td>
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<td>WED</td>
<td>Can we Afford Social Justice?</td>
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<td>17. Can We Afford Social Justice? (pp. 215-230); and 18. The Power of Ideas (pp. 233-242) in WSJM.</td>
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<td>FRI</td>
<td>Social Demands and the Future</td>
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<td>19. How Change Happens (pp. 243-250); 20. Meltdown? (pp. 251-260); and 21. Justice or Bust (pp. 261-273) in WSJM.</td>
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<td>MON</td>
<td>Racism and Alienation</td>
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<td>22. Introduction (pp. 1-4); and 23. Alienation and the African American Experience (pp. 7-26) in RSJ.</td>
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<td>WED</td>
<td>Race and Social Class</td>
<td></td>
<td>24. Race and Class Exploitation (pp. 27-42); and 25. Racial Integration and Racial Separatism (pp. 43-61) in RSJ.</td>
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<td>FRI</td>
<td>Angel Assignment #2</td>
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<td>MON</td>
<td>PRESIDENT'S DAY HOLIDAY</td>
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<td>WED</td>
<td>Countering Racism</td>
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<td>26. The African American Underclass and the Questions of Values (pp. 62-78); and 27. Morality and Collective Liability (pp. 81-92) in RSJ.</td>
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<td>Date</td>
<td>Assignment</td>
<td>Reading</td>
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<td>FRI FEB 22</td>
<td><strong>Social Justice and Reparations</strong></td>
<td>28. Justice and Reparations (pp. 93-109); and 29. Reparations, Self-Respect and Public Policy (pp. 110-124) in RSJ.</td>
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<td>MON FEB 25</td>
<td><strong>Social Justice and Remedies to Racism</strong></td>
<td>30. Affirmative Action (pp. 125-144) in RSJ.</td>
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<td>WED FEB 27</td>
<td><strong>Social Justice and Remedies to Racism (cont.)</strong></td>
<td>31. The Race and IQ Controversy (pp. 147-164); and 32. Police Discretion and Discrimination (pp. 165-180) in RSJ.</td>
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<td>FRI MAR 01</td>
<td><strong>Angel Assignment # 3</strong></td>
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<td>MON MAR 04</td>
<td><strong>Social Justice and Brown V. Board</strong></td>
<td>33. Introduction (pp. 1-10); and 34. Plessy’s Long Shadow (pp. 11-13) in SC.</td>
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<td>WED MAR 06</td>
<td><strong>Social Justice and Brown V. Board (cont.)</strong></td>
<td>35. Brown’s Half Light (pp. 14-19); and 36. Brown Reconceived (pp. 20-28) in SC.</td>
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<td>FRI MAR 08</td>
<td><strong>Social Justice and Brown V. Board (cont.)</strong></td>
<td>37. The Racial-Sacrifice Covenants (pp. 29-48); and 38. The Interest-Convergence Covenants (pp. 49-58) in SC. Note: Annotated Bibliography due in class</td>
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<td>MON MAR 11</td>
<td><strong>SPRING VACATION</strong></td>
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<td>WED MAR 13</td>
<td><strong>SPRING VACATION</strong></td>
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<td>FRI MAR 15</td>
<td><strong>SPRING VACATION</strong></td>
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<td>MON MAR 18</td>
<td><strong>Social Justice and Brown V. Board</strong></td>
<td>39. Brown as an Anticommunist decision (pp. 59-68); and 40. The Role of Fortuity in Racial Policy-Making (pp. 69-76) in SC.</td>
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<td>WED MAR 20</td>
<td><strong>Social Justice and Brown V. Board</strong></td>
<td>41. Racism’s Economic Foundation (pp. 77-86); and 42. School Litigation in the 19th Century (pp. 87-93) in SC.</td>
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<td><strong>FRI MAR 22:</strong></td>
<td><strong>Angel Assignment #4</strong></td>
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<td><strong>MON MAR 25:</strong></td>
<td><strong>Social Justice and Brown V. Board</strong> 43. The School Desegregation Era (pp. 94-113); and 44. The End of the Brown Era (pp. 114-129) in SC.</td>
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<td><strong>WED MAR 27:</strong></td>
<td><strong>Social Justice and Brown V. Board</strong> 45. Brown as Landmark (pp. 130-137); and 46. Affirmative Action and Racial Fortuity in Action (pp. 138-159) in SC.</td>
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<td><strong>FRI MAR 29</strong></td>
<td><strong>Social Justice and Brown V. Board</strong> 47. Searching for Effective Schools in the Post-Brown Era (pp.160-179) in SC.</td>
