



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS/SST Department JSI
Subject JUS Number 303 Title Justice Theory Units: 3
Is this a cross-listed course? No
If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course
Course description:

Requested designation: Literacy and Critical Inquiry-L
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:
For Fall 2014 Effective Date: October 10, 2013 For Spring 2015 Effective Date: March 13, 2014

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:
Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

- A complete proposal should include:
[X] Signed General Studies Program Course Proposal Cover Form
[X] Criteria Checklist for the area
[X] Course Catalog description
[X] Course Syllabus
[X] Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name Frank A. Pina Phone 480-965-9800
Mail code 6403 E-mail: frank.pina@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Mary Fonow Date: 4/1/14

Chair/Director (Signature):

JUS 303 Justice Theory

Examines classic and contemporary philosophies and theories of justice, including legal, social, and criminal justice.

Allow multiple enrollments: No Primary course component: Lecture

Repeatable for credit: No Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- School of Social Transformation

Pre-requisites: ENG 102, 105 or 108 with C or better; Minimum 24 hours; Minimum 2.00 GPA

JUS 303 Jurik Application [L]

Arizona State University Criteria Checklist for LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

JUS 303: Theories of Justice [L]
Professor Nancy Jurik, Ph.D.

Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.

Description: 51% of the final grade is based on student writing assignments. Across the semester, students complete at least three analytic essays in response to broad questions/topics that draw on course material (readings and lecture) as well as current issues and links to timely debates. These essays are each five pages in length and require citation to course readings and sometimes outside reading and must be written in essay format. I present guidance on how to prepare the essay and citations to literature (see syllabus pp. 11-13). Students have the option of completing a fourth essay for extra credit in order to improve their grade. The essays are arranged sequentially over the term so they can use feedback from earlier work to improve later (essays=36% of grade; see syllabus page 10-11). Additionally, each week every student is required to write two discussion posts in essay format and their Tuesday post responds to reading, links, and lectures and requires citation to literature. Thursdays, they summarize their group's postings and respond to one student in particular, again all in essay format. They receive feedback on every post. (15% of Grade; see syllabus pages 9-10).

Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.

Description: Note syllabus description of the assignment meets your criteria.

"These assignments must specifically draw on & cite readings, powerpoints and links to provide *essay style analysis* that responds to a (multi-part) questions/topics (you can pick 1 out of 2 topic options) provided. Students' answers the questions must be compiled/prepared in an *essay format* (like a short paper). This essay should provide answers to all parts of the topic option selected. Students should include subheadings to indicate the key components of their paper that address the sections of the assigned topic. Students *must include text citations to multiple required readings for that unit within their essays (typically one cite per paragraph). These text citations must appear in APA format* like the following: (Jurik, 2012, p. 25) or (Rawls, 2012, p. 236). Students must also *attach a reference page* at the end of the essay with the list of readings they used in their paper (This page is not included in 5 page requirement). Some essays may require students to review web material on a current event and apply it to the theory of the week (these should be cited also). Some weeks, the essay topics may entail comparisons with theories covered in the preceding weeks; some will require the application of a theory to a contemporary social policy issue. Write as though addressing essay to intelligent college student NOT in this class. Define concepts etc. In *all writing assignments do your own work; original writing, no collaboration or group discussion on how to answer the writing assignment essay questions*. You must cite multiple course readings (in APA format as listed on the syllabus readings citations). Writing quality and organization is part of this grade. (syllabus page 10)."

Note that these assignments require analysis, evaluation, and synthesis of evidence from readings and lectures and links and application to contemporary issues.

The discussion posts require similar kinds of analysis and evaluation in essay format with citation to sources.

I have attached examples of one paper and one posting assignment. I can send more examples if you desire additional documentation.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

Description: As noted above (and in the course syllabus, pp. 10-11), during the semester students complete at least three essays plus 15 essay format discussion posts. These tally to 51% of their grade.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

Description: As noted in the syllabus (pp. 1-8 and 10-11), three writing assignments are due throughout the semester. For the on-line class (example syllabus here), one is due in week 3, then week 5, then week 7. Students receive detailed feedback on the first assignment using a grading rubric (attached) with space for more detailed comments under each item. They also receive feedback on the second paper. With regard to discussion posts, they receive written feedback on every post (more detailed on the Tuesday posts and more general on the Thursday posts). They are able to incorporate feedback for subsequent assignments.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus and sample essay and discussion post assignment
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	TYPE HERE: syllabus pages 8-11
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	TYPE HERE: syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>TYPE HERE : Syllabus pp 3-8 shows sequencing</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p>			
<p>C-4</p>			

JUS 303 - JUSTICE THEORY – October 16-December 6, 2013
(line # 79425 & 79427) On-Line Course
Instructor: Professor Nancy Jurik, PhD
Teaching Assistant: Keeonna Harris (keeonna.harris@asu.edu)

Jurik Phone: 480-965-7043; Office: Wilson Hall 202 – ASU Tempe Campus
Jurik consultation hours: Mon 2-4pm; Wed 1:30-3pm; Friday: 2-3pm
email: nancy.jurik@asu.edu and keeonna.harris@asu.edu

(Student contact note: I check email several times per day between the hours of 10am and 5pm Monday through Friday (Arizona Time). Please allow 24 hours for response outside of consultation hours listed above. DO NOT CONTACT INSTRUCTOR OR T.A. RE: TECHNICAL PROBLEMS. CONTACT ASU TECHNICAL ASSISTANCE.)

