

RECEIVED

APR 11 2011

COLLEGE OF
The University Of Toledo

NEW COURSE PROPOSAL

Level (check one)

- Undergraduate
- Graduate

Will this course impact program requirements? If yes, a Program Modification must be completed.

Type of course (check all that apply):

- Academic Skills Enhancement Writing Intensive (WAC) honors
- Univ. Core: English Hum Math Nat.Sciences Social Sciences

Multicultural: Diversity of US Culture Non-US Culture

- Transfer module: Arts&Hum Engl Math Nat Sci & Phys Soc Sci
(to be considered as core curriculum, question 18 must be completed)

1. College: EDU
Department: FOED

2. Contact Person: Dale Snauwaert Phone: 530-2478 Email: dale.snauwaert@utoledo.edu

3. Alpha/Numeric Code (Subject area - number): TSOC - 8360

4. Proposed title:
THEORIES OF JUSTICE AND EDUCATIONAL POLICY

Proposed effective term: SPRING 2012

5. Planned enrollment per section: _____ per term: 30

6. Is the course cross-listed with another academic unit? Yes No

Is the course offered at more than one level? Yes No

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. TSOC - 6360 b. _____ - _____ c. _____ - _____

Approval of other academic unit (signature) _____
Name and title _____

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

7. Credit hours: Fixed: 3 or Variable: _____ to _____

| 8. Delivery Mode: | Primary | Secondary | Tertiary |
|-------------------------|----------------|-----------|----------|
| a. Activity Type* | <u>Seminar</u> | _____ | _____ |
| b. Minimum Credit Hours | <u>3</u> | _____ | _____ |
| Maximum Credit Hours | <u>3</u> | _____ | _____ |
| c. Weekly Contact Hours | _____ | _____ | _____ |

Administrative Use Only

Code: _____

Approved (senate or Grad Council) _____

Effective Date: _____ / _____ / _____ (mm/dd/yyyy)

CIP Code: _____

Sub: _____ Prog: _____ Level: _____

*Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

9. Terms offered: Fall Spring Summer

Years offered: Every Year Alternate Years

10. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes Maximum Hours

11. Grading System: Undergraduate Graduate

| | |
|--|--|
| <input type="checkbox"/> Normal Grading (A-F,PS/NC.PR, I) <input type="checkbox"/> Passing Grade/No Credit (A-C, NC) <input type="checkbox"/> Credit/No Credit <input type="checkbox"/> Grade Only (A-F, PR, I) <input type="checkbox"/> Audit only <input type="checkbox"/> No Grade | <input checked="" type="checkbox"/> Normal Grading (A-F,PS/NC.PR, I) <input type="checkbox"/> Grade Only (A-F) <input type="checkbox"/> Satisfactory/Unsatisfactory (G only) <input type="checkbox"/> Audit only <input type="checkbox"/> No Grade |
|--|--|

12. Prerequisites (must be taken before):

| | | |
|--|----------|----------|
| a. _____ | b. _____ | c. _____ |
| <input type="checkbox"/> PIN (Permisson From Instructor) <input type="checkbox"/> PDP (Permission From Department) | | |

Co-requisites (must be taken together):

| | | |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
|----------|----------|----------|

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

| <u>Course to be removed from inventory</u> | <u>Final Term to be offered (YYYYT. i.e. use 20064 for Fall'06)</u> |
|--|---|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |

14. Catalog description (30 words Maximum)

The purpose of this class is to explore prominent theories of distributive justice in a liberal democratic republic and to analyze key educational policy issues from the perspective of those theories.

15. Attach a copy of a complete outline of the major topics covered. (Providing a syllabus that includes this information is acceptable.)

Syllabus: [Click here to view the Svllabus](#)
 Attachment 1: No Attachment
 Attachment 2: No Attachment

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

This course fits into the philosophy of education and social foundations masters and doctoral program by providing foundational study in the theories of justice. The social foundations of education is grounded in a concern for social justice as it is enacted in educational policy, theory, and practice. This course fills a gap in the program by providing a theoretical understanding of justice and its implications for educational policy.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the maner in which this course will differ).

