

**INTS 3320: Social Justice Theory
Summer 2015**

Dr. Jennifer Miller

**Meets PH 103
Monday/ Wednesday 10:30 – 12:20**

Description of Course Content

In this course students are introduced to theories of social justice that seek to understand, explain, critique, and challenge a range of historical and contemporary instances of injustice. Students will develop a critical vocabulary and range of concepts to help them evaluate various social, cultural, and political phenomena from a theoretically informed and interdisciplinary perspective. Students will be asked to analyze contemporary social issues through a social justice framework using the theoretical models and critical thinking skills introduced and developed in class.

Student Learning Outcomes for Course

- Define keywords and concepts pertaining to theories of social justice.
- Recognize key social justice theorists and describe their main arguments.
- Identify, describe, and analyze various modes of social injustice including racism, sexism, and economic exploitation.
- Engage theories of social justice to analyze contemporary instances of injustice.

Textbook

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

Grading Policy

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

A= 90-100 points
B=80-89 points
C=70-79 points
D=60-69 points
F=<60 points

Assignments

Essays

Students are responsible for completing five 3-page essays. Essays are formal writing assignments. Students should edit their work for spelling, grammar, and overall flow. Points will be deducted for papers that are poorly written. Essays must be typed (double-space, times new roman). The instructor will provide three essay prompts for each of the essay assignments. Students should only respond to one prompt per assignment. At least three assigned readings must be substantially engaged for each essay assignment. The instructor will provide a list of appropriate articles to engage along with essay prompts a minimum of two weeks before each essay is due.

Final grades for the course will be based on the following assignments:

Essay 1 (Due 6/24)	20%
Essay 2 (Due 7/8)	20%
Essay 3 (Due 7/22)	20%
Essay 4 (Due 8/3)	20%
Essay 5 (Due 8/12)	20%
Total	100%

Late Work Policy

- Papers are due at the beginning of class on the appropriate date. If you will not be attending class you must email the paper by the start of class (10:30am) on the appropriate date. Any papers not received by the start of class on the date the paper is due are considered late.
- Late papers will receive a 10-point grade deduction every 24 hours they are late beginning after the start of class. Class begins at 10:30am. For example, if a paper is due Monday at 10:30am and is turned in between Monday at 10:31am and Tuesday at 10:30am it will receive a 10 point deduction.
- Exceptions may be made when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment on time. **Please contact the instructor if you think this applies to you.**

Drop Policy

The last Day to Drop is July 23 at 4pm. 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://www.uta.edu/ses/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, or view the information at www.uta.edu/resources.

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

E-Culture Policy

The University of Texas at Arlington has adopted the university email address as an official means of communication with students. Through the use of email, UTA is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

Students are responsible for checking their UTA email regularly, and the instructor will not be responsible for missed messages sent to UTA email accounts.

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.

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.

COURSE CALENDAR—Summer 2015

*Note – Reading assignments should be done by the day that they are listed on the syllabus. The instructor may change readings with advanced warning.

6/8 Monday – Introduction

- Course Overview
- Review Syllabus
- Reading Theory

6/10 Wednesday – Representation

- Durkheim – “The Cultural Logic of Collective Representation” (72-79)

6/15 Monday – Ideology

- Karl Marx – “Camera Obscura” (33-34)
- Althusser – “Ideology and the Ideological State Apparatus” (245-258)

6/17 Wednesday –Labor

- Karl Marx – “Estranged Labor” (29-33) and “Labour-Power Capital” (49-52)
- Charlotte Perkins Gilman – “Women and Economics” (132-134)
- W.E.B. Du Bois – “Black Reconstruction and the Racial Wage” (184-186)

6/22 Monday – Commodities

- Karl Marx – “Capital and the Value of Commodities” (41-47) and “Capitalism and the Fetishism of Commodities” (47-48)

6/24 Wednesday – Mass Society and the Masses

Essay 1 Due

- Max Horkheimer and Theodor Adorno – “The Culture Industry as Deception” (167- 170)
- David Riesman – “Character and Society: The Other-Directed Personality” (249-252)

6/29 Monday – Self/Other

- Erving Goffman – “Presentation of Self” (255-257)
- W.E.B. Du Bois – “Double-Consciousness and the Veil” (126-130)
- Charles Horton Cooley – “The Looking-Glass Self” (142)
- Simone de Beauvoir – “Woman as Other” (259-261)

7/1 Wednesday – Performativity and the Possibility of Non-Conformity

- Judith Butler – “Imitation and Gender Insubordination” (419-426)

7/6 Monday – Strangers and Ghettos

- Georg Simmel – “The Stranger” (139-142)
- Lewis Wirth – “The Significance of the Jewish Ghetto” (195-198)

7/8 Wednesday – Power/Knowledge

Essay 2 Due

- Michel Foucault – “Power as Knowledge” (353-357)
- Gayatri Chakravorty Spivak – “Can the Subaltern Speak?” (400-403)

7/13 Monday – Knowledge/Experience

- Dorothy Smith – “Knowing a Society from Within: A Woman’s Standpoint” (295-297)
- Patricia Hill Collins – “Black Feminist Thought in the Matrix of Domination” (403-411)

7/15 Wednesday – Difference Defines the Norm

- Eve Sedgwick – “Epistemology of the Closet” (429-431)
- Henry Louis Gates, Jr. – “Race” as the Trope of the World” (390-393)

7/20 Monday – Nation

- Stuart Hall – “The Global, the Local, and the Return of Ethnicity (459-464)
- Franz Fanon – “Decolonizing, National Culture, and the Negro Intellectual” (273-276)

7/22 Wednesday – World Economy

Essay 3 Due

- Immanuel Wallerstein “The Modern World-System” (298-302)
- Immanuel Wallerstein “The Modern World-System in Crisis” (448-450)
- Manuel Castells “The Global Network” (464-467)

7/27 Monday – Globalization and the Organization of Power

- James Coleman – “The New Social Structure and the New Social Science” (380-382)
- David Harvey – “Neoliberalism on Trial” (453-454)
- Michael Hardt and Antonio Negri – “The Multitude Against the Empire” (499-501)

7/29 Wednesday – Globalization and Inequality

- Saskia Sassen – “Toward a Feminist Analytics of the Global Economy” (468-470)
- William Julius Wilson – “Global Economic Changes and the Limits of Race Relations Vision” (497-499)

8/3 Monday – Race

Essay 4 Due

- Newspaper articles about race and police available on Blackboard

8/5 Wednesday – Gender

- Newspaper articles about maternal profiling/job discrimination available on Blackboard

8/10 Monday – Sexuality

- Newspaper articles about marriage equality available on Blackboard

8/12 – Labor

Essay 5 Due

- Newspaper articles about regulating the nail industry available on Blackboard