Teaching Assistant (TA): Keeonna Harris (Keeonna.Harris@asu.edu). Contact hours to be announced on line. Please COPY T.A. ON ALL CORRESPONDENCE to instructor. After checking your syllabus, course announcements, “Hallway Conversations” tab, the TA is your first point of contact for this course. Information on TA contact and hours of availability will be listed on the ecollege board. **Copy TA on all correspondence to instructor.**

Communicating With the TA and Instructor

This course uses a “three before me” policy in regards to contacting your TA and instructor with questions about course details. When questions arise during the course of this class, please remember to check to first check these 3 sources for an answer before asking us to reply to individual questions:

1. Course syllabus
2. Announcements on Course Website
3. The “Hallway Conversations” discussion board

This policy will help you to potentially identify answers even before we can get back to you. It also helps keep your TA and instructor focused on the most important learning content and guidance issues rather than answering similar course detail questions multiple times.

If you cannot find an answer to your question in the syllabus or course announcements, please post your question to the “Hallway Conversations” discussion board. Here, your question can be answered for the benefit of all students by either your fellow students who know the answer to your question or by the TA and instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact the TA and instructor via email or phone. Our preference is that you contact both the TA and the instructor by email first. One of us will usually respond to email and phone messages from 10am to 5pm on weekdays, but please allow 24 hours for us to respond.

If you have a question about the technology being used in the course, please contact the ecollege website under “Technical Assistance” or UTO Help Desk for assistance (contact information is listed below). DO NOT CONTACT INSTRUCTORS ON THIS. ASU policy is that: you are responsible for maintaining and working out all technical difficulties related to your own system and this is not an acceptable excuse for late assignments.

COURSE DESCRIPTION: Wise individuals throughout history have debated the nature of justice. There are many theories (systematic analyses) about what constitutes a fair and just society and how best to promote it. The thinking about justice varies over time and across different cultures and locales. There are many recurrent themes and recurrent disagreements in these theories. There is disagreement about how to define justice and even about whether to use the term theory to describe one's analysis of justice. We will consider the historical, economic, and political context of different theories, their assumptions about human nature, and their implications for real-world social policy. Our study this semester will help us better understand the world in which we live and provide us with tools to think critically and more rigorously about social issues.

Special note: This is a reading intensive course. We will be reading selections from classic and more contemporary justice theorizing. Because some are very old and some challenge our taken-for-granted views of the world, you may find the readings difficult. They may take more than one reading to understand. I will provide guiding context to help you through the readings but without your careful study of the readings, my power points will not be sufficient for you to grasp the material. So be prepared to read your assignments carefully and more than once in some cases. If you keep up, you will find that the insights you gain will help you better understand material in your other classes in justice studies and the humanities and social sciences more generally.

REQUIRED READINGS [abbreviations] *note: cites here and elsewhere are in APA format as you will use.*

Foucault, M. (1995). *Discipline & Punish* (2nd edition). New York: Vintage. [F]

Johnson, J., Flett Prior, S., Abbott, K. & Ableser, E. (Eds.), (2nd Edition 2013). *Theories on Justice*. Kendall-Hunt Publishers. [TOJ] (note: always cite by author of chapter in this book).

Omi, M. and Winant, H. (1994). *Racial formation in the United States: From the 1960s to the 1990s. (2nd edition)*. New York: Routledge. [O&W]

Singer, P. (2001) *Marx: A very short introduction*. London: Oxford University Press. [S]

Jurik, N. (Ed.), (2012). *Alternative Reading For JUS 303*. Tempe: The Alternative Copy Shop. Available from the Alternative Copy center (1004 South Mill Avenue, Tempe 480 829-7992). To order on-line: <http://www.alternativeprintandcopy.com/order-online/> [JUS 303 Reader]

Plus 3 articles that you will download from Hayden Library (cited in syllabus).

COURSE GOALS

1. To understand several major classic and new theories of justice.
2. To compare and contrast different theories of justice.
3. To understand how justice is linked to different types of social arrangements.
4. To understand how one's social location (e.g., class, race, gender) may affect their views and experiences of justice.
5. To learn how justice theories might apply to social policy
6. To be able to discuss and write critically but constructively about theories of justice.

COURSE OUTLINE & ASSIGNMENTS

-Syllabus Quiz - **TAKE IT BEFORE** starting course: Due Oct 16th, 5pm (Arizona Time). You must score 100% on syllabus quiz before you are admitted to the course shell.

UNIT 1 - Week of October 16-18th: Course Introduction: "What is Justice Studies, What is Theory and Why Study Theory?"

Activities: -Read: Jurik, N. & Cavender, G. (2012). Addendum: Feminism, multiculturalism and the justice studies movement. In N. Jurik (Ed.) *Alternative Readings for JUS 303* (pp. 2-5), Tempe: Alternative Copy Shop.

-Read: Gordon, A. (2011). Theory and justice. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp. 279-283). Dubuque: Kendall Hunt Publishing Company.

-Study audio annotated Power Point #1

-View Required Links & Instructor Webcast (and read ahead things get faster...)