18. If the course is intended to meet a University Undergraduate **Core** requirement, complete the following and submit a course syllabus using the template:

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

Course Approval:

| | | | | | | | | |
|----------------------------------|--|------|---------------------------------|---|---------------------------------|---|-----------------------------------|--------------|
| Department Curriculum Authority: |  | Date | <input type="text" value="03"/> | / | <input type="text" value="18"/> | / | <input type="text" value="2011"/> | (mm/dd/yyyy) |
| Department Chairperson: |  | Date | <input type="text" value="03"/> | / | <input type="text" value="18"/> | / | <input type="text" value="2011"/> | (mm/dd/yyyy) |
| College Curriculum Authority: |  | Date | <input type="text" value="04"/> | / | <input type="text" value="01"/> | / | <input type="text" value="2011"/> | (mm/dd/yyyy) |
| College Dean: |  | Date | <input type="text" value="04"/> | / | <input type="text" value="11"/> | / | <input type="text" value="2011"/> | (mm/dd/yyyy) |

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

| | | | | | | | | |
|---|----------------------|------|----------------------|---|----------------------|---|----------------------|--------------|
| Faculty Senate Undergrad. Curriculum Comm.: | <input type="text"/> | Date | <input type="text"/> | / | <input type="text"/> | / | <input type="text"/> | (mm/dd/yyyy) |
| Faculty Senate Core Curriculum Comm : | <input type="text"/> | Date | <input type="text"/> | / | <input type="text"/> | / | <input type="text"/> | (mm/dd/yyyy) |
| Graduate Council : | <input type="text"/> | Date | <input type="text"/> | / | <input type="text"/> | / | <input type="text"/> | (mm/dd/yyyy) |
| Office of the Provost : | <input type="text"/> | Date | <input type="text"/> | / | <input type="text"/> | / | <input type="text"/> | (mm/dd/yyyy) |
| Registrar's Office: | <input type="text"/> | Date | <input type="text"/> | / | <input type="text"/> | / | <input type="text"/> | (mm/dd/yyyy) |

Theories of Justice and Education Policy

TSOC 6360/8360

The University of Toledo

Dale T. Snauwaert, Ph.D.

Phone: 429-530-2478 email: dale.snauwaert@utoledo.edu Office: Gillham 5000C

Office Hours: Wed 2-4:15pm; 6:45-7:30pm; Thursday 2-4pm; and by appointment

Purpose

The purpose of this seminar is to explore prominent theories of distributive justice in a liberal democratic republic and to analyze key educational policy issues from the perspective of those theories. Five theories of justice will be explored: John Rawls's Justice as Fairness; Amartya Sen and Martha Nussbaum's capabilities approach; Robert Nozick's Libertarian theory; and Michael Walzer's Communitarianism. Educational policy issues include school finance equity, the political purposes of public education, and fair responses to cultural and other forms of diversity, among other issues. The course will be taught as a seminar – as such it will involve intensive reading, reflective thought and discussion.

Goals

The goals of this course are:

- (1) To gain a critical understanding of the nature of justice philosophically and its political application to American education;
- (2) To develop an informed opinion concerning various educational policy issues, from the perspective of justice.

Required Texts

Marilyn J. Gittell (ed.), *Strategies for School Equity* (New Haven: Yale University Press, 1998).

Kymlicka, W. (1990). *Contemporary political philosophy*. Oxford: Oxford University Press. Chapter on Utilitarianism

Nozick, R. (1974). *Anarchy, state, and utopia*. New York: Basic Books.

Nussbaum, M. C. (2006). *Frontiers of justice: Disability, nationality, species membership*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Rawls, J., & Kelly, E. (2001). *Justice as fairness: A restatement*. Cambridge, Mass.: Harvard University Press.

