**INTS 3320: SOCIAL JUSTICE THEORY**

**Spring 2015**

Instructor: Professor David Arditi

Online

contact information

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Description of Course Content

You study social theory everyday as a member of society. You may not realize it, but every time you think about why people act a certain way or what the underlying cause of some social phenomenon is, you are theorizing. Furthermore, academic texts that you read for your classes are informed by the author’s theoretical foundation. By taking this class, you will begin to harness your capacity to theorize about the world around you.

This course will explore an idea of social justice that views all research and learning as happening within a context of social relations. The ideas that surround us were constructed at a certain time under particular social relations and we will explore how the residue of previous ideas permeate the way we understand the world. As a result, power and privilege play an important part in the way that people construct the world. Important themes from this course will include power, class, capital, race, gender, sexuality, ethnicity, nationality, and religion. We will think about the ways that these themes perpetuate inequality and theorize about ways to overcome them.

Student Learning Outcomes for Course

Students will demonstrate the ability to:

* Identify significant ideas in contemporary social/humanistic/cultural theory
* Define social justice in relation to gender, race, class, and ethnicity.
* Explain the correlation between discipline and knowledge.
* Understand the role that the University plays in ordering knowledge.
* Critically examine the presentation of facts.
* Show awareness of various theoretical threads of thought.

## Textbook and Other Course Materials Requirements

Books for purchase:

* Lemert, Charles C. 2013. *Social Theory: The Multicultural, Global, and Classic Readings*. **Fifth Edition.** Westview Press.
* Other Readings on Blackboard

Grading Policy

The following scale will be applied to both individual assignments and to the course grade as a whole:

**A= 90-100** points. An “A” reflects consistent excellence in the course, strong initiative, and the student’s commitment to their own learning and success.

**B=80-89** points. A “B” reflects work that is consistently above the minimum.

**C=70-79** points. A “C” reflects minimum proficiency in the main objectives of the course needed to proceed to INTS 4391.

**D=60-69** points. A “D” reflects the fact that a student has not mastered material essential for success in INTS 4391 or has not given the instructor a sufficient basis for judgment because of unexcused failure to complete course work.

**F=<60** points. A failing grade will typically reflect missed assignments, academic honesty violations, and/or a lack of engagement with the course.

Grading rubrics will be made available for each assignment and will be posted in electronic form on the Blackboard page for each assignment. Students should consider the rubrics as guidelines for the expectations of the assignment and be aware that their grade will depend on fulfilling the criteria set forward in the rubric.

The student’s grade for the course will be based on the following:

|  |  |
| --- | --- |
| **Individual** | **Value** |
| Synthesis Essays (4 responses X 15points each = 60 points) | 60 |
| Discussion Board Posts | 20 |
| Discussion Board Comments | 10 |
| Quizzes and other assignments | 10 |
| **Total** | **100** |

**Late Work Policy**

This course moves sequentially to build research skills; work cannot be made up late without compromising the research process. Therefore late work is strongly discouraged:

* All due dates on the syllabus are firm and are defined to the minute.
* **Written Assignments may be turned in up to one day after the due date with an automatic 10 percent deduction from total points available**. Late assignments reduce your margin for error to pass the course.
* **Exceptions may be made when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment on time.**

**The Instructor reserves the right to modify assignments with due notice.**

**Expectations for Online Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Since the course generally meets for 3 hours each week, students should expect to spend about 12 hours total each week working on this class.

Discussion Board

Each student will be required to contribute one post to the discussion board each week. These posts are instead of class attendance and participation. Your job in these posts is to demonstrate that you read the week’s reading and that you are engaging with the reading. All discussion posts are due by 11:59pm every Thursday. For more information on discussion board posts, see the discussion board assignment on Blackboard.