Graded Assignments for Unit #1:

-Discussion Post #1: This post must include any questions about Unit 1 AND one paragraph describing your view of what constitutes a just society and 1-2 policies that would best contribute toward building a more just society.
DUE Thursday October 17th by 11pm. [note rest of Thursday posts due by noon]

-Unit 1 Quiz: Covers material (readings, required links, and power point) from Unit 1. 7 Multiple choice and 1 T/F question. You will have 25 minutes to complete this quiz. (worth up to 24 points). Must complete by Monday, October 21st before 10am. Be sure to go through Exam Guard Tutorial prior to taking Unit 1 quiz and do not wait until the last minute to post or you miss your deadline.

UNIT 2 - Week of Oct 21st: Classical Social Contract & Utilitarian Theories:

A) *Classic Social Contract Theory*

Reading: Hobbes and Rousseau chapters in TOJ book:

Rousseau, J.J. (2011). The Social contract. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp. 11-20). Dubuque: Kendall Hunt Publishing Company.

Hobbes, T. (2012). Leviathan. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp.21-28). Dubuque: Kendall Hunt Publishing Company.

Study audio annotated power point on Classic Social Contract Theories

B) Utilitarian Theories:

Reading: Bentham chapter in TOJ book and Mill "On Utility" chapter in Jurik Readings

Bentham, J. (2011). An introduction to the principles and morals of legislation. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp. 189-194). Dubuque: Kendall Hunt Publishing Company.

Mill, J.S. (2011). On the connections between justice and utility. In N. Jurik (Eds.) *Alternative Readings for JUS 303* (pp. 6-16). Tempe: Alternative Copy Shop.

Study audio annotated power point on Utilitarian Theories

Graded Assignments for Unit #2:

- Discussion post #2 due Tuesday Oct 22 before noon
- Discussion post #3 due Thursday Oct 24 before noon

-Unit 2 Quiz: Covers material (readings, required links, and power point) from Unit 2. 10 multiple choice questions. You will have 35 minutes to complete this quiz. (worth up to 30 points). Must complete by Monday, October 28th before 10am.

UNIT 3 - Week of Oct 28th: Modern Social Contract Theory & Critique

A) Modern Social Contract Theory

Reading: Rawls chapter in TOJ book:

Rawls, J. (2011). Justice as fairness. An introduction to the principles and morals of legislation. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp.243-248). Dubuque: Kendall Hunt Publishing Company.

Study audio annotated power point #4 on Rawls' Theory

B) Critique of Social Contract Theory from Indigenous Perspective

-Reading: Ward Churchill article in Jurik JUS 303 Alternative Reader (cite below):

Churchill, Ward. (2012). Perversions of justice: A Native-American examination of the doctrine of U.S. Rights to Occupancy in North America. In N. Jurik (Ed.) *Alternative Readings for JUS 303* (pp. 18-34), Tempe: Alternative Copy Shop.



-Study audio annotated power point on Ward Churchill Indigenous Perspective.

-View required links and instructor webcast

Graded Assignments for UNIT #3: [Note: guides on how to complete writing assignments on pg 7]

-Discussion post #4 due Tuesday Oct 29th before noon

-Discussion post #5 due Thursday Oct 31st before noon

 -Unit 3 Writing Assignment due in drop box before 10am Monday, Nov 4th (Note: This writing assignment will entail comparison between units 2 and 3) (up to 36 points) 

UNIT 4- Week of Nov 4th – Marxian Theory

-Links: -View parts 1-6 of the film: *The Massive Dissent of Karl Marx* (narrated by John Kenneth Galbraith) on *You Tube* and view other required links.

-Readings:

Singer, Peter. (1980). *Marx: A very short introduction*. Oxford: Oxford University Press. – Chapters 1-9

Marx, K. & Engels, F. (2012). The socialist ideal. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp.215-224). Dubuque: Kendall Hunt Publishing Company.

Nell, E. and O’Neill, O. (2012) Justice under socialism. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp. 225-232). Dubuque: Kendall Hunt Publishing Company.

-Study audio annotated power point #6, all required links, & instructor webcast

Graded Assignments for UNIT #4:

-Discussion post #6 due Tuesday Nov 5th before noon

-Discussion post #7 due Thursday Nov 7th before y noon

-Unit 4 Quiz (35 minute time limit) due in drop box before 10am Monday, Nov 11th (over all Unit 4 required material)

UNIT 5 - Week of Nov 11th: Postmodernism and Postructuralism

- Readings:

- Sarup, M. (2012). "Foucault and the social sciences. In N. Jurik (Ed.) *Alternative Readings for JUS 303* (pp. 35-51), Tempe: Alternative Copy Shop.
 - Foucault, M. (1977). *Discipline and punish*. New York: Vintage.
Read Part 3 chapters 1-3 of Foucault bk: "Docile Bodies," "The Means of Correct Training," "Panopticism"
- Study audio power point on Postmodernism, instructor webcast, & view required links.

Graded Assignments for UNIT #5:

- Discussion post #8 due Tuesday Nov 12 by noon
- Discussion post #9 due Thursday Nov 14 by noon
- Unit #5 Writing Assignment due in drop box by 10am, Monday, Nov 18th (will address Unit 5 plus comparisons with past units as appropriate) (up to 36 points)

UNIT 6 - Week of Nov 18th: Feminist Theories & Queer Theory

- Readings: Jurik's "Outline of Different Feminist Theories" (Under Unit 5 Readings);

Liberal Feminism:

Mill, J.S. (2011). On the subjection of women. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp.49-55). Dubuque: Kendall Hunt Publishing Company.

