



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 6/12/2009

- 1. ACADEMIC UNIT: School of Justice & Social Inquiry (Justice Studies)
2. COURSE PROPOSED: JUS 438 Human Differences: Dilemmas of Justice 3
3. CONTACT PERSON: Name: Charles Lee Phone: 480-965-5131
Mail Code: 0403 E-Mail: ctl@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [checked]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

This course is designed as an upper-division course that examines the dilemmas between human differences (racial, gender, sexual, and cultural differences) and democratic ideals of justice. It places a strong emphasis on critical reasoning and writing skills, with combined writing requirements that account for 75% of the overall grade, including ten weekly 1-pg. reading reflections (10% of the overall grade), three monthly 6-pgs. position papers (15% each, for a total of 45% of the overall grade), and a final 10-12 pgs. research paper on a topic related to the theme of the course (20% of the overall grade). For these writing assignments, students are required to gather and invoke the arguments presented in class readings and outside scholarly sources, interpret their theoretical and policy implications, and evaluate their strengths and weaknesses. The objective is to help students cultivate a habit in critically assessing and evaluating competing positions and arguments in scholarly literatures, and clearly articulating and defending their own views on controversial social issues. Grading and feedback on all papers are returned to students within one to two weeks of time to inform each student the specific areas of strengths and weaknesses of their papers, with the objective of guiding them to



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keep on improving their critical thinking and writing skills on subsequent assignments throughout the term of the course. In addition to the writing assignments, the class places a strong emphasis on class discussion and interactive inquiry instead of a strict lecture format to create an atmosphere of critical reasoning and open deliberation. Class debates, mock talk shows, and mini-group discussions are set up from time to time in achieving this end. Class participation accounts for 15% of the overall grade, an indication of the weight given to participatory learning and the cultivation of oratory reasoning skills. The final oral research presentation (10% of the overall grade) further hones the students' skills to gather, interpret, evaluate, and publicly present evidence and systematic arguments from research findings.

CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this multisection course?: No Yes; Is it governed by a common syllabus? _____

Margene S Zatz
Chair/Director (Print or Type)

Margene S Zatz
Chair/Director (Signature)

Date: 7/14/15

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.

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"/>	<p>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></p>	<p>Please see 1) the "Class Format & Requirement" section on p.2-3 in the attached syllabus for breakdown of the course grade (section marked C-1); and 2) the attached description on C-1.</p>
<p>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.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <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-1".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</p>	<p>Please see 1) the "Class Format & Requirement" section on p.3 in the attached syllabus for brief description of the reading reflections, the position papers, and the research paper (section marked C-2); 2) the attached samples of "position paper assignments" and "research paper assignment" (marked C-2); and 3) the attached description on C-2.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design</p>			

ASU - [L] CRITERIA

2. Also:

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".

C-2



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

Please see 1) the "Class Format & Requirement" section on p.3 in the attached syllabus regarding the position papers and the research paper (section marked C-3); 2) the attached samples of "position paper assignments" and "research paper assignment" (marked C-3); and 3) the attached description on C-3.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

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".

C-3

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<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>Please see 1) the "Class Format & Requirement" section on p.3 in the syllabus for due dates of all writing assignments (section marked C-4); 2) the attached samples of "position paper assignments" and "research paper assignment" (marked C-4); and 3) the attached description on C-4.</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> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <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> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
JUS	438	Human Differences: Dilemmas of Justice	Seeking the "L" designation

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1. At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.	75% of the course grade is based on writing assignments, including the ten reflection pieces (10%), the three position papers (45%), and the final research paper (20%).	The committee is kindly asked to refer to the "Class Format & Requirement" section on p.2-3 in the syllabus (section marked C-1) for more detailed information on this criterion. Please also see the attached description on C-1.
C2. The composition tasks involve the gathering, interpretation, and evaluation of evidence.	The writing tasks such as the reflection pieces, position papers, and final research paper require students to gather and invoke the arguments presented in scholarly research literatures, interpret their theoretical and policy implications, and evaluate their strengths and weaknesses.	The committee is kindly asked to refer to the "Class Format & Requirement" section on p.3 in the syllabus for brief description of the reflection pieces, the position papers, and the research paper (section marked C-2), and to the attached samples of "position paper assignments" and "research paper assignment" (marked C-2) for more detailed information on this criterion. Please also see the attached description on C-2.
C3. The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.	There is no exam for the class. Instead, students are required to write ten reflection papers (1-2 pgs. each), three position papers (6 pgs. each), and one final research paper (10-12 pgs). The position papers (45%) and the research paper (20%) constitute the major writing tasks of the course.	The committee is kindly asked to refer to the "Class Format & Requirement" section on p.3 in the syllabus regarding the position papers and the research paper (section marked C-3), and to the attached samples of "position paper assignments" and "research paper assignment" (marked C-3) for more detailed information on this criterion. Please also see the attached description on C-3.

<p>C4. 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. Intervention at earlier stages in the writing process is especially welcomed.</p>	<p>Students will receive feedback on their weekly reflection pieces within one week of time, which will provide them with fundamental ideas on how to critically assess the merits of the readings and prepare them for the longer position papers.</p> <p>Grading/comments on each of the position papers are returned to students within two weeks of time to inform each student the specific areas of strengths and weaknesses of their papers so they have a firm idea on how to improve their writing and critical thinking skills on their subsequent papers throughout the term of the course. The position papers are scheduled one-month apart to allow for sufficient time for students to make adjustments and improvements.</p> <p>The final research paper follows a similar argumentative format as the position papers, except that students will select their own topics of human differences and conduct external research. The skills they acquire from writing the position papers will transfer to their preparation for this final project. In addition, a month before the research paper is due, students need to submit a preliminary research proposal that outlines their paper topic and research question, and provides a list of potential scholarly sources they intend to use in their papers. Students will receive feedback on the proposals within one week to allow for sufficient time for modifications/revisions on the directions of their papers.</p>	<p>The committee is kindly asked to refer to the "Class Format & Requirement" section on p.3 in the syllabus for due dates of all writing assignments (section marked C-4), and to the attached samples of "position paper assignments" and "research paper assignment" (marked C-4) for more detailed information on this criterion. Please also see the attached description on C-4.</p>
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Literacy and Critical Inquiry (L)

Attached Descriptions for Criteria 1-4

C-1 At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.* **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.**

There are five components which consist of the final grade of the course: 1) class participation (15%); 2) ten reflection pieces (10%); 3) three position papers (45%); 4) final research paper (20%); and 5) research presentation (10%). The writing assignments that require critical analysis and evaluation of evidence – reflection pieces, position papers, and research paper – account for a total of 75% of the final course grade. Together, these course requirements aim to develop students' critical thinking and writing skills.

