

Social Justice and American Culture

CES 440:01 [T, D]

Fall 2009

M, W 10:35 to 11:50 am

CUE 409

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Social Justice is about the treatment of inequalities of all kind (10).

—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 (93).

—Howard McGary in *Race and Social Justice*

It is only in popular parlance that social movements “die” or political eras “come to a close.” The finality of these phrases is rarely borne out in reality. Movements do not so much die as survive on a much smaller scale... movements retrench, scale down, and adapt to changing political climates (235).

—Doug McAdam in *Freedom Summer*

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*

For five hundred years, wealth in Europe and the United States depended on poverty in Latin America.

—Benjamin Dangl in *The Price of Fire*

[T]he United States is a country where de facto apartheid still exists; a country that showed the world what it thinks of its citizens of African descent on whose backs the US was built by leaving them in peril after Hurricane Katrina; a country that builds more prisons than schools because, rather than address poverty and its social implications, it chooses to incarcerate the poor and mentally disturbed.

—Linda Carty in *Feminism and War*

COURSE DESCRIPTION AND OBJECTIVES:

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 living 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 pay attention to 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 produce social and economic inequalities leading to the creation and perpetuation of injustice. Finally, we will explore possible paths in the achievement of a transformative justice for all.

REQUIRED TEXTS:

(Books are available at The Bookie and Crimson and Grey)

Barry, Brian. 2005. *Why Social Justice Matters*. Oxford: Polity. ISBN: 978-0-7456-2993-3

(This book will be referenced in the schedule as WSJM)

Dangl, Benjamin. 2007. *The Price of Fire: Resource Wars and Social Movements in Bolivia*. Oakland: AK Press.

(This book will be referenced in the schedule as PF)

McAdams, Doug. 1998. *Freedom Summer*. NY: Oxford

(This book will be referenced in the schedule as FS)

McCaffrey, Katherine. 2002. *Military Power and Popular Protest: The US Navy in Vieques Puerto Rico*. NJ: Rutgers University Press

(This book will be referenced in the schedule as MPPP)

McGary, Howard. 1999. *Race and Social Justice*. Somerset: Wiley-Blackwell

(This book will be referenced in the schedule as RSJ)

Riley, Robin, Chandra T. Mohanty, and Minnie Bruce Pratt. 2008. *Feminism and War: Confronting US Imperialism*. London: Zed Books. ISBN: 978-1-84813-019-7

(This book will be referenced in the schedule as FW)

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 we live in, “The Bookie ran out of books” 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, guest lecturers, 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.

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 **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.

- ✓ For graduate students only: Your attendance and participation points will be worth a total of 80 points.

In-class Assignments: The purpose of the in-class assignments is twofold. On the one hand, they are designed to test your engagement with the assigned readings and in-class discussions. On the other hand, they are also designed to encourage you to connect the material in the readings and the discussions in class with relevant (contemporary) social issues. In other words, these assignments are designed to make you think, critically, about the applicability of the topics read/discussed for/in class to our everyday lives and social events in the US and abroad. There will be a total of four (4) assignments, and each will be worth 120 points (see the schedule for specific dates). I will drop your lowest score, so **there will be no make-up assignments**. This means that if you miss one in-class assignment due to an absence, the missed assignment will count as your lowest score. If you miss more than one in-class assignment you will lose 120 points for each missed assignment. Your three highest scores have a maximum combined value of **360 points**.

- ✓ For Graduate Students only: Although you will abide by the same deal (4 inc-class assignments, 3 will count toward your final score) each in-class assignment will be worth 240 points.

Reading Reflections: You are required to provide typed reflections (entries) of the readings. 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 “ideas” about the reading/author). In order to get full credit, each entry must be prefaced with the following information: your name, date, title of reading, title of the book, pages, and entry number. For instance, the first entry for August 31, should have the following information:

Name

08/31/09

Preface

Why Social Justice

(pp. vii-xii)

Entry #1

I will deduct 2 points for every item missing from or misplaced in the heading. Each entry (reading) should include its own heading and entry number (note entries are numbered consecutively from 1-84 in the schedule—make sure you always have the right number). Each summary 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 two random entries 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 10 points for a total of **240 points** at the end of the semester.