Socialist Feminism: read chapter by Jurik

Jurik, N.C. (2012). Socialist feminism & social justice. In N. Jurik (Ed.) *Jurik Readings for JUS 303* (pp. 53-63), Tempe: Alternative Copy Shop.

Critical Race Feminism:

Harris, A.P. (2011). Race and Essentialism in Feminist Legal Theory. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp.167-178). Dubuque: Kendall Hunt Publishing Company.

Queer Theory: (download these two from ASU libraries Google Scholar search):

Epstein, S. (1994). A queer encounter: Sociology and the study of sexuality. *Sociological Theory*, 12, 188-202.

Sedgwick, E.K. (1991). How to bring your kids up gay. *Social Text*, 29, 18-27.

- Study audio 2 annotated power points on Feminist Theory:

- #8: Overview of Feminist Theories Part I
 - #9 Feminist Theories Part 2 and Queer Theory
- View required Links and Instructor Webcast

Graded Assignments for UNIT #6:

-Discussion post #10-11 due Tuesday Nov 19 before noon (**NOTE!!** Only 1 post due this week so make it extra good for double points)

-Unit 6 Quiz (covers all required Unit 6 material) must be completed by 10am, Monday, Nov 25th – 35 minute time limit). (up to 30 points)

UNIT 7 - Week of Nov 25th: Racial Formation Theory

-Readings:

Read: Introduction and Chapters 1-6 of...

Omi, M. & Winant, H. (1994). *Racial formation in the United States* (2nd ed.). New York: Routledge. (O&W book)

-Study audio annotated power point on Racial Formation Theory and View Instructor webcast;

-View Required Links including: Film on *You Tube Race: the Power of an Illusion* parts 1-3.

Graded Assignments for UNIT #7:

-Discussion post #12 due Tuesday Nov 26th before noon

-Discussion post #13 due Thursday Nov 28th before noon

-Unit 7 Writing Assignment due in drop box before 10:00 am, Monday, Dec 2 (up to 36 points)

UNIT 8 - Week of Dec 2: Racial Formation in 21st Century (update) & Concluding Readings for Course

-Readings:

Chapter 7 of O&W Racial Formation book

Omi, M. (2012). The changing meaning of race. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp. 65-74). Dubuque: Kendall Hunt Publishing Company.

Vidal-Ortiz, S. (2004). On being a white person of color: Using autoethnography to understand Puerto Ricans' racialization. *Qualitative Sociology*, 27, 180-203. (download from web or through Hayden library on-line).

Young, I. M. (2011). Toward a critical theory of justice. In J. Johnson, S. Flett Prior, K. Abbott, and E. Ableser (Eds.), *Theories on Justice* (pp. 79-86). Dubuque: Kendall Hunt Publishing Company.

Yazzie Burkhart, B. (2004). What Coyote and Thales can teach us: An outline of American Indian epistemology. In N. Jurik (Ed.) *Alternative Readings for JUS 303* (pp. 72-83), Tempe: Alternative Copy Shop.

-Study audio 2 annotated Power points;
View Required Links and Last Instructor Webcast

Graded Assignments for UNIT #8:

- Discussion post #14 due Tuesday Dec 3 before noon
- Discussion post #15 due Thursday Dec 5 before noon
- Unit 8 Quiz – Must complete before 5pm, Friday Dec 6th (covers unit 8 material; 35 minute time limit; worth up to 30 points)

COURSE REQUIREMENTS

General Expectations: This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions utilize internet technologies.

Computer requirements: This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use the following software packages:

- A web browser (preferably Mozilla Firefox)
- Adobe Acrobat (free)
- Adobe Flash Player (free)
- Microsoft WORD

You are also responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages.

This course uses the ASU ecollege Pearson Learning Studio platform for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. This site can be contacted at: <http://ecollege.asu.edu>

Campus Network or Ecollege Outage

When access to ecollege website is not available for an extended period of time (greater than 6 hours) you can reasonably expect that the due date for assignments will be changed to the next day at the same hour. Watch for announcements. **However, assignment due dates will NOT be changed due to individual internet connectivity problems.** It is advisable not to wait until the last minute to submit material and risk having problems with your internet connection or computer.

Attendance/Participation

Preparation for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into the ecollege website on a regular basis and *participating* in all of the activities that are posted in the course.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires approximately 135 hours of student work. Because this is only a 7.5 week course, these hours must be consolidated into a very short period of time. Therefore, expect to spend approximately 15-18 hours per week preparing for and actively participating in all required posted class activities.

How to Succeed in this Course

- Check your ASU email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you do not fall behind on assignments

Specific Class Assignments, Activities, and Deadlines (all deadlines are based on Arizona time):

1) **Syllabus Quiz:** (1% of final grade). You must complete this quiz and score 100% before 5pm (Arizona Time) on Oct 16th. This perfect score is required to be admitted to the full course shell.

2) **Readings, Power Points, Films, Links:** Students are expected to read and reflect on all assigned powerpoints, readings, required links and films. Each section also includes some recommended but optional links.