C-2 The composition tasks involve the gathering, interpretation, and evaluation of evidence. **Please describe the way(s) in which this criterion is addressed in the course design.**

Students are expected to interpret evidence from lecture, course readings, films, and current events during in-class discussion. They are also expected to synthesize, analyze, and evaluate the ideas/theories in the course readings on their write-up of the ten reflection pieces (1-2 pgs. each). As described in the syllabus, when writing the reading reflections, students should “briefly summarize the main arguments of each reading in 2-3 sentences (if it’s a book, in one paragraph), AND present your comments, questions, and criticisms on the analyses given by the authors. Questioning the authors’ arguments or finding their ‘blind spots’ (i.e. perspectives or factors that are overlooked) will be highly valued” (p.3). The reflections thus aim at training students to synthesize the crux of the authors’ arguments concisely and interpret and evaluate evidence with a critical eye.

The three position papers (6 pgs. each) further help students practice their critical thinking and writing skills in longer, systematic forms. The questions on these papers are drawn from real-life events or hypothetical scenarios, and they would ask students to take a position on a controversial social issue and to defend their position by using the class readings to support their own arguments as well as address counter-arguments (please see attached samples of position paper assignments). These assignments require students to gather, interpret, and evaluate the theories/ideas in the course readings and apply them to real-life or hypothetical situations in a systematic critical-reasoning form. They are designed for students to firmly grasp the theories introduced in the course, critically

evaluate their strengths and weaknesses, and creatively transfer these ideas to the formation of policy propositions.

For the final research paper (10-12 pgs), students are expected to conduct external research (a minimum of 6 scholarly sources) beyond course readings in making their arguments. They have a choice in selecting their own topics that are related to racial, gender/sexual, or cultural differences (please see attached sample of research paper assignment). The "Procedure" section in the attached sample of research paper assignment best describes how it further hones the skills of gathering, interpretation, and evaluation of evidence:

- 1) **Paper Topic** – decide on a paper topic that interests you.
- 2) **Research Question** – from your chosen topic, develop a specific research question that you want to focus on and examine. What is the issue at hand and why is it interesting or important to you? Your research question should lead you to a **thesis statement** that a) defines your own vision of "justice;" b) articulates your own position on the issue in accordance with this notion of justice; and c) presents innovative solutions and/or policy propositions.
- 3) **Conduct the Research** – find a minimum of 6 outside scholarly sources from journal articles and published books that you can draw on to provide a context of the issue, strengthen your argument, or use for counterargument.
- 4) **Write the Paper** – develop an analytical framework for the paper. Have a clear thesis by the end of the introduction. Provide a reasoned defense of your own views and refute possible objections to your argument. Evaluate different options/solutions to resolve the issue and why your own proposition is the best way to achieve justice in this debate.

C-3. The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams. **Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.**

The substantial writing tasks for the course are the three position papers (6 pgs. each) and the final research paper (10-12 pgs). Each position paper accounts for 15% of the final grade, for a total of 45%; the research paper accounts for 20% of the final grade.

As aforementioned, the position papers are designed for students to practice their arguments on the key issues addressed in class in critical-reasoning form. This is where students will be evaluated on how well they have absorbed and mastered the course materials. To do well, students need to diligently revisit the course readings and lecture notes in preparing their argumentation in a 6-pgs. length essay. As instructed on the position paper assignments, students are required to: "1) provide a clear thesis early on to indicate your position and major argument; 2) make pertinent use of relevant readings in your analysis to strengthen your position as well as address counterarguments; and 3) craft your writing to make your analysis concise, clear, and to the point". The assignments will generally give students a choice on the questions, asking them to

respond to one out of two questions for a 6-pgs essay, or respond to two out of three questions and write a 3-pgs. essay for each, for a total of 6 pgs. Below are a few sample questions drawn from the position paper assignments:

Sample question A: from “Paper #1: Racial Difference and Identity Politics”

Write an essay on identity politics. What is the goal of identity politics? To what extent do you agree or disagree with Young’s proposition about group-conscious representation and group-conscious policies? Do you find the common critiques against identity politics valid or invalid? How does Minow attempt to move beyond the pitfalls of identity politics? Do you think Minow’s “post-identity” approach has succeeded in resolving the racial dilemma such as in the affirmative action debate? Why or why not?

Sample question B: from “Paper #2: Gendered and Sexual Differences in Democracy”

Based on Phelan’s notion of “strangers,” write a 3-page essay addressing whether you think gays/lesbians are still strangers in U.S. democracy rather than fully-included citizens. Your discussion should comment on issues of same-sex marriage (along with civil unions/domestic partnerships), gays in the military, and “new gay visibility” in mainstream media.

Sample question B: from “Paper #3: The Multiculturalism Debate”

Year 2006. A controversy erupted over the debut of the Spanish version of the U.S. national anthem, “The Star-Spangled Banner.” Supporters of the song argue that a Spanish version can help immigrants learn the national anthem and encourage them to be patriotic. Opponents argue that the national anthem should be faithful in its original rendition and sung in English. Moreover, immigrants should simply learn English.

Year 2016. You are working as a legislative aide for a U.S. Senator. A colleague of your boss has just proposed a legislation that would help promote not only Spanish, but different language versions of “The Star-Spangled Banner” – Ebonics (Black Vernacular English), Arabic, Asian, Native American etc. – in the media and K-12 schools to demonstrate different cultural and linguistic expressions of patriotism in America.

Unsure whether to support or oppose this proposal, the Senator whom you are working for asks you to write a 3-page memo analyzing the pros and cons of this legislation, and providing recommendations on how he should come to a decision that would be just and fair in a liberal democracy.

It appears to you that there are three possible positions on this policy:

Liberalism 1 (promoted by Kukathas)

Liberalism 2, or multiculturalism (promoted by Taylor/Addis)

Liberalism 3, or cosmopolitanism (promoted by Appiah)

Now, proceed to write this memo that addresses how each of these three positions/authors would respond to this policy, and come to a recommendation for your Senator on which position he should adopt and why.

