The University Of Toledo

NEW COURSE PROPOSAL

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 6360

4. Proposed title:
   THEORIES OF JUSTICE AND EDUCATIONAL POLICY

5. Proposed effective term: SPRING 2012

6. Planned enrollment per section: per term: 15
   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/Numberic codes, and
   submit a separate New Course form or Course Modification form for the
   course(s) referenced below.
   a. TSOC 8360 b. c. - -

   Approval of other academic unit (signature)

   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:
   a. Activity Type*
      Seminar
   b. Minimum Credit Hours 3
   c. Maximum Credit Hours 3
   c. Weekly Contact Hours

   *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  Gradute

   ☐ Normal Grading (A-F,PS/NC.PR, I)
   ☐ Passing Grade/No Credit (A-C, NC)
   ☐ Credit/No Credit
   ☐ Grade Only (A-F, PR, I)
   ☐ Audit only
   ☐ No Grade

12. Prerequisites (must be taken before):

   a.  
   b.  
   c.  

   PIN (Permission From Instructor)  PDP (Permission From Department)

Co-requisites (must be taken together):

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

   Course to be removed from inventory  Final Term to be offered (YYYYT, i.e. use 20064 for Fall'06)

   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 Syllabus
   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 manner 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: [Signature] Date 03/18/2011 (mm/dd/yyyy)

Department Chairperson: [Signature] Date 03/18/2011 (mm/dd/yyyy)

College Curriculum Authority: [Signature] Date 04/01/2011 (mm/dd/yyyy)

College Dean: [Signature] Date 04/11/2011 (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.: [Signature] Date [mm/dd/yyyy]

Faculty Senate Core Curriculum Comm.: [Signature] Date [mm/dd/yyyy]

Graduate Council: [Signature] Date [mm/dd/yyyy]

Office of the Provost: [Signature] Date [mm/dd/yyyy]

Registrar's Office: [Signature] Date [mm/dd/yyyy]
Theories of Justice and Education Policy

TSOC 6360/8360

The University of Toledo

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

Purpose

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. 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 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


Court Cases regarding educational policy issues:

San Antonio v. Rodriguez
Pierce v. Society of the Sisters
TINKER V. DES MOINES SCH. DIST
Miliken v. Bradley

**Assessment**

Performance in the course will be evaluated in terms of the following: active and thoughtful class participation and a well-executed seminar paper exploring one of the central questions or issues of the seminar. The essays should be written from the perspective of the course readings and discussions, in addition to other sources. Each essay should be article length, approximately 15-20 pages, double-spaced, Times New Roman, 12 point font.

**Essay Evaluation Criteria**

Your essays will be evaluated in terms of how well you demonstrate your knowledge of the issues in question, the course material, and the strength of the defense you provide for your opinion.

**Content**: The essay demonstrates understanding of the issues in question. Important terms are defined and used correctly. The essay demonstrates knowledge of the course readings. The argument logically supports the thesis, and claims are backed up by evidence and/or logical argument. The writer provides a clearly articulated and strongly argued position relative to the question.

**Style**: The essay presents a clear thesis statement and sound organizational structure. Transitions between paragraphs are smooth and logical. The conclusion makes a strong, brief restatement of the argument. There are few if any mechanical errors that distract from the content (e.g., grammar and spelling).

A strong defense entails both an argument in support of your position and refutation of competing positions. Remember to support your opinion through logic and/or evidence rather than merely asserting your opinion. Also a part of defending your opinion is to refute the opinions of others, so be sure to refute the alternative perspectives you do not choose as well as defending your choice. Ask yourself: Is my argument for the perspective I have chosen convincing? (Or is my refutation of competing perspectives compelling?) Reference to the course readings and class notes/discussions is required.

**Schedule**

1/12 Introduction and Utilitarianism
Recommended Reading

Overviews of Justice


Rawls


Sen


**Nussbaum**


**Walzer**