Sen, A. (2009). *The idea of justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Walzer, M. (1983). *Spheres of justice: A defense of pluralism and equality*. New York: Basic Books.

Supreme Court Education Cases: <http://www.streetlaw.org/en/landmark.aspx>

Assessment

Performance in the course will be evaluated in terms of the following: active and thoughtful class participation (30% of the grade), a well-executed seminar paper (50%), and a oral presentation of one's seminar paper (20%). The course is reading intensive, so participation is a significant means of demonstrating a performative understanding of the central issues. Detailed instructions and essay questions will be distributed.

Masters (6360) Level Requirements: Each essay should be approximately 10-15 pages, double-spaced, Times New Roman, 12 point font. Masters students are required to demonstrate both comprehension and ability to apply the course material by providing performative understanding of the course material and coherent philosophical analysis and argumentation in support of their paper thesis. Reference to the course materials is required. The essays should be at a level of sophistication, in terms of style, analysis, argumentation, and background knowledge, of a doctoral level academic and/or professional.

Masters Essay Evaluation Rubric

| | A | B to C range |
|---|--|---|
| Strong Thesis Statement, developed through paper and answering question | Develops a valid thesis; answers question in thoughtful way; argument developed throughout the paper and culminating in reasonable conclusions. | Lacks developed thesis and/or fails to answer the stated question. |
| Disciplinary content knowledge demonstrated | Uses relevant citations from the course material, presented in such a way as to demonstrate comprehension of them. | Includes inadequate citations and/or lacks meaningful discussion of them. |
| Contextualized in discipline | Places clearly within the appropriate contexts, including theoretical, political economic, historical, and educational. | Does not adequately contextualize |
| Theoretical development | Creates a clear, supported and developed theoretical framework that is valid in framing the answer, and includes theoretical analysis and interpretation | Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation |

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| Writing | Demonstrates appropriate, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling, grammatical, and punctuation conventions; approved citation style; copyedited and proofread. | Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting & proofreading. |
|---------|--|--|

Doctoral (8360) Level Requirements: Each essay should be article length, approximately 20-30 pages, double-spaced, Times New Roman, 12 point font. Doctoral students are required to demonstrate mastery of the course material by providing coherent, compelling and detailed philosophical analysis and argumentation in support of their paper thesis. In addition to references to the required course materials, Doctoral students are required to research and apply outside primary and secondary sources. The essays should be at a level of sophistication, in terms of style, analysis, argumentation, and background knowledge, of a doctoral level academic and/or professional.

Doctoral Essay Evaluation Rubric

| | A | B to C range |
|---|--|---|
| Strong Thesis Statement, developed through paper and answering question | Develops a valid and innovative thesis; answers research question in a philosophically sophisticated way; detailed argument developed throughout the paper and culminating in reasonable and insightful conclusions. | Lacks developed thesis and/or fails to answer the stated question. |
| Disciplinary content knowledge demonstrated | Uses relevant citations to the course materials and outside primary and secondary sources presented in such a way as to demonstrate a significant understanding of them. | Includes inadequate citations and/or lacks significant understanding of them. |
| Contextualized in discipline | Nuanced contextualization, including theoretical, political economic, | Does not adequately contextualize |

| | | |
|-------------------------|---|--|
| | historical, and educational. | |
| Theoretical development | Creates a clear, supported and developed theoretical framework that is valid and insightful, and includes detailed and sophisticated theoretical analysis and interpretation | Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation of data |
| Writing | Demonstrates strong, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling, grammatical, and punctuation conventions; approved citation style; copyedited and proofread. | Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting & proofreading. |

Outline

- I Introduction
- II Utilitarianism
- III Rawls and the Social Contract Tradition
- IV The Capabilities Approach -- Sen and Nussbaum
- V Libertarianism -- Nozick Part I
- VI Communitarianisms -- Walzer
- VII Analysis of Educational Policy Issues
- VIII Presentations and Conclusion