In addition to the position papers, the research paper assignment is the other major writing task – it is the final project where students will use the theories and concepts they have learned in the course to conduct an extensive analysis on a dilemma of human differences in a 10-12 pgs. paper. Unlike the position papers where they were given specific questions in relation to course readings and class discussions, the research paper asks students to select their own topic of interest (which must relate to the theme of the course) and conduct external research on relevant scholarly literatures (6 minimum). The skills students learn in writing the position papers will still apply here, as they are required to systematically evaluate different sides of arguments on the issue at hand, and present their own innovative solutions and/or policy propositions to resolve the conflict in a way that would represent their vision of “justice”. To excel on this assignment, students also need to be able to screen the research literatures they gather, using only the most relevant and useful evidence (both for and against their own arguments) in their papers. This assignment is thus the final test of how far students have cultivated and improved upon their critical-thinking and writing skills.

Some of the sample research topics include: “should prostitution be legalized (or decriminalized)? Does prostitution manifest exploitation of women’s body or does it illustrate female sexual freedom and financial autonomy?”; “should we abolish affirmative action? Is there any way that we can reformulate an ‘affirmative action’ program without rigidifying group categories?”; “should transsexuals and other transgendered populations be considered as people who suffer from ‘gender identity disorder’ that requires psychological and surgical treatment, or should we create more gender categories in official institutional documents besides ‘man’ and ‘woman’ to recognize the multiple ways of gender identification and sexual expression of these sexual minority subjects?”; and “racial disparity in criminal justice system” etc.

In conjunction with their individually written research papers, students are also required to do an in-class presentation on their research in a collaborative group format (10% of the final grade). They will be placed in groups based on the similarity of their research topics. Students are instructed to use games, talk shows, skits, drawings, video clips, or other alternative activities beyond lecture format to present their research findings and arguments. They need to plan ahead to meet with their group members outside class in preparation for the project. The presentation length is 40 minutes, and each group will be evaluated on the criteria of 1) substance: substance and depth of content; 2) creativity: use of alternative activities; 3) integration: well-integrated and well-structured; and 4) teamwork: cooperation among members. All the group members should be ready to take questions from their classmates and the instructor and be able to defend their positions.

C4. 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. *Intervention at earlier stages in the writing process is especially welcomed.* 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.

All of the required assignments are designed to cultivate improvement of students' writing and critical-thinking skills over the course of the semester. The ten weekly/bi-weekly reflection pieces are evaluated on the scales of "0" (no credit: you did not turn it in, or work is insufficient), "1" (credit), and "2" (excellent work with bonus credit). Students will receive feedback on the reflection pieces within one week of time, which will provide them with a general assessment on how well their writing illustrates their understanding of the readings. There will also be side comments on the papers to guide them to further critically assess the merits of the readings and/or stimulate them to muse from opposing perspectives – skills which will prepare them for the longer position papers. It is hoped that more and more students will be able to attain scores of "2" on these short write-ups as the semester progresses.

The three position papers are scheduled one-month apart to allow for sufficient time for students to make adjustments and improvements. Grading on each of the position papers are returned to students within two weeks of time. There will be side comments throughout the paper as well as a paragraph-long overall assessment at the end of the paper, informing each student the specific areas of strengths and weaknesses so they have a firm idea on how to make improvements on their subsequent papers throughout the term of the course. It is also verbally expressed to students that improvement on their papers over time will be taken into consideration when calculating the final grade, especially for the borderline cases.

The skills students acquire from writing the position papers will transfer to their preparation for the final research paper since it follows a similar critical-reasoning and argumentative format, albeit it is of longer-length and requires external research. A month before the research paper is due, students need to submit a preliminary research proposal that outlines their paper topic and research question, and provides a list of potential scholarly sources they intend to use in their papers. Students will receive feedback on the proposals within one week of time so they can make modifications early on if necessary.

In all, from the short-length reflection pieces, the medium-length position papers, to the long-length final research paper, each assignment builds on the other with an aim to improve students' performance on all subsequent assignments. Students are also consistently encouraged throughout the semester to meet with the instructor for additional feedback and support on their assignments. During all class discussions and debates, the instructor will also consistently challenge students to formulate well-thought-out arguments and justify their own conclusions with stronger reasoning and rationale. It is expected that by the end of the course, students will walk out of the course being confident in the critical-thinking and writing skills they have acquired – something they can further apply to other course studies as well as other professional pursuits outside school.

JUS 438
Human Differences: Dilemmas of Justice

Spring 2008
Manzanita Hall 001
Tuesday and Thursday 12:15-1:30

Professor: Charles Lee
Email: ctl@asu.edu
Office Hours: TuTh 3-4pm or by appointment @ Wilson 260
Office Phone: (480) 965-5131

Teaching Assistant: Denisse Roca Servat
Email: denisse.roca@asu.edu

Course Description

This course investigates issues of justice from the vantage point of “human differences.” We will pay attention to the ways in which human identities and differences are contested in the American democratic system. In particular, we will look at how various marginal groups (e.g. racial minorities, cultural minorities, women, and sexual minorities) challenge and transform conventional political and legal discourse through claims of “differences,” as well as explore what kinds of issues and conflicts arise amidst these contending demands of recognition. By engaging in a series of major debates on how diverse human differences should be recognized and incorporated in American democracy, we will evaluate competing theoretical analyses and policy propositions presented by a range of key commentators and scholars.

As human differences are broad in scope, we will zoom in and focus on racial, cultural, gender, and sexual differences in this class. The course will begin with a general examination of democracy and human differences, then proceed to an in-depth investigation of three major modules of human differences: 1) racial difference and identity politics; 2) gender and sexual difference in democracy; and 3) cultural difference and the multiculturalism debate.

Course Goals and Objective

Upon successful completion of the class, students should be able to:

1. Develop an in-depth understanding of the political, legal and cultural issues of justice affecting communities marked by racial, cultural, gender and sexual differences.
2. Firmly grasp major concepts and critically evaluate the strengths and weaknesses of competing theoretical analyses and policy propositions that seek to reconcile human differences and justice in contemporary democracy.
3. Clearly articulate their own views on the major justice issues relating to human differences through presenting evidence and arguments, and be able to justify their own conclusions.
4. Cultivate and improve upon their critical-thinking, writing, research, and presentation skills in general.

