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 8360

4. Proposed title:
   THEORIES OF JUSTICE AND EDUCATIONAL POLICY

   Proposed effective term: SPRING 2012

5. Planned enrollment per section: 30 per term

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

   Is the course offered at more than one level? Yes [X] 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 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:
   a. Activity Type* Seminar
   b. Minimum Credit Hours 3
   c. Weekly Contact Hours 3

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

Graduate  
   ☐ Normal Grading (A-F, PS/NC, PR, I)  
   ☐ Grade Only (A-F)  
   ☐ Satisfactory/Unsatisfactory (G only)  
   ☐ Audit only  
   ☐ No Grade  

12. Prerequisites (must be taken before):  
   a.  
   b.  
   c.  

   Co-requisites (must be taken together):  
   a.  
   b.  
   c.  

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

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  
   a.  
   b.  
   c.  
   d.  

   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.  

   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: William M. Tray Date 03/18/2011 (mm/dd/yyyy)
Department Chairperson: William M. Tray Date 03/18/2011 (mm/dd/yyyy)
College Curriculum Authority: Berlaffi Talamad Date 04/01/2011 (mm/dd/yyyy)
College Dean: Douglas J. Schmell 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.: Date 
Faculty Senate Core Curriculum Comm : Date 
Graduate Council : Date 
Office of the Provost : Date 
Registrar's Office: Date 


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


**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**

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<th>A</th>
<th>B to C range</th>
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<tbody>
<tr>
<td>Strong Thesis Statement, developed through paper and answering question</td>
<td>Develops a valid thesis; answers question in thoughtful way; argument developed throughout the paper and culminating in reasonable conclusions.</td>
<td>Lacks developed thesis and/or fails to answer the stated question.</td>
</tr>
<tr>
<td>Disciplinary content knowledge demonstrated</td>
<td>Uses relevant citations from the course material, presented in such a way as to demonstrate comprehension of them.</td>
<td>Includes inadequate citations and/or lacks meaningful discussion of them.</td>
</tr>
<tr>
<td>Contextualized in discipline</td>
<td>Places clearly within the appropriate contexts, including theoretical, political economic, historical, and educational.</td>
<td>Does not adequately contextualize</td>
</tr>
<tr>
<td>Theoretical development</td>
<td>Creates a clear, supported and developed theoretical framework that is valid in framing the answer, and includes theoretical analysis and interpretation</td>
<td>Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation</td>
</tr>
</tbody>
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2
| 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**

<table>
<thead>
<tr>
<th><strong>Strong Thesis Statement, developed through paper and answering question</strong></th>
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<th><strong>B to C range</strong></th>
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<td>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.</td>
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<td>Lacks developed thesis and/or fails to answer the stated question.</td>
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<th><strong>Disciplinary content knowledge demonstrated</strong></th>
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<td>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.</td>
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<td>Includes inadequate citations and/or lacks significant understanding of them.</td>
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<td>Nuanced contextualization, including theoretical, political economic,</td>
<td></td>
<td>Does not adequately contextualize</td>
</tr>
<tr>
<td>Theoretical development</td>
<td>Creates a clear, supported and developed theoretical framework that is valid and insightful, and includes detailed and sophisticated theoretical analysis and interpretation</td>
<td>Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation of data</td>
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**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**


Rawls


Sen


Nussbaum


**Walzer**