

1. Abbreviated Course Title: Social Justice

2. Full Course Title: The Philosophy of Social Justice in the United States

3. Credits: 3 credits

4. Course Components: Lecture

5. Course Level: 200-level

6. Catalog Description: This course will provide an overview of social justice topics including: poverty, unemployment, the welfare state, racial discrimination, gender discrimination, and income inequality. The readings for the course will include contemporary philosophic, sociological, and economic writings. Contemporary data sources will also be utilized.

7. Course Prerequisites or Co-requisites: n/a

8. Rationale: This course is designed to fill a need in our department for a course that considers the problems of social justice from an interdisciplinary perspective, a need also expressed by the new general education requirements. The course will introduce students to the recent philosophic, sociological, and economic literature on problems of distribution, inequality, and discrimination. It will review the recent social and economic history of the United States to show large changes in social circumstances and persistent problems of deprivation. In addition to having students write several short analytic papers and a longer research paper, the course will utilize many data sources, so that students may learn how to find and use these resources, thus honing their information and technology literacy skills. The difficulty and range of materials to be considered makes this a 200-level course.

9. Student Learning Outcomes

I. Discipline-specific Student Learning Outcomes (DS)

By the end of this course students will be able to:

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| DS1 | DESCRIBE different philosophy schools of thought concerning distribution and justice |
| DS2 | IDENTIFY the major stages in social and economic developments of the recent past |
| DS3 | COMPARE the origin, history, and results of different kinds of welfare state interventions |
| DS4 | USE national and international public data sources effectively |
| DS5 | COMPARE the social and economic position of people of different national, ethnic, racial, class, and gender backgrounds |
| DS6 | ANALYZE possible interventions into social and economic situations to alleviate suffering and inequality. |

- DS7 EXPLAIN their own reactions to the ideas presented
- DS8 EVALUATE other people's reactions to and commentaries on these ideas.

II. University-wide Student Learning Outcomes

(1) Tier 2 Written Communication Outcomes (T2WC)

By the end of the course, students will be able to:

- T2WC1 Demonstrate adequate consideration of content, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).
- T2WC2 Use appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.
- T2WC3 Demonstrate consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.
- T2WC4 Demonstrate consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.
- T2WC5 Use straightforward language that generally conveys meaning to readers. The language has few errors.

(2) Tier 2 Information and Technological Literacy Outcomes (T2ITL)

At the end of the course, students will be able to:

- T2ITL1 Define the scope of the research question or thesis and technology needed to access and/or utilize information completely. Determine key concepts. Select types of information and technology that clearly relate to concepts or answer research questions.
- T2ITL2 Access information with a variety of search strategies and relevant information sources. Demonstrate ability to refine search and utilize information in conjunction with appropriate technology to achieve desired result.
- T2ITL3 Choose a variety of information sources appropriate to the scope and discipline of the research question. Select sources and determine applications using multiple criteria (such as relevance to the research question, currency, authority). Find a broad array of data from which to choose.
- T2ITL4 Communicate, organize, and synthesize information from sources, using appropriate technology as needed. Intended purpose is achieved.
- T2ITL5 Correctly use three of the following information use strategies: use citations and

references; choose among paraphrasing, summary, or quoting; use information in ways that are true to original context; distinguish between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information and technology.

T2ITL6 Demonstrate a solid understanding of how to use the World Wide Web and other technology resources to access, process, and utilize information.

T2ITL7 Systematically evaluate the authenticity and validity of World Wide Web resources. Identify and utilize many appropriate technological resources.

10. Instructional Procedures:

- Lectures (SLO: DS1-6; T2ITL1-7)
- Class discussion of lectures, homework assignments, readings in class, other materials like on-line data sites (SLO: DS1-8; T2ITL1-7)
- Reading assignments of assigned primary source material (SLO: DS1-7; T2ITL1-7)
- Writing assignments (reading questions, summaries, reaction papers) (SLO: DS1-8; T2WC1-5; T2ITL1-7)
- Term paper (SLO: DS1-8; T2WC1-5; T2ITL1-7)

11. Course Content:

Week 1: Utilitarianism, (chapter II, Sandel, Michael ed. *Justice: A Reader*, abbreviated as JR for the remainder of this proposal); (SLO: DS1, 7-8)

Week 2: Libertarianism (chapter III, JR); (SLO: DS1, 7-8)

Week 3: Locke (chapter IV, JR); (SLO: DS1, 3, 7-8)

Week 4: Rawls (chapter VII, JR); (SLO: DS1, 3, 6-8)

Week 5: Distributive Justice (chapter VIII, JR); (SLO: DS1, 3, 6-8; T2WC1-5); **writing assignment on moral theories due** (2 pages)

Week 6: Income, (pp. 1-12, DeNavas-Walt, Carmen, Bernadette D. Proctor, and Jessica C. Smith, U.S. Census Bureau, Current Population Reports, *Income, Poverty, and Health Insurance Coverage in the United States: 2012*, abbreviated as CB for the remainder of this proposal); (Income chapter, Mishel, Lawrence, Josh Bivens, Elise Gould, and Heidi Shierholz. *The State of Working America*, abbreviated as WA for the remainder of this proposal); (OECD Stats) (SLO: DS2-8; T2ITL1-2, 7))