Required Texts

- Martha Minow, *Not Only for Myself: Identity, Politics, and the Law* (New Press, 1999)
- Wendy Chapkis, *Live Sex Acts: Women Performing Erotic Labor* (Routledge, 1997)
- Shane Phelan, *Sexual Strangers: Gays, Lesbians, and Dilemmas of Citizenship* (Temple University Press, 2001)
- Kate Bornstein, *Gender Outlaw: On Men, Women, and the Rest of Us* (Routledge, 1994)
- Susan Okin, *Is Multiculturalism Bad for Women?* (Princeton University Press, 1999)
- Course Reader available for purchase at the Alternative Copy Shop, 715 S. Forest Ave., (480) 829-7992.

Class Format & Requirement:

For C-1 : Please see this whole section (p.2-3) for breakdown of course grade

This class will place a strong emphasis on class discussion and interactive inquiry. While I will lecture from time to time, the objective is to lay out the context and background of the issue, and to point out some key questions to consider in our discussion. For the most part, your enthusiastic participation in class discussions will be essential for this to be a successful experience for all. Therefore, you are expected to keep up on the reading assignments and participate in class discussions. The readings are to be COMPLETED by the dates listed below under "Course Schedule".

A word on conducting class discussion: precisely because there will be ample opportunities for the class to engage in inquiry and debate, each of us should cultivate respect for one another's perspectives and opinions. Respect does not mean that we cannot disagree; rather, it is to develop a capacity to communicate our ideas to others through constructive engagement and dialogue rather than through mockery or jeers.

The course requirements consist of the following assignments that are designed to practice and enhance your writing and critical-thinking skills:

- **Class Participation (15%)**

Your active participation in this class is mandatory and crucial. If you are absent, you cannot participate. Be ready to ask questions and share your opinions with the class. Attendance will be monitored throughout the semester. More than three unexcused absences will drop your participation by one-third of a grade. For each additional absence, it will be lowered an additional one-third. For example, if your performance on participation is an "A-", missing 4 classes will result in a "B+", and missing 5 will result in a "B", so on and so forth.

Absences will be excused if you can provide documentations (e.g. doctor's note or funeral director's note). Also, please inform us in advance if you must leave the class early (with a valid reason), otherwise it will be recorded as an absence. You will be able to track your attendance record on Blackboard.

For C-1, C-2, C-4

- **Reflection Pieces (10%)**

You are required to submit a 1-2 pg. reflection piece on the reading assignments each day we begin a new topic. There is a total of ten reflection pieces to be completed, evaluated on the scale of "0" (no credit: you did not turn it in, or work is insufficient), "1" (credit), and "2" (excellent work with bonus credit). They are due at the beginning of the class on the following listed dates:

- | | |
|-----------------|------------------|
| #1 1/22 (Tues) | #6 3/4 (Tues) |
| #2 1/31 (Thurs) | #7 3/18 (Tues) |
| #3 2/7 (Thurs) | #8 3/25 (Tues) |
| #4 2/19 (Tues) | #9 4/3 (Thurs) |
| #5 2/26 (Tues) | #10 4/10 (Thurs) |

In the reflection pieces, briefly summarize the main arguments of each reading in 2-3 sentences (if it's a book, in one paragraph), AND present your comments, questions, and criticisms on the analyses given by the authors. Questioning the authors' arguments or finding their "blind spots" (i.e. perspectives or factors that are overlooked) will be highly valued. You must address all articles for each week unless noted otherwise. The reflection piece should be concise and to the point, no longer than 2 pages. A reflection that merely touches on the surface of the readings and/or offers a general commentary will receive "0".

For C-1, C-2, C-3, C-4 and see attached samples of position paper and research paper assignments

- **Three Position Papers (15% each, for a total of 45%):** 6 pgs. each, due on 2/21, 3/27, 4/22

Paper topics will be handed out towards the end of each module:

- The first paper on "Racial Difference and Identity Politics" is due on 2/21.
- The second paper on "Gendered and Sexual Differences in Democracy" is due on 3/27.
- The third paper on "Cultural Difference and the Multiculturalism Debate" is due on 4/22.

The objective of the position papers is for you to practice your arguments on the key issues addressed in class in critical-reasoning form. The paper topics will ask you to take a position on an issue, and you will need to make use of reading materials and lecture/discussion to back up your arguments. Each paper should be 6 pgs. long.

- **Research Paper (20%) and Research Presentation (10%)**

The last requirement of the course is to write a final research paper (10-12 pgs) on the topic of human differences, due on the last day of class on April 29. The research paper is your own individual work. However, you will partner up with others for a group research presentation during the final weeks of the course. Detailed instructions on this research assignment and presentation to be followed.

Grading Scale:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
E	Below 60

Your class participation, papers, and presentation will be graded on this scale. All assignments are due on the day of the class meeting as specified. Late reflection pieces will not be accepted. No-show for presentation will receive no credit. Late papers will be marked down by one-third of a grade. For each day a paper is late, the final grade will be lowered an additional one-third. Extension given only in the case of documented medical or family emergency.

*Any student requesting academic accommodations based on a disability must notify me immediately and register with Disability Resource Center (DRC):

Phone: (480) 965-1234

Email: Disability-Q@asu.edu.

Webpage: <http://www.asu.edu/studentaffairs/ed/drc/>

Caveats on Academic Integrity:

It goes without saying, but keep in mind that acts of plagiarism are grounds for assigning you a “failure” on a particular paper or for the entire course according to ASU’s Student Code of Conduct. Please also note that while I value a cooperative learning environment and encourage you to help each other out and form study groups in preparation for the papers, the product on these assignments must be your own individual work. Thus, essays that are extremely identical in content will receive no credit. Moreover, submitting the same paper to different courses without express permission of all instructors also constitutes an academic violation. For further information on ASU’s academic integrity policy, please consult out the following websites:

- Student Academic Integrity Policy:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.
- Student Code of Conduct:
<http://www.asu.edu/studentaffairs/studentlife/judicial>
- Computer, Internet and Electronic Communications Policy:
[https://techbase.asu.edu/wiki/index.php/Computer, Internet and Electronic Communications](https://techbase.asu.edu/wiki/index.php/Computer,_Internet_and_Electronic_Communications)

I reserve the right to modify the syllabus depending on the needs of the class

COURSE SCHEDULE

(CR) = Reading in the Course Reader

Introduction – Democracy and Human Differences

1/15, 1/17 Democracy and Human Differences: Assimilationism and the Challenge of “Difference”

We will begin the course by examining two contrasting democratic visions on incorporating human differences: the “assimilationist” model and the “politics of difference” model.