3) **Discussion postings (15% of grade=45 points- 3 points per posting).** Students will be assigned to discussion groups of 10 students each. The discussion board constitutes a forum whereby students will address the course material – a space for you to examine, interpret and write about the materials presented in power points and readings. Students may also connect the material to current events. All postings should reflect that you have read the material and carefully thought about it. Postings must always specifically draw on course readings. Students are required to make at least 15 postings, one for the week of January 5th (on Thursday), & 2 discussion postings per week thereafter on Tuesdays & Thursdays every week.

The **Tuesday postings** will be an original, carefully formulated, and meaningful paragraph-length comment on the readings for that week (i.e., approximately 4-6 sentences). Students should include specific references to readings & also include questions they have about the week's material in this posting. (Note: Short quick or sloppy posts will lose points)

The **Thursday posting** each week (beginning Jan 6th) will include 2 components: 1) a brief summary (1 paragraph) of what the student viewed to be the most important discussion point made by their group for that week (e.g., the most frequent or the consensus view, or the major area of disagreement for the comments that week); include specific references to readings;

15
Essays
posts
*

*

*

2) a brief constructive and thoughtful comment directed toward one other student's post earlier that week (2-3 sentences). BOTH parts 1 and 2 must be located in one single Thursday posting so we can grade them readily. If you do not do this post properly, you will lose points (sorry but we have to be able to see this).

Students need not be limited to 2 posts per week, but they must at least make the Tuesday and Thursday posts described above. All discussion posts must be written in complete sentences and reviewed and edited BEFORE posting. In all discussion postings, students may expect to be treated respectfully by their instructor and peers and must treat instructor and peers with utmost respect as well. **Students who are disrespectful or harassing of others virtually or otherwise will be removed from the board and may fail the class.** [also see page 10 for guidance]

4) **Quizzes.** In weeks 1, 2, 4, 6, and 8, students will have quizzes. These quizzes will have time limits so students will need to enter them prepared to answer questions over all required unit material for that week (unless otherwise specified). Quiz questions may include multiple choice or true-false questions. Combination of questions types may vary some from one quiz to the next, but students who have carefully read the material, observed links and films that were required, and carefully attended to instructor power points and webcast should do well on quizzes. Note: I use *EXAM GUARD* for all quizzes except the Syllabus Quiz so students should **view *EXAM GUARD* Tutorial prior to taking the Quiz for Unit 1.** Technical problems with exam guard must be sorted with ASU technical assistance NOT the instructor. Students may not work together on quizzes and such behavior constitutes a violation of student integrity code and may lead to course failure or expulsion. Unit 1 Quiz worth 24 points; Units 2, 4, 6, 8 Quizzes worth 30 points each (48% of your final grade).

3
Writes
Answers

5) **Writing Assignments** - 5 pages maximum. Each of these essays will be required on specified dates (for units 3, 5, and 7). These assignments must specifically draw on & cite readings, powerpoints and links to provide ***essay style analysis*** that responds to a (multi-part) questions/topics (you can pick 1 out of 2 topic options) provided. Students' answers the questions must be compiled/prepared in an ***essay format*** (like a short paper). This essay should provide answers to all parts of the topic option selected. Students should include subheadings to indicate the key components of their paper that address the sections of the assigned topic. Students ***must include text citations to multiple required readings for that unit within their essays (typically one cite per paragraph).*** ***These text citations must appear in APA format*** like the following: (Jurik, 2012, p. 25) or (Rawls, 2012, p. 236). Students must also ***attach a reference page*** at the end of the essay with the list of readings they used in their paper (This page is not included in 5 page requirement). Some essays may require students to review web material on a current event and apply it to the theory of the week (these should be cited also). Some weeks, the essay topics may entail comparisons with theories covered in the preceding weeks; some will require the application of a theory to a contemporary social policy issue. Write as though addressing essay to intelligent college student NOT in this class. Define concepts etc. ***In all writing assignments do your own work; original writing, no collaboration or group discussion on how to answer the writing assignment essay questions.*** You must cite multiple course readings (in APA format as listed on the syllabus readings citations). Writing quality and organization is part of this grade. **All assignments must be submitted to**

the electronic drop-box listed under each unit NOT VIA EMAIL. These assignments will be examined through "TURN IT IN" dropbox on the ecollege website for each unit. Assignments submitted incorrectly may not be counted. Improper citation format or lack of citations will also lead to point loss (36 points each = 36% of final grade). [also see pg 10 for guidance]

- 6) **Hallway Conversations:** Students may discuss study strategies, cheapest book prices, book sharing, and other course-related informal questions for peers and instructors by means of the hallway conversations tab on their ecollege page. These are no credit conversations but are encouraged to increase interactions & informal discussions related to class-work.
- 7) **Friday Instructor Webcast (Required):** On Fridays by 2pm, either Professor Jurik or your TA, will post a 15-30 minute webcast to address any questions or issues that have emerged during the week. This webcast will be posted under the unit of that week. It will be important to have any questions directed to your TA by Thursdays at 2pm or on your Thursday discussion posts if you would like them to be addressed in this webcast.
- 8) **Extra Credit option:** Watch the required movie *Flow: For the Love of Water*, available on YouTube at: <http://www.youtube.com/watch?v=DlbWsWPgUx8>
In a 4 page essay, using a minimum of 3 theories from the course, explain how justice theories relate to the issues raised in the film. Use formal writing conventions in your essay (e.g., cite any sources you use, include a reference page, etc.). Possible points: 12. Due Thursday Dec 5 before 11:59 p.m. (Submit via Turn It In Drop Box under Extra Credit tab).