- ✓ What constitutes an entry? If you go to the schedule beginning on page 8, 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, there are 5 readings assigned for August 31, which means, on that day at 10:35 pm you must have 5 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.
- ✓ The reading reflections will be collected in class. If you miss class one day, you will lose your points for that day’s reading reflections.
- ✓ 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 the equivalent of no entries at all.** You may, however, turn in your entries early: you can either bring them to class on the day before they are due, or you can leave them in my box in the CES main office. I will NOT accept entries on electronic mail (whether they are late or early).
- ✓ Although I will only grade two reading reflections each week, I will deduct points for every missing entry (even if the one/ones you are missing is/are not the one chosen to be graded). That is to say, in order to get full credit on the entries I select to grade that week, you must turn in an entry for every reading assigned for that week. In fact, **I will deduct 5 points of your total score for the week for**

every missing entry. This means you can end up with a negative number for the week. How is that possible? Check out the following examples:

- Example A: let's say there were 5 entries due on this particular week (one on Monday and four on Wednesday) and you turn in just two (the one due on Monday and one of the ones due on Wednesday). Because life is such, I happen to pick the entries you turn in as my random entries to be graded that week, and your entries are so good, you actually get full credit (20 points). But, since you did not turn in the other three entries, I have to deduct 15 points from the total score for the week, leaving you with only 5 points.
- Example B: same week, same entries. Again, you only turn in the entry that was due on Monday and one from Wednesday. This time, (again, because life is such) I actually choose two of the entries that were due on Wednesday as the random entries to be graded (neither of which is the one you turned in). In this case, you get a "0" for the selected entries in addition to -5 for the other missing entry, which gives you a total of -5 points for the week.
- In both cases: If you had not turned in any reading reflections for that week, you would have had -15 points as your score for the week.

Bottom line: turn in all your entries! And turn them in on time.

- ✓ For graduate students only: You are exempt from turning in reading reflections. I still, of course, expect you to do the assigned readings.

Social Justice Paper: (FINAL DRAFT DUE WEDNESDAY, DECEMBER 9) The purpose of this assignment is to exercise your research skills, critical thinking, and ability to synthesize information. The paper must cover an aspect of social justice (any aspect related to social justice) in the US or abroad. 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 of your topic and/or related 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 your paper. 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 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 **10 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 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 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. Your paper must include 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 Wednesday, September 16 and it is worth 40 points.** See Attachment I at the end of the syllabus for 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 an academic source is, 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).** It must be typed and double spaced. **This assignment is due on Wednesday, October 14 and it is worth 60 points.** See Attachment II at the end of the syllabus for details.
- ✓ **Final Paper.** This will include 10-12 pages (not including the reference page or attachments) as described above, and a reference page. **The final paper is due on Wednesday, December 9 and it is worth 100 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 November 30th (so I have time to read it, comment and hand it back to you before it is due).
- ✓ **For Graduate Students Only:** you are exempt from turning in the research question and the annotated bibliography. Your paper, however, should be between 15-18 pages, not including bibliography and appendices. The final draft of your paper will be worth 200 points.

Presentations: During the last two weeks of class everyone will be presenting their research projects in teams based on the topic of their final papers. Mainly, I will group 3-4 people working on similar topics for their final papers, and the group will have to create a 12-15 minute presentation combining the discussion each one developed in their individual papers (there will be a total of 12 groups, and 3 groups will be presenting each day during the last two weeks of class). Presentations will be worth a total of 100 points of your final score based on the following criteria: Instructor's evaluation of your research and contribution to the topic you all selected as well as cohesiveness of arguments (50 points); peer evaluation (25 points); and attendance to all four days of presentations (25 points). Should you miss one day of the presentations, you **will lose all attendance and peer evaluation points (a total of 50 points)**. Again, the presentation will be worth a total of **100 points**.

COURSE POLICIES:

Cellular Phones and other Communication/Electronic Devices: Turn your cell phones and communication devices off before coming to class (that includes laptop computers—even if your computer lacks an internet connection, blackberries 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. The world can survive without getting a hold of you for an hour and fifteen minutes. And you will also survive without knowing what’s going on outside the classroom for a few minutes. Trust me, it will be ok. 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.

Note: If I catch you “texting” during class, I will confiscate you 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 telephone in my office until one of two things happen: (1) you drop the class, or (2) the semester ends.