Module I – Racial Difference and Identity Politics

1/22 Shadows of Democracy: Inequality, Oppression, and Whiteness

Reflection#1 due on 1/22.

Are people of color more likely to suffer from inequality in America? How should “racial inequality” be measured? What does Iris Young mean by “social group”? What does she mean by “oppression”? Is “oppression” still a useful concept in describing the condition of minority groups in our country today? Why or why not? What is “whiteness”? How does “whiteness” function in society? Has “whiteness” become the implicit standard and norm by which the success and accomplishment of other ethnic/racial groups are judged?

Readings:

- Edna Bonacich, “Inequality in America: The Failure of the American System for People of Color” (CR)
- Iris Young, “Five Faces of Oppression” (CR)
- Laura Pulido, “Race and Political Activism” (CR)

1/24 Shadows of Democracy (Continued): Film Session

Film: “The Color of Fear”

You will watch a film in class today that involves eight men of various ethnic and racial identities confronting the issue of racism face-to-face. As you watch the film, think about the following questions:

- 1) What does it mean to be an “American”?
- 2) How do the two opposing democratic models on race/ethnicity—liberal universalism vs. politics of difference—play out in the film?
- 3) Which face(s) of oppression based on Young’s criteria can you identify in the film?

Readings:

- Alyson Cole, “Shaming the Victim: the Anti-Victimist Campaign” (CR)

1/29 Shadows of Democracy (Continued)

Evaluate the merit of claims of “whiteness” in different social arena and institutions.

1/31, 2/5 Identity Politics: Social Movements and the Politics of Difference

Reflection#2 due on 1/31.

Identity politics can be considered as a social movement that resists the “shadows of democracy” (namely: inequality, oppression, and whiteness) on behalf of disadvantaged minority groups. Though a movement in struggle for social justice, identity politics has been plagued by criticisms and antagonisms—the most important of which is the problem of essentialism. In your view, is essentialism a legitimate critique of identity politics? Should claims of common experience and authentic knowledge be considered limitations of identity politics? Why or why not? Lastly, does “intersectionality” constitute an effective way of reforming identity politics?

Readings:

- Iris Young, “Social Movements and the Politics of Difference” (CR)
- Michael Dyson, “Essentialism and the Complexities of Racial Identity” (CR)
- Henry Louis Gates, Jr. “‘Authenticity’, or the Lesson of Little Tree” (CR)
- The Combahee River Collective Statement (CR)

2/7, 2/12, 2/14 Post-Identity Politics

Reflection#3 due on 2/7.

First paper topic given on 2/12. Due on 2/21.

How does Martha Minow suggest that we look at identity in a different light? What are the “paradoxes of identity”? Why does Minow think that identity politics serves an important political function but we also need to move beyond it? What examples does she offer in illustrating the ways in which the law reinforces and essentializes group identities in problematic ways? In the end, do you think Minow succeeds in her endeavor in crafting a “post-identity” vision?

Readings:

- Martha Minow, *Not Only for Myself: Identity, Politics, and the Law*, Ch. 1-4, 6

Module II – Gendered and Sexual Differences in Democracy

2/19, 2/21 Woman’s Difference: the Personal Is Political

Reflection#4 due on 2/19.

Second paper due on 2/21.

Are women oppressed only by “illiberal” patriarchal traditions? To radical feminist thinkers such as Catharine MacKinnon and Andrea Dworkin, our liberal democratic institutions and society are inherently patriarchal and oppressive to women. Are women the “second” sex? How do MacKinnon and Dworkin suggest “woman’s difference” be recognized and incorporated into public policy in the political realm? How can “feminist jurisprudence” achieve justice for women? Does radical feminism re-inscribe the same problems of identity politics? How is Kimberly Crenshaw’s proposition of intersectionality different from the approach of MacKinnon/Dworkin? How would MacKinnon, Dworkin, and Crenshaw each respond to the film, “Hip-Hop: Beyond Beats and Rhymes”?

Film: “Hip-Hop: Beyond Beats and Rhymes”

Readings:

- Catharine MacKinnon, “Difference and Dominance: On Sex Discrimination” (CR)
- Andrea Dworkin, selections from *Life and Death*: “The Third Rape,” “Terror, Torture, and Resistance,” “Pornography Happens,” “Prostitution and Male Supremacy,” “Freedom Now: Ending Violence Against Women” (CR)
- Kimberly Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color” (CR)

2/26, 2/28 Sex Workers: The Other of the Other

Reflection#5 due on 2/26.

According to Wendy Chapkis, prostitution has functioned as the “landmines” in feminist discourse. What does she mean by that? Should women who perform erotic labor be considered legitimate working professionals, and be accorded the same labor rights and protection like other workers? In which ways does the sex workers’ rights movement undermine or advance the cause of feminism?

Readings:

- Wendy Chapkis, *Live Sex Acts: Women Performing Erotic Labor*, Intro, Section I-III

3/4, 3/6 Sexual Strangers: Gays and Lesbians

Reflection#6 due on 3/4.

Shane Phelan argues that, as of today, gays and lesbians are still “strangers” in democracy. How are “strangers” different from “citizens”? How might we incorporate sexual “strangeness” into public law and policy?

Readings:

- Shane Phelan, *Sexual Strangers: Gays, Lesbians, and Dilemmas of Citizenship*, Intro, Ch.1, 3, 4, 6

3/11, 3/13 Spring Break ☺

3/18, 3/20 **Changing Sex: Neither “Man” Nor “Woman”?**

Reflection#7 due on 3/18.

Second Paper Topic Given on 3/18, due on 3/27

How are the concerns of transsexuals and transgendered different from gays and lesbians? What does Kate Bornstein mean by a “third space” that is neither man nor woman? In your opinion, is the “third space” an accurate description of individuals who undergo sex change? How might the “third space” be claimed as a strategy of empowerment for transgendered subjects, and for the rest of men and women? In which ways does the notion of “third space” present a problem for transsexuals who claim they are like ordinary men and women, and demand the right to heterosexual marriage? How might we reconcile the needs of “transsexuals” to be like other men and women and the desires of the “transgendered” to move beyond the gender binary?