Course Grade Scale:

A=269-300; B=253-268; C=209-252; D=179-208pts; E=below 179 pts.

Overall Grading Rubric – Expected Standards of Completed Work:

Note Grading Rubric

Students are expected to seek help if they are having difficulty with any material or assignments. The first contact should be with the teaching assistant who should be copied on all correspondence with the instructor. If students have difficulty with writing at a college level, they should seek assistance through university and justice studies writing mentors (writing@asu.edu) Further grading guidelines are below:

- A: Outstanding work.
- All work is presented using proper grammar, writing, careful preparation, and a mastery of the subject matter for the college level.
 - Student meets all course expectations promptly.
 - Student demonstrates a strong grasp of concepts and the ability to synthesize materials from both inside and outside the class.
 - Student participates conscientiously and constructively in discussion boards.
- B: Very Good:
- Student's work is clearly above average.

- Work is presented using proper grammar, writing with no more than a few minor flaws and demonstrating proficiency in the subject matter for the college level.
- Student meets course expectations promptly.
- Student competently processes materials from inside and outside the class.
- Student participates conscientiously and constructively in discussions.

C: Good/Average:

- Student follows directions.
- Student meets minimal expectations for the course.
- Work is presented with proper grammar and reasonable writing but with numerous minor flaws that begin to interfere with readability of the work.
- Student shows some competence in processing materials from inside and outside the classroom.
- Student participates in the discussions regularly and with care.

D: Below Expectations:

- Student presents work that is below what is expected from a student at the college level.
- Work is marred by significant mechanical problems and misunderstandings.
- Work fails to demonstrate a reasonable grasp of the material for the college level.
- Fails to participate appropriately in class discussions in a careful and timely manner.
- Student often fails to follow instructions.

E: Unacceptable:

- Student presents work that frequently or consistently falls below college level achievement.
- Student is frequently or consistently late in meeting course expectations.
- Student shows inadequate grasp of key concepts and is unable to process or relate materials from inside or outside the classroom.
- Student fails to participate appropriately in class discussions.
- Student does not follow instructions on assignments.

Grading Criteria for Discussion Postings (Each required post worth up to 3 points)

Student posts will be graded for presentation of the following:

- Quality of argument/position
 - Key points are made clearly and concisely with support.
- Support = Adequate use of resources/documentation, (quotes from text are good, but should be used sparingly-no paragraph long quotes will replace student words).
 - Cite source (author name and page numbers)
- Writing quality and clarity
- Timeliness of posts (meet deadlines)
- Active participation
 - Student responds to other students' postings
 - Student advances discussion by encouraging further discussion

More Detailed Tips for Writing Assignments (Each Assignment worth up to 36 points)

Writing Guide

In addition to the particular guidelines presented for each individual assignment, the following general guidelines will apply and be considered in evaluating student performance on written assignments:

Writing Guidelines

- All writing assignments should be typed and double spaced with 12 point font and one inch margins all the way around the page (5 page maximum plus reference page). Submit on time and to the TURN IT IN DROPBOX via ecollege page under appropriate unit.
- *All quiz and writing assignments should be treated as open book exams, e.g., do your own work; original writing as applicable, no collaboration or group discussion on how to answer the quiz or writing assignment essay questions.*
- Writing assignments must follow APA style to cite sources in text of paper (www.apastyle.org or purchase an APA style manual).
- Paper content must address the question assigned and main points should be clearly stated and supported by specific analysis, readings, and links (powerpoint may be used also), and when appropriate, newspaper and website examples. You must cite more than 1 course reading per paper. You should typically have some cite from readings and power point for each paragraph.
- Papers must reflect research that is appropriate for the assignment (e.g., class material).
 - Each essay response/answer should include these sections:
 - **Introductory paragraph:** Introduce topic, major argument; why it is important; preview what will be in the essay to follow (somewhat like a menu in a restaurant).
 - **Body of Paper:** Critically address issues or arguments and provide support for argument drawn from class readings, concrete examples, and other applicable sources for the assignment.
 - **Conclusion:** Remind the reader of what you argued or covered in the paper; relate it to your original question or thesis statement; develop a well reasoned conclusion.
- **More Writing Assignment Tips:**
 - Introduction provides sufficient background on topic of assignment and introduces main points to be covered in paper. Pretend you are writing for an intelligent college student who is NOT in our class.
 - Organization of paper should emphasize central themes/purposes and follows a logical progression (via overall organization within and between paragraphs).
 - Provide support for arguments. Conduct analysis, provide support from reading, links and power points, and do not focus on your opinions. You should have cites to readings and lecture in most if not all paragraphs of your paper.
 - Conclusion reviews and reflects upon main points
 - Writing reflects undergraduate student scholarship: The sentences are complete, clear and concise. The tone is neutral, never sarcastic, condescending, or pejorative. Write in the third person. Use correct grammar. Each paragraph should be well constructed and about 1 idea. Do not include any 1 sentence paragraphs. Each paragraph or section should connect and flows to the next with appropriate transition sentences in between paragraphs or sections. Carry the reader with you every step of the way.
 - Read aloud to yourself or a friend to see if what you wrote makes sense.