Academic Etiquette Policy: Class will begin promptly at 10:35 am. Arriving late and leaving early is not tolerable; if you have class, job, or childcare conflicts, please talk to me as soon as possible. Do not attempt to carry on private conversations with other students during lectures or discussions. I also require that guest speakers/lecturers be treated with respect, courtesy, and your complete attention. 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 having penalty points deducted for his/her total score 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 Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Campus safety plan/emergency information: In the interest of campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites.

<http://safetyplan.wsu.edu> (Campus Safety Plan)

<http://oem.wsu.edu/emergencies> (Emergency Management Website)

<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, for submitting another person's work, ideas, or wording as your own, 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. 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. Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I will then alert the Office of Student Conduct, which may result in an academic integrity 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 can 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 do 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) come to class, and (2) do the assigned work **well**. In order to do better (i.e., obtaining at least a B), you need to come to class and do the assigned work **very well**. And in order to obtain an excellent grade in this class (i.e., at least an A-) you need to come to class and **excel in your work**. Basically, I am 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). Thus, note that I will tolerate no drama at the end of the semester about how 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 that kind of request will always be: “sorry, but you had an entire semester to work on improving your grade.” Again, the grade you obtain in this class will depend entirely on (1) you having followed the syllabus, and (2) the quality of your work.

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 issues around 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 a week when we are having an in-class assignment, 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 the day of your final presentation and you want to go to the wedding: 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.

FALL 2009 SCHEDULE

NOTE 1:	Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance.
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NOTE 2:	This syllabus tells you the dates by which you need to have the material read and your entries done.
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MON AUG 24: **First Day**

WED AUG 26: **Why Social Justice?**
Read No readings assigned for this day.

MON AUG 31: **Social Justice as Theory**
Read 1. Preface (pp. vii-xii);
 2. Why We Need a Theory (pp. 3-13);
 3. The Machinery of Social Injustice (pp. 14-26);
 4. The Scope of Social Justice (27-34); and
 5. Why Equal Opportunity (pp. 37-45) in WSJM.

WED SEP 02: **Social Justice as Practice**
Read 6. Education (pp. 46-69);
 7. Health (pp. 70-94);
 8. The Making of the Black Gulag (pp. 95-105);
 9. The Idea of Meritocracy (pp. 109-116); and
 10. The Abuse of Science (pp.117-127); in WSJM.

MON SEP 07: **Labor Day Holiday**

WED SEP 09: **Meritocracy and Personal Responsibility**
Read 11. Responsibility versus Equality (pp. 131-141);
 12. Rights and Responsibilities (pp. 142-153);
 13. Irresponsible Societies (pp. 154-166);
 14. Pathologies of Inequality (pp. 169-185); and
 15. Wealth (pp. 186-199); in WSJM.

Video: *Secrets of the SAT*

MON SEP 14: Read	In-class Assignment #1 No readings assigned for this day.
WED SEP 16: Read	Social Demands and the Future 16. Jobs and Incomes (pp. 200-214); 17. Can We Afford Social Justice? (pp. 215-230); 18. The Power of Ideas (pp. 233-242); 19. How Change Happens (pp. 243-250); 20. Meltdown? (pp. 251-260); and 21. Justice or Bust (pp. 261-273) in WSJM.
Video	<i>The Rage for Democracy</i>
Video	<i>This is What Democracy Looks Like</i>
Note:	Research Question due in class
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MON SEP 21: Read	Racism 22. Introduction (pp. 1-4); 23. Alienation and the African American Experience (pp. 7-26); 24. Race and Class Exploitation (pp. 27-42); 25. Racial Integration and Racial Separatism (pp. 43-61); and 26. The African American Underclass and the Questions of Values (pp. 62-78) in RSJ.
Video	<i>The Rise and Fall of Jim Crow</i>
WED SEP 23: Read	Countering Racism 27. Morality and Collective Liability (pp. 81-92); 28. Justice and Reparations (pp. 93-109); and 29. Reparations, Self-Respect and Public Policy (pp. 110-124) in RSJ.
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MON SEP 28: Read	Remedies to Racism 30. Affirmative Action (pp. 125-144); 31. The Race and IQ Controversy (pp. 147-164); 32. Police Discretion and Discrimination (pp. 165-180); 33. DuBois, the New Conservatism, and the Critique of African-American Leadership (pp. 181-195); and 34. Racism, Social Justice and Interracial Coalitions (pp. 196-214) in RSJ.
WED SEP 30: Read	In-class Assignment #2 No readings assigned for this day.
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MON OCT 05: Read	Activism pre-Summer Freedom and The Summer of '64 35. Prologue (pp. 3-10); 36. America on the Eve of Summer Freedom (pp. 11-34); 37. The Biographical Roots of Activism (pp. 35-65); 38. Freedom High (pp. 66-115); and 39. Taking Stock (pp. 116-160) in FS.