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<td><strong>MON APR 01:</strong></td>
<td><strong>Social Justice and Brown V. Board</strong> 48. Moving Beyond Racial Fortuity (pp. 180-193); and 49. Conclusion (pp. 194-202) in SC.</td>
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<td><strong>WED APR 03:</strong></td>
<td><strong>Social Justice and The Case of Vieques</strong> 50. Preface (pp. ix-xi); and 51. Introduction (pp. 1-16) in MPP <strong>Vieques</strong></td>
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<td><strong>FRI APR 05:</strong></td>
<td><strong>Social Justice and The Case of Vieques</strong> 52. A Strategic Colony on the Margins of Empire (pp. 17-42); and 53. Cultural Identity in Vieques (pp. 43-66) in MPP.</td>
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<td><strong>MON APR 08:</strong></td>
<td><strong>Social Justice and The Case of Vieques</strong> 54. The Fishermen’s War (pp. 67-97) in MPPP.</td>
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<td><strong>WED APR 10:</strong></td>
<td><strong>Social Justice and The Case of Vieques</strong> 55. We are a Species in Danger of Extinction (pp. 98-123) in MPP.</td>
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<td><strong>FRI APR 12:</strong></td>
<td><strong>Angel Assignment #5</strong></td>
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<td><strong>MON APR 15:</strong></td>
<td><strong>Social Justice and The Case of Vieques</strong> 56. Organizing for Change (pp. 124-146) in MPP.</td>
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<td><strong>WED APR 17:</strong></td>
<td><strong>Social Justice and The Case of Vieques</strong> 57. From Pescadores to Rescatadores (pp. 147-172) in MPP.</td>
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<td>FRI</td>
<td>APR 19</td>
<td><strong>Social Justice and The Case of Vieques</strong></td>
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<td>Read</td>
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<td>58. The Battle of Vieques (pp. 173-183) in MPPP.</td>
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<td>MON</td>
<td>APR 22</td>
<td><strong>Race, Coalition, and Social Justice</strong></td>
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<td>Read</td>
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<td>59. DuBois, the New Conservatism, and the Critique of</td>
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<td>African-American Leadership (pp. 181-195); and</td>
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<td>60. Racism, Social Justice and Interracial Coalitions</td>
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<td>(pp. 196-214) in RSJ.</td>
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<td>WED</td>
<td>APR 24</td>
<td><strong>Final Thoughts</strong></td>
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<td>Note</td>
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<td>Final paper due in class</td>
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<td>FRI</td>
<td>APR 26</td>
<td><strong>Angel Assignment #6</strong></td>
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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 __________ Week #14 __________
TOTAL FOR REFLECTION ENTRIES (440 pts) __________

Angel Assignments (6 will be given, 5 will be counted at a maximum of 20 pts each)
#1 __________
#2 __________
#3 __________
#4 __________
#5 __________
#6 __________
TOTAL FOR Angel Assignments (100 pts) __________

SOCIAL JUSTICE RESEARCH PAPER
Research question (60 pts) __________
Annotated Bibliography (100 pts) __________
Final Draft (200 pts) __________

ATTENDANCE (100 pts) __________

Total points accumulated __________

FINAL GRADING SCALE
A 950 points and above
A- 900-949 (90-94%)
B+ 870-899 (87-89%)
B 840-869 (84-86%)
B- 800-839 (80-83%)
C+ 770-799 (77-79%)
C 740-769 (74-76%)
C- 700-739 (70-73%)
D+ 670-699 (67-69%)
D 600-669 (60-63%)
F 599 and below
1. The Research question is due on Friday, February 1, 2013.

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 ¼ or 1 and ¾, 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 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.
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, Newsweek, 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.


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.


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.


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.


Example of annotation:

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 Wednesday, April 24, 2013)
CES 440:01
Spring 2013

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<th>Name __________________</th>
<th>Points ________/200</th>
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____  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