Course Policies and Procedures:

Submitting Assignments: All assignments must be submitted via ecollege website at a place designated by the instructor for that type of assignment. Always double-check that you actually submitted your assignment (rather than just saving it).

Late Assignments: Assignments are due on the dates listed in the syllabus. Late assignments are strongly discouraged. All assignments must be posted by the deadline at the appropriate course ecollege site (e.g., discussion board OR "Turn It In" site) as instructed. Late assignments will be

penalized by 50-100% of the original points depending on the assignment and length of time it is late. In the event that you have trouble posting to the ecollege site, contact your TA for course-related issues AND the ecollege website address for technical problems.

Email Etiquette: E-mails should be considered formal communication and should be written following the rules of proper English (e.g., full sentences, no slang terms, etc.). Remember to review syllabus or hallway conversations before contacting TA and copy TA on all correspondence to instructor. One of us will usually respond to email and phone messages from 10am to 5pm on weekdays, but please allow 24 hours for us to respond.

Grading Appeals: All questions involving grades must be addressed during office hours or at a mutually convenient time. Any grade appeals for written assignments must be accompanied by a written and substantive justification that has been submitted prior to conversation with TA or instructor.

Incompletes: Incompletes are given only in documented extreme circumstances when a student is unable to complete the course requirements (e.g., serious illness, death in the family).

Academic Honesty: Students are expected to submit work that is their original work. Any submitted work that violates university policy may result in the reduction of a student's grade and in appropriate disciplinary action. Cheating and plagiarism include:

- Submitting someone else's work as your own
- Copying parts of a someone else's work (make sure to always cite your sources)
- Cheating on an assignment
- Consult the ASU Student Academic Integrity policies for additional information at address listed above.

Drop and Add Dates: If you must withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals available and the procedures for doing so.

Subject to change notice: All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your TA, review the course site regularly, or communicate with other students to adjust as needed if assignments or due dates change.

Other Important University Policy and Student Resource Information:

ASU Academic Honest and Student Code: ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity including the policy and appeal procedures, please visit sites below. Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>

Student Code of Conduct: <http://students.asu.edu/srr>

Sexual harassment policy: <http://www.asu.edu/aad/manuals/acd/acd402.html>

Student Conduct Statement

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf), ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/usi/usi201-10.html>.

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email features may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Computer, Internet, E-Communications Policy: <http://www.asu.edu/aad/manuals/acd/acd125.html/>

Technical Assistance: For technical assistance 24 hours per day, 7 days per week, please click on the "Technical Support" tab on your JUS 303 ecollege website at:

<http://ecollege.asu.edu>

OR contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: helpdesk@asu.edu

ASU Accessibility Policy: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus at the beginning of the course. No accommodations will be provided unless students have received certification from DRC.

For help with accessibility, click on the "Accessibility information" tab in the course home for JUS 303 at <http://ecollege.asu.edu>. DRC offices for ASU campuses are listed below:

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>
480-965-1234 (Voice)
480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>
480.727.1165 (Voice)
480.727.1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>
University Center Building (UCB), Room 130
602-543-8145 (Voice)

Downtown Phoenix Campus

<http://campus.asu.edu/downtown/DRC>
University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)

Other Resources: For other information about other resources for students, click on the "Student Resources" tab in the course home for JUS 303 at <http://ecollege.asu.edu>

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via course site Announcements. Please remember to check your ASU email and the course site Announcements often.

Writing Assignment grading template (based on instructions on syllabus)
(Unit # _ Essay)

Name: _____

1) Quality of Writing (WQ): including clarity, grammar, typos, etc. = 5 points max possible _____

2) Organization (O): includes clear intro, body and conclusion, with good transitions between paragraphs = 5 points max possible _____

3) Support (S): including 1. Readings, 2. Powerpoints, 3. Links, 4. Outside Research as needed = 12 points max possible _____

4) Answers Question (AQ): demonstrates a coherent argument that directly responds to question = 12 points max possible _____

5) Correct Citations (C): uses correct APA citation and follows correct formatting for paper = 2 points max possible _____

TOTAL= 36 POINTS MAX POSSIBLE _____

WITH PATH BUILDER)

General Instructions:

Writing Assgnt General
Instructions

Note: Deadline for Unit 3 Writing Assignment - due in drop box before noon, Monday, Nov 4 (Late papers penalized by 50% or more).

Please answer the question below. You'll need to discuss a number of different ideas/concepts in your answer so organization and clear headings will be especially important this week in order to clearly communicate your ideas. In your answer, you must clearly draw on and cite readings and as possible links. You may also use PowerPoint materials, but some clear citations to readings must be included. The purpose of these papers is for you to analyze class material; they are not opinion papers so avoid offering your opinions unless asked for in the question. Write clearly and originally. You may quote authors but no more than 1-2 sentences at a time, and no more than 4 times in your answer-essay. It is almost always better to use your own words than to excessively quote from sources. If you are quoting or taking ideas from others, remember to cite the source. Use American Psychological Association citation format (www.apastyle.org) for text citations and include a reference page. [Your readings are already listed in this format on your syllabus so you can just copy that.] Assume you will need a cite for every paragraph or 3-5 sentences. For some questions, you may have to search the web for background material (e.g., newspapers, magazines) in order to 'read up' on a current public issue (e.g., health care, immigration). Consider such background work as part of your assignment if applicable. Assume that your answer should range from 3-5 double-spaced, typed pages; 12 point font (5 page maximum not including reference page). **WRITE FOR AN INTELLIGENT COLLEGE SOPHOMORE WHO HAS NOT TAKEN THIS COURSE.**