Video *Mississippi and the 15th Amendment*

WED OCT 07:
Read **Lessons from the Summer of '64**
40. Applying the Lessons of Mississippi (pp. 161-198);
41. The Morning After (pp. 199-232); and
42. Epilogue (pp. 233-240) in FS.

Note: Annotated Bibliography due in class

MON OCT 12:
Read **The Case of Vieques**
43. Preface (pp. ix-xi);
44. Introduction (pp. 1-16);
45. A Strategic Colony on the Margins of Empire (pp. 17-42);
46. Cultural Identity in Vieques (pp. 43-66); and
47. The Fishermen's War (pp. 67-97) in MPPP.
Video *Vieques*

WED OCT 14:
Read **The Case of Vieques and Social Change**
48. We are a Species in Danger of Extinction (pp. 98-123);
49. Organizing for Change (pp. 124-146);
50. From Pescadores to Rescatadores (pp. 147-172); and
51. The Battle of Vieques (pp. 173-183) in MPPP.

MON OCT 19:
Read **The Case of Bolivia**
52. Introduction (pp. 7-11);
53. Revolution in Reverse (pp. 15-34);
54. More than a Leaf (pp. 37-54); and
55. Water War in Cochabamba (pp. 57-73) in PF.

WED OCT 21:
Read **The Case of Bolivia (cont.)**
56. IMF Backlash (pp. 77-90);
57. Occupy, Resist, Produce (pp. 93-114);
58. The Wealth Underground (pp. 117-136); and
59. El Alto (pp. 139-153) in PF.

MON OCT 26:
Read **The Case of Bolivia (cont.)**
60. Paradise Now (pp. 157-178);
61. Continent on Tightrope (pp. 181-193); and
62. Bolivian Movement (pp. 197-222) in PF.

WED OCT 28:
Read **In-class Assignment #3**
No readings assigned for this day

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- MON NOV 02:
Read
- Feminism**
63. Introduction (pp. 1-16)
 64. Chapter 1: A Vocabulary for Feminist Praxis (pp. 19-26);
 65. Chapter 2: Resexing Militarism for the Globe (pp. 27-46);
 66. Chapter 3: Feminists and Queers in the Service of Empire (pp. 47-55);
 and
 67. Chapter 4: Interrogating Americana (pp. 56-67) in FW.
- Guest speaker:
Grant Stancliff
- WED NOV 04:
Read
- War**
68. Chapter 5: What's Left? (pp. 75-90);
 69. Chapter 6: Women-of-Color Veterans on War, Militarism, and Feminism
 (pp. 93-102);
 70. Chapter 7: Decolonizing the Racial Grammar of International Law (pp.
 103-116);
 71. Chapter 8: The Other V-word: (pp. 117-130); and
 72. Chapter 9: Deconstructing the Myth of Liberation @ riverbendblog.com
 (pp. 131-142) in FW.
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- MON NOV 09:
Read
- Women and War**
73. Chapter 10: 'Rallying Public Opinion' and Other Misuses of Feminism
 (pp. 143-157);
 74. Chapter 11: Afghan Women: The Limits of Colonial Rescue (pp.161-
 178);
 75. Chapter 12: Gendered, Racialized, and Sexualized Torture at Abu Ghraib
 (pp. 179-193);
 76. Chapter 13: Whose Bodies Count? (pp. 194-206);
 77. Chapter 14: 'Freedom for Women': Stories of Baghdad and New York
 (pp. 207-215); and
 78. Chapter 15: Violence Against Women: The US War on Women (pp. 219-
 223).
- Video
Beyond the Frame
- WED NOV 11:
Veteran's Day Holiday
-
- MON NOV 16:
Read
79. Chapter 16: 'We Say Code Pink' (pp. 224-231);
 80. Chapter 17: Women, Gentrification, and Harlem (pp. 232-237);
 81. Chapter 18: US Economic Wars and Latin America (pp. 238-242);
 82. Chapter 19: Feminist Organizing in Israel (pp. 243-249);
 83. Chapter 20: Reflections on Feminism, War, and the Politics of Dissent
 (pp. 250-257)
 84. Feminism and War: Stopping Militarizers, Critiquing power (pp. 258-
 263)