Readings:

- Kate Bornstein, *Gender Outlaw: On Men, Women, and the Rest of Us*, Part 1-4, 7
- Cossey v. the United Kingdom* (CR)

Module III – Cultural Difference and the Multiculturalism Debate

3/25, 3/27, 4/1 **The Multiculturalism Debate I: the Politics of Recognition**

Reflection#8 due on 3/25.

Second Paper due on 3/27.

Recent debate on cultural difference has centered on the issue of multiculturalism. This week, we will start off the debate by examining the philosophical exchanges among several multicultural thinkers. One of the most important writings on this subject has been Charles Taylor’s “The Politics of Recognition.” What does “recognition” mean? Why is it important according to Taylor? Adeno Addis makes a distinction between “toleration” and “respect.” What are the differences, and why does Addis think that liberal “toleration” is insufficient in including cultural minorities? According to Addis, what are the connections between public dialogue and pluralism? Both Chandran Kukathas and Kwame Anthony Appiah point out problems with Taylor’s multicultural recognition. Why does Kukathas think multiculturalism is unnecessary in a liberal society? What does he mean by “the politics of indifference”? Do you agree with him? Why does Appiah think multiculturalism pose a tension with individual identity and autonomy? Is that a legitimate concern?

Readings:

- Charles Taylor, “The Politics of Recognition” (CR)
- Adeno Addis, “On Human Diversity and the Limits of Toleration” (CR)
- Chandran Kukathas, “Liberalism and Multiculturalism: The Politics of Indifference” (CR)
- Kwame Anthony Appiah, “Identity, Authenticity, Survival: Multicultural Societies and Social Reproduction” (CR)

4/3, 4/8 The Multiculturalism Debate II: Cultural Rights and Cultural Defense

Reflection#9 due on 4/3.

This week's readings focus on translating the philosophical "politics of recognition" into actual multicultural policy and cultural rights. We will first examine the exchange between Kukathas and Kymlicka on whether there should be any "cultural rights" at all. Why does Kukathas think that there is no need to establish group rights to do justice to minority groups? What do you think of Kukathas' analogy of cultural group being "private voluntary associations"? According to Kymlicka, how might we reconcile group claims within a liberal society? How do Jacob Levy and Alison Dundes Renteln suggest that we incorporate cultural rights and cultural defense into the political and legal arena, respectively? Do you agree with them?

Readings:

- Chandran Kukathas, "Are There Any Cultural Rights?" (CR)
- Will Kymlicka, "The Rights of Minority Cultures: Reply to Kukathas" (CR)
- Jacob Levy, "Classifying Cultural Rights" (CR)
- Alison Dundes Renteln, "Cultural Defense in the Courtroom" (CR)

4/10, 4/15 The Multiculturalism Debate III: Is Multiculturalism Bad for Women?

Reflection#10 due on 4/10.

Third paper topic given on 4/10. Due on 4/22.

While multiculturalists advocate for the recognition of minority group cultures in liberal society, others point out that defense of cultural traditions comes into conflict with the rights of another minority group—women. Susan Okin, a leading liberal feminist thinker, argues that multiculturalism is inherently bad for women. Why does she argue that? What kinds of criticisms have been directed at her argument by various respondents? Is there any way that we may strike a balance between recognizing cultural rights and women's rights?

Film: Womanhood and Circumcision: three Maasai women have their say

Readings:

- Susan Okin and Respondents, *Is Multiculturalism Bad for Women*, Part I, any 6~8 pieces in Part II, and Part III

4/17 Discussion: Research Presentation

4/22, 4/24 Research Presentation

Third paper due on 4/22.

4/29 Research Presentation and Conclusion

Research paper due,

For C-2, C-3, C-4

JUS 438

Human Differences: Dilemmas of Justice

Paper #1

Instructions:

The following questions present two "intellectual puzzles" that will require you to rethink about our discussion on the issues of racial difference and identity politics. Choose **ONE** of the two questions below and write a 6-pgs essay (double-spaced, with standard 12-pt font and margins). As a general guideline, be sure to:

- 1) Provide a clear thesis early on to indicate your position and major argument.
- 2) Make pertinent use of relevant readings in your analysis to strengthen your position as well as address counterarguments. General and vague references to readings and class discussions will not suffice.
- 3) Craft your writing to make your analysis concise, clear, and to the point.

Note: when you quote an author, be sure to provide proper citations that include the author's last name and page number. E.g. (Young, 57). You do not need a works-cited page, however.

Due date: **in class on Feb. 21, 2008 (Thursday).**

Questions:

1. Are minority groups more likely to suffer from inequality in America? Write an essay that evaluates the merits of the analysis on "racial inequality," "oppression," and "whiteness" as discussed in relevant readings, film, and class examples. Given your response, address whether you think the assimilationist model or the politics of difference model (or a compromise between the two) provides a more informative paradigm in addressing race issues in U.S. democracy.
2. Write an essay on identity politics. What is the goal of identity politics? To what extent do you agree or disagree with Young's proposition about group-conscious representation and group-conscious policies? Do you find the common critiques against identity politics valid or invalid? How does Minow attempt to move beyond the pitfalls of identity politics? Do you think Minow's "post-identity" approach has succeeded in resolving the racial dilemma such as in the affirmative action debate? Why or why not?

For C-2, C-3, C-4

JUS438

Human Differences: Dilemmas of Justice

Paper #2: Gendered and Sexual Differences in Democracy

Instructions:

Choose **ONE** of the following two questions, and write a **3-page response for part A** and a **3-page response for part B** in that question, for a total of 6 pages. Please indicate which question you are discussing on your paper.

In each response, be sure to:

- 1) Provide a clear thesis early on to indicate your position and major argument.
- 2) Make relevant use of course readings and lecture materials to strengthen your position as well as address counterarguments.

Note: when you quote an author, be sure to provide proper citations that include the author's last name and page number. E.g. (Young, 57). You do not need a works-cited page, however.