Questions for Unit 3 Modern Social Contract Theory and Indigenous Critique

Answer question 1 below:

Answer one of the two questions below:

1. Drawing on the readings (and any links/videos you may have selected from the suggested links list), explain: (a) how Rawls was trying to correct/improve Mill's utilitarianism and classic social contract theory; (b) how Rawls' veil of ignorance and difference principle might be applied to one of the following problems: 1) health care provision (in the U.S. or you may select another country); or 2) solving the current economic crisis problems of unemployment and national debt; or 3) rebuilding of the governments of either Iraq or Egypt. (c) Would Churchill conclude that Rawls' modifications promote greater fairness? Why/why not? [Be sure to cite source on outside issue you pick above]

2nd Writing
Assignment

Questions for Unit 5: Post-Structuralism and Post-Modernism/Foucault

Answer one of the 2 questions below:

1. A) What is Foucault's view of history? B) How does he propose to study history and for what purpose? C) Give an example of his approach to historical analysis (either his study of punishment, or sexuality, or mental illness); D) How does his view of history compare/contrast with that of Marx?
2. According to Foucault, A) how does punishment change over history? B) What are some of the reasons that punishment changed over history? C) What are some of the advantages of this change in punishment? D) What are some of the problems with the modern era of punishment that he describes? E) Contrast Foucault's vision of punishment with that of Bentham.

3rd writing
Assignment

Questions for Unit 7: Racial Formation

Answer one of the two questions below:

1. A) Why do Omi and Winant (as well as Jurik's PowerPoint) argue that definitions of racism as individual prejudice are too limited? B) What is missing from a focus on individual attitudes alone? C) How do the authors conceptualize race? D) How does their conceptualization differ from most popular views of race such as race as ethnicity or race as a matter of biology? E) How does their theory challenge a utilitarian perspective that racism will disappear because it is not economically profitable in the long run?

2. A) Provide a brief but careful overview of racial formation theory. How might racial formation theory add to Foucault's analysis of B) history, C) power, D) silenced voices, and E) the importance of the state?

formation theory add to Foucault's analysis of B) history, C) power, D) silenced voices, and E) the importance of the state?

Example

Discussion Question for Tuesday Post (discuss #1 or 2 below)

1. Explain one way in which Rawls improves (or detracts from): a) classic social contract theory of either Hobbes or Rousseau AND b) the utilitarian theory of either Bentham or Mill? c) Note one thing of interest about Churchill's critique. (Be sure to specifically reference readings and links in your discussion posts.)

Or

2. Discuss one or two elements of Rawls' theory that you see enacted in society today? (Include clear direct references to course readings).

Post # 14 Due: See course schedule.

THURSDAY POST: Post # 15 Due: See course schedule

Reminder: The Tuesday post should address the discussion question above and any questions you have about the material. The Thursday post should contain a summary of key points raised in your group's discussion as well as a reply to a group member's post. Refer to the syllabus for more on what is expected in terms of discussion board posts.

Example

TUESDAY Post Discussion Question -

A key concept for Omi and Winant is that of race project. Provide one good example of a race project and explain the state's role in it or relationship to it. *(Be sure to clearly and directly tie in readings).*

TUESDAY POST: Post # 12-13 Due:See Course Schedule (Make one post Tuesday and it counts double SO MAKE IT VERY GOOD)

Reminder: The Tuesday post should address the discussion question above and any questions you have about the material. The Thursday post should contain a summary of key points raised in your group's discussion as well as a reply to a group member's post. Refer to the syllabus for more on what is expected in terms of discussion board posts.

Example

TUESDAY Post Discussion Question

Revisit your definition of justice from your first discussion post. What theory/theories this semester have had the greatest impact on the definition of justice that you will carry with you to further study? In what way will you try to promote justice in the future? (tie in readings)

Post # 14 Due: Tuesday See course schedule.

THURSDAY POST: Post # 15 Due: Thursday See course schedule

Reminder: The Tuesday post should address the discussion question above and any questions you have about the material. They must include clear, direct references to course readings. The Thursday post should contain a summary of key points raised in your group's discussion as well as a reply to a group member's post. Refer to the syllabus for more on what is expected in terms of discussion board posts.

Drejtësisë

Second Edition

THEMES
ON
JUSTICE

John M. Johnson • Sarah Prior
Katherine R. Abbott • Edward Z. Ableser

Arizona State University

Kendall Hunt
publishing company

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From Black to White

Racial Formation

in the

United States

From the 1960s to the 1990s

SECOND EDITION

Michael Omi & Howard Winant

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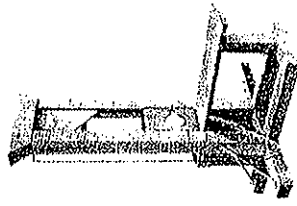
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MICHAEL FOUCAULT

DISCIPLINE
&
PUNISH

The
BIRTH
of the
PRISON

{FOUCAULT'S}
GENIUS IS CALLED FORTH
INTO THE ELOQUENT
CLARITY OF HIS PASSIONS...
HIS BEST BOOK...
—*Washington Post*
Book World



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