Recommended Reading

Overviews of Justice

- Kymlicka, W. (1990). *Contemporary political philosophy*. Oxford: Oxford University Press.
- McDonough, K., & Feinberg, W. (Eds.). (2005). *Citizenship and education in liberal-democratic societies: Teaching for cosmopolitan values and collective identities*. New York: Oxford University Press.
- Sandel, M. J. (2009). *Justice: What's the right thing to do?* New York: Farrar, Straus and Giroux.
- Sandel, M. J. (1982). *Liberalism and the limits of justice*. Cambridge: Cambridge University Press.

Rawls

- Graham, P. (2007). *Rawls*. Oxford: One World.
- Pogge, T. W. M. (1989). *Realizing rawls*. Ithaca: Cornell University Press.
- Rawls, J. (1971). *A theory of justice*. Cambridge: Belknap Press of Harvard University Press.
- Rawls, J. (1993). *Political liberalism*. New York: Columbia University Press.
- Rawls, J. (1999). *The law of peoples*. Cambridge: Harvard University Press.
- Rawls, J., & Herman, B. (2000). *Lectures on the history of moral philosophy*. Cambridge, Mass.: Harvard University Press.

Sen

- Nussbaum, M. C., Sen, A., & World Institute for Development Economics Research. (1993). *The quality of life*. Oxford [England]
- Sen, A. (1992). *Inequality reexamined*. New York, Cambridge, Mass.: Russell Sage Foundation; Harvard University Press.
- Sen, A. (2001). *Development as freedom*. Oxford ; New York: Oxford University Press.
- Sen, A. (2002). *Rationality and freedom*. Cambridge, Mass.: Belknap Press.
- Sen, A. (2006). *Identity and violence : The illusion of destiny* (1st ed.). New York: W. W. Norton & Co.
- Sen, A. (2009). *The idea of justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Nussbaum

- Nussbaum, M. (1990). Aristotelian social democracy. In B. Douglas, Gerald M. Mara, and Henry S. Richardson (Ed.), *Liberalism and the good* (pp. 203-252). New York: Routledge.
- Nussbaum, M. C. (1992). Human functioning and social justice. *Political Theory*, 20(2), 202-246.
- Nussbaum, M. (1995). Aristotle on human nature and the foundations of ethics. In E. J. Altham, and Ross Harrison (Ed.), *World, mind, and ethics: Essays on the ethical philosophy of bernard williams*. Cambridge: Cambridge University Press.
- Nussbaum, M. C. (1999). *Sex & social justice*. New York: Oxford University Press.
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge ; New York: Cambridge University Press.
- Nussbaum, M. C. (2004). *Hiding from humanity: Disgust, shame, and the law*. Princeton, N.J.: Princeton University Press.
- Nussbaum, M. C. (2006). *Frontiers of justice: Disability, nationality, species membership*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- Nussbaum, M. C., Glover, J., & World Institute for Development Economics Research. (1995). *Women, culture, and development : A study of human capabilities*. Oxford New York: Clarendon Press;Oxford University Press.

Nussbaum, M. C., Sen, A., & World Institute for Development Economics Research. (1993). *The quality of life*. Oxford [England] New York: Clarendon Press; Oxford University Press.

Nussbaum, M. C., & World Institute for Development Economics Research. (1987). *Non-relative virtues: An aristotelian approach*. Helsinki, Finland: The Institute.

Walzer

Orend, B. (2000). *Michael walzer on war and justice*. Montreal; Ithaca, N.Y.: McGill-Queen's University Press.

Walzer, M. (1995). *Toward a global civil society*. Providence: Berghahn Books.

Walzer, M. (1996). *Thick and thin: Moral argument at home and abroad*. South Bend, IN: Notre Dame University Press.

Walzer, M. (1997). *On toleration*. New Haven: Yale University Press.