Due date: **beginning of class on April 1, 2007 (Tues.)**

Question 1. (answer both A and B)

A) You are in the same room with MacKinnon, Dworkin, and Crenshaw watching the film "Hip-Hop: Beyond Beats and Rhymes." Write a 3-page response addressing what each of the three feminists would say about hip-hop as portrayed in the film, and whose view(s) you would endorse and why. If you do not agree with any of them, say so and state your reason.

B) Modeling after a few rural counties in Nevada, owners of several Gentleman's Clubs in Phoenix seek to expand their businesses by lobbying city officials to pass an ordinance that would provide for the legal licensing of brothels. As a legislative aide to the mayor, he has asked you to write a 3-page memo that evaluates the pros and cons of different approaches to prostitution: 1) prohibition, 2) tolerance, 3) legalization, and 4) decriminalization without legalization. Proceed to write this memo and come to your own suggestion for the mayor on which approach would constitute the best solution for the city of Phoenix.

Question 2. (answer both A and B)

A) Based on Phelan's notion of "strangers," write a 3-page essay addressing whether you think gays/lesbians are still strangers in U.S. democracy rather than fully-included

citizens. Your discussion should comment on issues of same-sex marriage (along with civil unions/domestic partnerships), gays in the military, and “new gay visibility” in mainstream media.

B) Comment in a 3-page response: What are the pros and cons of the medical narrative of transsexuality, and in your opinion, should psychotherapy be made mandatory for people who desire sex change? Also, discuss Bornstein’s notion of the “third space.” Assess the feasibility and desirability of different proposals (as discussed in class) that would implement the “third space” into actual policies or programs of action, and justify which of these proposals you would endorse and why.

For C-2, C-3, C-4

JUS438

Human Differences: Dilemmas of Justice

Paper #3: The Multiculturalism Debate

Instructions:

Choose **TWO** of the following three questions, and write a **3-page essay for each, for a total of 6 pages**. Please indicate which question you are answering on your paper.

For each essay:

- 1) Provide a clear thesis early on to indicate your position and major argument.
- 2) Make relevant use of course readings and lecture materials to strengthen your position as well as address counterarguments.

Note: when you quote an author, be sure to provide proper citations that include the author's last name and page number. E.g. (Young, 57). You do not need a works-cited page, however.

Due date: **in class on April 24, 2008 (Thursday)**

Questions:

1. Year 2006. A controversy erupted over the debut of the Spanish version of the U.S. national anthem, "The Star-Spangled Banner." Supporters of the song argue that a Spanish version can help immigrants learn the national anthem and encourage them to be patriotic. Opponents argue that the national anthem should be faithful in its original rendition and sung in English. Moreover, immigrants should simply learn English.

Year 2016. You are working as a legislative aide for a U.S. Senator. A colleague of your boss has just proposed a legislation that would help promote not only Spanish, but different language versions of "The Star-Spangled Banner" – Ebonics (Black Vernacular English), Arabic, Asian, Native American etc. – in the media and K-12 schools to demonstrate different cultural and linguistic expressions of patriotism in America.

Unsure whether to support or oppose this proposal, the Senator whom you are working for asks you to write a 3-page memo analyzing the pros and cons of this legislation, and providing recommendations on how he should come to a decision that would be just and fair in a liberal democracy.

It appears to you that there are three possible positions on this policy:

Liberalism 1 (promoted by Kukathas)

Liberalism 2, or multiculturalism (promoted by Taylor/Addis)

Liberalism 3, or cosmopolitanism (promoted by Appiah)

Now, proceed to write this memo that addresses how each of these three positions/authors would respond to this policy, and come to a recommendation for your Senator on which position he should adopt and why.

2. Comment, in a 3-page essay: do you think the cultural practice of **female circumcision** is inherently bad for women and should be abolished, or do you think we should try to strike a balance between cultural rights and women's rights in this case? What are some of the ideas/proposals in balancing between cultural and gender rights? Do you agree with those ideas, why or why not? Your response should make use of arguments by three of the following five authors – Okin, Al-Hibri, An-Na'im, Parekh, and Gilman – plus one of your own choice (which can also be one of the five listed here) in the book, *Is Multiculturalism Bad for Women*.

3. Write a 3-page response that assesses the legitimacy of the following two cases of cultural rights, using the criteria of "individual liberty" and "group equality":

A) Exemptions: should Sikhs be exempt from public safety law that prohibited the carrying of a knife blade (in this case, their religiously required kirpan – the ceremonial dagger) at a public train station? Is "exemption" legitimate in this case?

B) Internal rules: Some members of the Pueblo Indians converted to Christianity and chose to withdraw from certain communal/religious functions, but still continued to reside on the land and partake in community resources. Soon after, these apostates were ostracized and denied access to community resources and the land. Is "internal rule" legitimate in this case?

*Note: although no specific author/reading is mentioned in this question, drawing connections and making use of two or three pertinent multiculturalism readings to support your arguments will enhance the quality of your response.

For C-2, C-3, C-4

JUS 438

Human Differences: Dilemmas of Justice

Research Paper Assignment

I. Objective:

This research paper assignment provides an opportunity for you to conduct a further investigation on a dilemma of human differences, and present innovative solutions and/or policy propositions to resolve the debate or conflict at hand in a way that would represent your vision of “justice.” A list of sample paper topics is provided below, but you are welcome to formulate your own research question to make this project more suitable to your personal interest. However, the specific issue or debate you are examining must be centrally connected to the themes that we have covered in the course (i.e. racial difference, identity politics, gendered and sexual differences, or multiculturalism).

II. Requirement:

The requirement consists of two parts: 1) your individually written paper, and 2) a group presentation.

1) Written Paper (20% of course grade)

The paper is your own individual work. It should be **10-12 pages** long (double-spaced, 12 point font, with standard margins all around). A minimum of **six outside scholarly sources** from journal articles and/or published books is required for use in your research paper. You may use our course readings for this paper, though they do not count towards the minimum requirement. As the quality of your research will affect the quality of your analysis, you should seek a combination of sources that give you a wide range of perspectives. Additional references may come from other non-scholarly sources (i.e. interviews, newspaper articles, internet, etc.), but this is optional. The paper needs to have proper documentation—either parenthetical or footnote style—with a bibliography page at the end. The paper is due at the beginning of the class on **April 29th**. Note: You are welcome to discuss your ideas about the paper with your classmates. However, the written paper must be your own individual work and analysis. Hence, papers that contain identical content and analysis will be treated as plagiarism and result in a “fail.”