WED NOV 18: **In-class Assignment #4**
Read No readings assigned for this day

MON NOV 23: **Thanksgiving Break**

WED NOV 25: **Thanksgiving Break**

MON NOV 30: Student Presentations

WED DEC 02: Student Presentations

MON DEC 07: Student Presentations

WED DEC 09: Student Presentations

Note: Final paper due in class

KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW**READING REFLECTIONS (20 pts per week)**

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

TOTAL FOR REFLECTION ENTRIES (240 pts)

IN-CLASS ASSIGNMENTS (4 will be given, 3 will be counted at maximum of 120 pts each)

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

TOTAL FOR IN-CLASS ASSIGNMENTS (360 pts)

SOCIAL JUSTICE RESEARCH PAPER

Research question	(40 pts)	_____
Annotated Bibliography	(60 pts)	_____
Final Draft	(100 pts)	_____

FINAL PRESENTATION (100 pts)

ATTENDANCE (100 pts)

Extra Credit (if any):

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 Wednesday, September 16, 2009)
CES 440:01
Fall 2009

1. The Research question is due on Wednesday, September 16, 2009.
2. It will be worth 40 points of your final score.
3. Requirements:
 - ✓ No less than 2, and no more than 3 typed, double spaced pages. By 3 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? Why is the topic important for anyone interested in social justice? 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?"
4. Make sure your essay outlines 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 Wednesday, October 7, 2009)
 CES 440:01
 Fall 2009

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, Chicago or ASA 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 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?

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.

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. NY: 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 Wednesday, December 09, 2009)
 CES 440:01
 Fall 2009

Name _____ **Points** _____/100

- _____ **20** Paper presents a compelling, well-articulated thesis.
- _____ **20** 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
- _____ **40** Paper presents an **articulate and coherent discussion** of the selected topic. It should present an informed, coherent, analytical, and sophisticated paper about the ways in which the topic relates to social justice.
- _____ **10** 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.
- _____ **10** 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 10 pages (and no longer than 12) **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

ATTACHMENT IV
Final Presentations Guidelines
 CES 440:01
 Fall 2009

Order of final presentations:

- | | |
|---------------------|----------------------------------|
| ✓ November 30, 2009 | Group 1, Group 2, and Group 3 |
| ✓ December 2, 2009 | Group 4, Group 5, and Group 6 |
| ✓ December 7, 2009 | Group 7, Group 8, and Group 9 |
| ✓ December 9, 2009 | Group 10, Group 11, and Group 12 |

Overall suggestions/expectations

1. These are meant to be informal presentations, so no need to dress up (though if dressing up helps you with your confidence levels, by all means do dress up).
2. Try not to read from your notes word by word.
3. Keep your presentation within the overall time limit (12-15 minutes). I will stop your group after 15 minutes, whether you are done or not. If I have to stop you, your score will drop considerably. So, make sure you time your presentation and you are within the time limits (hint: practice before your presentation day).
4. Though the use of audio-visual aid will not directly factor into your grade, they may prove helpful in conveying your message (which does contribute to your grade). Examples of audio-visual representations are: handouts, short video clips, transparencies, PowerPoint, music, etc. Also, if you do use audiovisual aid, make sure you know how to operate the equipment and are well-versed on how to make it work before hand and that the use of such equipment is not hindering the flow and content of your presentation.

Evaluation

1. **50 points** of the evaluation will be based on my perception of your group's contribution to the overall topic. Points for your presentation will be based on my perception of your contribution to the topic, and your contribution to the "team." I will pay particular attention to (1) the quality of the information, and (2) the way in which your group is able to convey the information to your peers. In addition, I will base my score on my perception of "team" effort, paying close attention to the following criteria:

✓ Conception of topic, cohesiveness and development:	25 points
✓ Flow and exposition:	25 points
2. **25 points** will be based on what your classmates thought of the presentation (peer evaluation).
3. **25 points** will be based on attendance to ALL presentations. Should you miss one day, you will lose ALL 25 points (plus the 25 points of peer evaluation). No kidding, no bluffing, no excuses.

Total possible points: **100**