**COURSE CALENDAR—Spring 2015**

\*Note – Reading assignments should be done by the day that they are listed on the syllabus

**Introduction to Social Theory**

Week 1 (1/18-1/25)

* “Thick Description,” – Clifford Geertz (Blackboard)

Week 2 (1/26-2/1)

* “Ideas of Nature” – Raymond Williams (Blackboard)
* “Introduction” – Lemert (p.1-17)
* Watch videos on the Enlightenment
  + Take Quiz

**Class and Capital**

Week 3 (2/2-2/8)

* Karl Marx –(p.28)
* “Estranged Labor” – Marx (p.29-33)
* “Camera Obscura” – Marx (p.33-34)
* “Capital and the Values of Commodities” – Marx (p.41-47)
* “Capital and the Fetishism of Commodities – Marx (p.47-49)

Week 4 (2/9-2/15)

* “Labour-Power and Capital” – Marx (p.49-52)
* “Ideology and the Ideological State Apparatuses” – Althusser (p.246-249 – read about Althusser on 245)

Week 5 (2/16-2/22)

* “Structures, Habitus, Practices” – Bourdieu (p.329-333)
* “[The worst possible way to push kids into studying science, math and engineering](http://www.washingtonpost.com/news/storyline/wp/2014/12/31/the-worst-possible-way-to-push-kids-into-studying-science-math-and-engineering/)”
* “[Apple, Google, and Other Tech Giants Reach $415M Settlement in Poaching Suit](http://www.wired.com/2015/01/apple-google-tech-giants-reach-415m-settlement-poaching-suit/)”
* **First Synthesis Essay Due 2/21**

**Power and Knowledge**

Week 6 (2/23-3/1)

* “Biopolitics and the Carceral Society” – Foucault (p.311-314)
* “Power as Knowledge” – Foucault (p.353-357)
* “Hegemony” – Raymond Williams (Blackboard)
* “Intellectuals and Hegemony” – Gramsci (p.202-203 – read about Gramsci 201)

Week 7 (3/2-3/8)

* “The Culture Industry as Deception” – Horkheimer and Adorno (p.167-170)
* “Repressive Desublimation of One-Dimensional Man” – Marcuse (p.324-325 – read about Marcuse 323)

**SPRING BREAK – March 9-14**

Week 8 (3/16-3/22)

* “The Organization of Education and Culture” – Antonio Gramsci (Blackboard)
* “Encoding, Decoding” – Stuart Hall (Blackboard)
* **Second Synthesis Essay Due 3/21**

**Race, Ethnicity and Nationality**

Week 9 (3/23-3/29)

* “Double Consciousness and the Veil” – W.E.B. DuBois (p.126-130)
* “Black Reconstruction and the Racial Wage” – DuBois (p.183-186)
* “Between Colonizer and Colonized” – Césaire (p.262-263 and about Césaire on 261)

Week 10 (3/30-4/5)

* “Decolonizing, National Culture, and the Negro Intellectual” – Fanon (p.273-276)
* Edward Said (Blackboard)

Week 11 (4/6-4/12)

* “The New Cultural Politics of Difference” – Cornel West (p.383-390)
* “Signifyin(g) Monkey” – Henry Louis Gates Jr. (Blackboard)

Week 12 (4/13-4/19)

* “‘Race’ as the Trope of the World” – Henry Louis Gates Jr. (p.390-393)
* **Third Synthesis Essay Due 4/18**

**Gender and Sexuality**

Week 13 (4/20-4/26)

* “The Patriarchal Family” – Engels (p.52-54)
* “The Settlement as a Factor in the Labor Movement” – Jane Adams (p.54-56)
* “Trading away our rights” – Blackboard

Week 14 (4/27-5/3)

* “Black Feminist Thought in the Matrix of Domination” – Patricia Hill Collins (p.403-411)
* “Can the Subaltern Speak?” – Gayatari Spivak (p.400-403)

Week 15 (5/4-5/10)

* “Imitation and Gender Insubordination” – Judith Butler (p.419-426)
* **Fourth Synthesis Essay Due** **5/9**

## Drop Policy

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Academic Dishonesty

**Academic Integrity:** students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services Available:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

ADA and Title IX

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

E-Culture Policy

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey

At the end of each term, students will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located as discussed in class. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.