You are required to submit a ONE-PAGE PROPOSAL in class by March

20th that identifies your paper topic and research question, and a list of your potential scholarly sources (at least four) that you have found so far. Your paper will not be accepted if you fail to submit your proposal and get it approved. Late proposal will be counted against your paper grade.

2) Group Presentation (10% of course grade)

Although your paper is an individual work, your presentation on your research paper will be done in a collaborative group format. You will be assigned a date – April 22nd, April 24th, or April 29th – to present your research with other fellow classmates who have similar topics. You must show up for your presentation to obtain this 10% of your grade.

The length of time of each presentation is 40 minutes. A successful presentation should incorporate everyone's key points. Avoid using lecture format. Instead, I want you to use creative games, skits, drawings, video clips, or alternative activities to present your research products and arguments. Make sure to save some time prior to your presentation date to meet with your group outside class. The presentation will be evaluated based on the following four criteria:

- 1) Substance (25 pts): substance and depth of content**
- 2) Creativity (25 pts): use of alternative activities**
- 3) Integration (25 pts): well-integrated and well-structured**
- 4)* Teamwork (25 pts): cooperation among members**

Total: 100 pts.

***Note:** You will be evaluating “teamwork” of your group members on your own. On the day of your presentation, each presenter needs to turn in a sheet that assigns teamwork/cooperation scores of each of your group members on a 25-point scale. The average of your total scores will be your individual teamwork score. I am leaving this component of grades in your hands as a way of acknowledging hard-work and team effort as a part of evaluating your presentation. I expect most of everyone to obtain 25. At the same time, you are free to give 0 point to members who never show up to work on your group project and discussion. Receiving 5 points or below on average from other group members indicates that you have failed to contribute and will receive no credit for the presentation.

III. Procedure:

Four general steps to complete this research paper:

- 1) **Paper Topic** – decide on a paper topic that interests you.
- 2) **Research Question** – from your chosen topic, develop a specific research question that you want to focus on and examine. What is the issue at hand and why is it interesting or important to you? Your research question should lead you to a **thesis statement** that a) defines your own vision of “justice;” b) articulates your own position on the issue in accordance with this notion of justice; and c) presents innovative solutions and/or policy propositions.
- 3) **Conduct the Research** – find a minimum of 6 outside scholarly sources from journal articles and published books that you can draw on to provide a context of the issue, strengthen your argument, or use for counterargument.
- 4) **Write the Paper** – develop an analytical framework for the paper. Have a clear thesis by the end of the introduction. Provide a reasoned defense of your own views and refute possible objections to your argument. Evaluate different options/solutions to resolve the issue and why your own proposition is the best way to achieve justice in this debate.

IV. Examples of Paper Topics:

The following is a list of sample paper topics to help give you some ideas. You may choose from this list or develop your own paper topic. Regardless of which topic you want to investigate, please note two things. **First, your topic should be a researchable and doable project**—make sure that you can garner enough information and sources for the topic you want to write about within the time allotted. **Second, your topic needs to have an argumentative angle**—it should center on a specific issue that you can argue about, not simply make a report on. We are looking for an argumentative paper, not simply a descriptive report. A good paper will contain a solid analysis of the issue and well thought-out arguments and counterarguments.

Sample Topics:

1. How should we accommodate minority groups’ cultural rights at one hand, and the gender rights of women in those communities on the other (use specific cases and examples)?
2. Explore minority ethnic identity in artworks (or in theater, film, music, hip hop etc.). How can arts help us understand the paradoxes of group identity and individual identity? What implications do these artistic expressions or media representations of identity have

- on contemporary identity politics? What kinds of artistic works on issues of identity should be publicly funded and promoted?
3. Should prostitution be legalized (or decriminalized)? Does prostitution manifest exploitation of women's body or does it illustrate female sexual freedom and financial autonomy?
 4. Should we abolish affirmative action? Is there any way that we can reformulate an "affirmative action" program without rigidifying group categories? (Or, as an alternative: compare and contrast six different scholars' views on affirmative action and develop a policy approach from these divergent perspectives.)
 5. Is the "multiracial" category on the U.S. Census useful at all? Does "multiracial" category signify the end of racial classifications, or does it further entrench racial disunity? Does it pronounce the end of the archaic "one drop rule," or does it undermine the government's responsiveness to some groups, especially African Americans?
 6. Whiteness studies: critics condemn whiteness studies as blatant racism, proponents argue that making whiteness visible is necessary to eradicate the vestiges of white privilege. Examine whether whiteness studies should be abolished or promoted on college campuses.
 7. Should same-sex marriage be legalized?
 8. Should transsexuals and other transgendered populations be considered as people who suffer from "gender identity disorder" that requires psychological and surgical treatment, or should we create more gender categories in official institutional documents besides "Man" and "Woman" to recognize the multiple ways of gender identification and sexual expression of these sexual minority subjects?
 9. Should the U.S. government provide paid maternity leave for all pregnant women? What about paid paternity leave?
 10. Should bilingual education programs be implemented in public schools?
 11. Should cultural defense be implemented in the court room?
 12. In adoptive practices concerning Native American children, to what extent should the Indian Child Welfare Act be applied?
 13. In light of the discussion on "toleration" vs. "respect" in multiculturalism, examine how efforts to achieve cross-cultural dialogue and respect may be institutionalized in the realms of media and/or K-12 schools.
 14. Racial disparity in criminal justice system.
 15. Intersectionality – write a paper that examines why and how the intersectionality approach should be implemented in different race, gender, and/or sexuality policies (or in social movements).
 16. Does hip-hop perpetuate male violence and male dominance? To what extent is hypermasculinity an issue in the hip-hop genre? What should we do about it?

Tables of Contents of Textbooks (JUS438)

The required readings of the course consist of one course reader and four scholarly books. The tables of contents of each are listed below:

COURSE READER:

1. Edna Bonacich, "Inequality in America: The failure of the American System for People of Color," from *U.S. Race Relations in the 1980s and 1990s: Challenges and Alternatives*, ed. Gail E. Thomas (New York: Hemisphere Publishing Corporation, 1990), p. 187-208.
2. Iris Young, "Five Faces of Oppression," from *Justice and the Politics of Difference* (Princeton: Princeton University Press, 1990), p. 39-65.
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