Week 7: Poverty, (pp. 13-21, CB); (Poverty chapter, WA); (OECD Stats)

Midterm Exam

(SLO: DS1-8; T2WC1-5; T2ITL1-5)

- Week 8: Unemployment, (Employment Situation, Bureau of Labor Statistics); (Jobs chapter, WA); (OECD Stats) (SLO: DS4-5; T2WC1-5; T2ITL1-7); **writing assignment on economic deprivations due** (2 pages)
- Week 9: Racial Discrimination, (chapter IX, JR); (Hamilton, Austin, Darity “Whiter Jobs, Higher Wages”); (Jones and Schmitt “A College Degree is No Guarantee”) (SLO: DS4-8; T2ITL1-7)
- Week 10: Gender Discrimination, (Chu and Posner “The State of Women in America”); (OECD Stats) (SLO: DS4-8; T2ITL1-7)
- Week 11: Class, (Mobility chapter and Wealth chapter, WA); (Kaplan and Rauh, “It's the Market”); (Corak, “Income Inequality, Equality of Opportunity, and Intergenerational Mobility”) (SLO: DS4-8; T2WC1-5; T2ITL1-7); **writing assignment on race, gender, and class due** (2 pages)
- Week 12: New Social Policies, Basic Income Grant, (Widerquist and Lewis, “An Efficiency Argument for the Guaranteed Income”) (SLO: DS5-8; T2ITL1-4)
- Week 13: New Social Policies, Job Guarantee, (Mitchell and Watts, “A Comparison of the Macroeconomic Consequences of Basic Income and Job Guarantee Schemes”); (OECE *Employment Outlook* 2010); **deadline for the first draft of the term paper** (SLO: DS5-8; T2WC1-5; T2ITL1-4)
- Week 14: review; **writing assignment on new social policies due** (2 pages) (SLO: DS1-8; T2WC1-5; T2ITL1-7)
- Week 15: **Final Exam**
term paper (Signature Assignment) due
 (SLO: DS1-8; T2WC1-5; T2ITL1-7)

12. Undergraduate General Education Courses:

- a) This course is intended to serve as a Tier 2 Seminar.
- b) Philosophy and Religion Department (PHIL) course.
- c) Social and Historical Perspectives mode of inquiry. This course addresses the historical, economic, political, and social factors that shape contemporary social justice outcomes in the United States. Also, this course will examine the historical roots and contemporary workings of social institutions and structures that have shaped contemporary social outcomes.

13. Graduate Course Status: n/a

14. Degree Requirements: This course is an elective and does not change the degree requirements for the major and minor programs.

15. Specialized Accreditation, Certification, and Licensure: n/a

16. Assessment/Evaluation of Student Outcomes and Determining Student Grades

- Class Participation (20%): Active involvement is essential in this course, requiring close reading of assignments and preparedness for class discussion as demonstrated by asking and responding to questions. (SLO: DS1-8; T2ITL1-7)
- Four short Writing Assignments (20%), spread out throughout the semester on various topics covered in class
- Midterm Evaluation (20%): Written responses to selected passages from the writings and data sources covered in class. (SLO: DS1-8; T2WC1-5; T2ITL1-7)
- Final Evaluation (20%): Written responses to selected passages from the writings and data sources covered in the second half of the class. (SLO: DS1-8; T2WC1-5; T2ITL1-7)
- Term Paper (**Signature Assignment**) (20%): Students will select a term paper topic on a theme of social justice. The paper will defend a thesis statement or answer a question. Students will be required to use philosophic theory, contemporary social analysis, and data sources in their paper. Also, students must cite contrasting philosophic theories when writing their papers. The paper must be written in proper MLA or APA style, with a works-cited page of a minimum of three primary and three secondary sources. It will allow students to demonstrate effective writing skills and effective information and technology literary skills. Students should consult early in the semester with the instructor on the topic and scope of their research. (SLO: DS1-8; T2WC1-5; T2ITL1-7)

17. Bibliography (MLA)

a. Required Texts

Bureau of Labor Statistics. *Employment Situation*. www.bls.gov.

Chu, Anna and Charles Posner. "The State of Women in America: The 50-State Analysis of how Women are Faring Across the Nation." Center for American Progress, September 2013. www.americanprogress.org.

Corak, Miles. "Income Inequality, Equality of Opportunity, and Intergenerational Mobility." *Journal of Economic Perspectives*, Vol. 27, No. 3, Summer 2013. <http://www.aeaweb.org/articles.php?doi=10.1257/jep.27.3.79>

- DeNavas-Walt, Carmen, Bernadette D. Proctor, and Jessica C. Smith, U.S. Census Bureau, Current Population Reports, *Income, Poverty, and Health Insurance Coverage in the United States: 2012*, U.S. Government Printing Office, Washington, DC, 2013. www.census.gov. [CB]
- Hamilton, Darrick, Algernon Austin, and William Darity Jr. "Whiter Jobs, Higher Wages: Occupational Segregation and the Lower Wages of Black Men." Economic Policy Institute, February 28, 2001, Briefing Paper #288. www.epi.org.
- Jones, Janelle and John Schmitt "A College Degree is No Guarantee." Center For Economic and Policy Research, May 2014. www.cepr.net.
- Kaplan, Steven N. and Joshua Rauh. "It's the Market: The Broad-Based Rise in the Return to Top Talent." *Journal of Economic Perspectives*, Vol. 27, No. 3, Summer 2013. <http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.27.3.35>
- Mishel, Lawrence, Josh Bivens, Elise Gould, and Heidi Shierholz. *The State of Working America*, 12th Edition. Economic Policy Institute. Ithaca, N.Y.: Cornell University Press, 2014. <http://stateofworkingamerica.org>. [WA]
- Mitchell, William and Martin Watts. "A Comparison of the Macroeconomic Consequences of Basic Income and Job Guarantee Schemes." Center of Full Employment and Equity. Working Paper No. 04-05, September 2004. <http://e1.newcastle.edu.au/coffee/>
- OECD. *Employment Outlook 2010*. Organization for Economic Cooperation and Development. <http://www.oecd.org/els/oecdemploymentoutlook-downloadableeditions1989-2011.htm>
- OECD. *OECD Stats*. Organization for Economic Cooperation and Development. <http://stats.oecd.org/>
- Sandel, Michael ed. *Justice: A Reader*. Oxford: Oxford University Press, 2007. [JR]
- Widerquist, Karl and Michael A. Lewis. "An Efficiency Argument for the Guaranteed Income." The Jerome Levy Economics Institute of Bard College. Working Paper 212, 1997. www.levy.org

b. Supporting Bibliography (MLA) (An asterisk (*) indicates that the book is in the New Jersey City University library).

- Cohen, G.A. *Self-Ownership, Freedom, and Equality*. Cambridge, UK, and New York: Cambridge University Press, 1995. *
- Cohen, G.A. *Rescuing Justice and Equality*. Cambridge, MA: Harvard University Press, 2008.
- Daniels, Norman, editor. *Reading Rawls: Critical Studies on Rawls' A Theory of Justice*. Stanford: Stanford University Press, 1989.
- Esping-Andersen, Gøsta. *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press, 1990.
- Esping-Andersen, Gøsta. *Social Foundations of Postindustrial Economies*. Oxford: Oxford University

Press, 1999.

Esping-Andersen, Gøsta, editor. *Why We Need a New Welfare State*. Oxford: Oxford University Press, 2002.

Esping-Andersen, Gøsta. *Incomplete Revolution: Adapting Welfare States to Women's New Roles*. New York: Polity, 2009.

Ginsburg, Helen. *Full Employment and Public Policy: The United States and Sweden*. New York: Lexington Books, D.C. Heath and Company, 1983.

Gomberg, Paul. *How to Make Opportunity Equal: Race and Contributive Justice*. New York: Blackwell Publishing, 2007.

Goodin, Robert E., Bruce Headey, Ruud Muffels, and Henk-Jan Dirven. *The Real Worlds of Welfare Capitalism*. Cambridge: Cambridge University Press, 1999.

Harvey, Philip. *Securing the Right to Employment*. Princeton, NJ: Princeton University Press, 1989.

Hausman, Daniel M. and Michael S. Mcpherson. *Economic Analysis, Moral Philosophy, and Public Policy*. Cambridge: Cambridge University Press, 2006.

Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. *

Rawls, John. *A Theory of Justice*. Revised Edition. Cambridge, MA: The Belknap Press of Harvard University Press, 1999. *

Rose, Nancy. *Put to Work: The WPA and Public Employment in the Great Depression*. New York: Monthly Review Press, 2009.

Sandel, Michael. *Liberalism and the Limits of Justice*. Second Edition. Cambridge: Cambridge University Press, 1998.

Sen, Amartya. *Inequality Reexamined*. Cambridge, MA: Harvard University Press, 1992.

Sen, Amartya. *Development as Freedom*. New York: Anchor Books, 1999.

Schmitt, John and Heather Boushey. "The College Conundrum: Why the Benefits of a College Education May Not be so Clear." Center for American Progress, 2010.

Shue, Henry. *Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy*. Princeton, NJ: Princeton University Press, 1980. *

c. Relevant Periodical Sources (An asterisk (*) indicates that the book is in the New Jersey City University).

Dollars and Sense

Journal of Economic Issues

*Journal of Economic Perspectives**

*Philosophy and Public Affairs**

The Economist

d. Relevant Online Materials

Bureau of Labor Statistics: www.bls.gov

Department of Labor: www.dol.gov

International Labor Organization: www.ilo.org

International Monetary Fund: www.imf.org

Organization for Economic Cooperation and Development: www.oecd.org

U.S. Census: www.census.gov

e. Relevant Audiovisual Materials: n/a

18. Budget: No additional budget is required.

19. Enrollment and Scheduling: Every semester, with a maximum of 25 students.