

**DEPAUL****School of Continuing and Professional Studies**

Social Justice in the Professions Undergraduate Course Information Guide

Course Number: DCM318, 2 credits, 5 Weeks
Delivery Formats: Online Async

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
<u>Assessment/Grading</u>	<u>Course Schedule</u>	<u>Policies</u>

Course Description

Students will look at the nature of social justice, creating a working definition of the widely used term. Readings will guide examination of issues of social justice in students' fields or disciplines.

This course introduces students to the concept of social justice and key perspectives, problems, dreams and debates surrounding it. It also guides students to consider the professions they plan to pursue and ways in which professional values, practices, and codes can intersect with social justice concerns, issues and activism.

Learning Outcomes

After completing this course, you will be able to:

- Comprehend the term “social justice” and some of the key meanings, debates, histories and applications associated with it
- Describe key aspects of your proposed profession
- Consider thoughtfully how social justice issues, problems and/or action might intersect with your proposed profession
- Understand and critically examine a specific social justice struggle in philosophical and historical context

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

The course briefly surveys the history of the term social justice and highlights how it is understood by a range of political ideologies. It goes on to consider what it means to be a professional as well as ways in which professionals can cultivate an ethical awareness and disposition toward social justice.

In addition, the course examines in close detail a specific social justice movement. Finally, the course presents units exploring equality/equity in relation to debates about distribution of resources; and identity in relation to the struggle of marginalized groups for social recognition.

Required Readings

Readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

Discussion Forums - are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. Your participation and responses in the online discussions will be assessed on defined criteria.

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Your writing assignments will address a variety of issues introduced in the class in different formats.

[Back to Top](#)

Assessment of Student Learning

Distribution of Grade Points

Graded Assignment	Percentage of Final Grade
Discussion Conferences (10)	20%
Journal Entries (3)	9%
Professional Profile Assignment	12%
Difference Matrix Assignment	8%
Questions About Dr. King's Letter	24%
Perspectives in Play Project, Part 1	12%

Perspectives in Play Project, Part 2	15%
--------------------------------------	-----

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

[Back to Top](#)

Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Social Justice: Perspectives	Module 1 Introduction & Overview Sociology Guide, "Social Justice" Mayer, "Social Justice" Abramovitz & Lazzari, "What is Social Justice?" Galbraith, "The Social Foundation" Listening: Seeger, "I'm Gonna Be An Engineer"	1.1 Gonna Be An Engineer Discussion 1.2 The Good Samaritan & Moses Discussion 1.3 Journal Entry 1.4 Perspectives in Play Project, Part 1
Week 2, Module 2: Professions and Professionals	Module 2 Introduction & Overview Calderwood, "Toward A Professional Community for Social Justice"	2.1 Dealing with Ethical Dilemmas Discussion

	<p>Cohen, "Should Tennessee Firemen Have Let the House Burn?"</p> <p>Gregory, "Shame"</p>	<p>2.2 Professional Communities for Social Justice Discussion</p> <p>2.3 Professional Profile</p> <p>2.4 Difference Matrix</p>
<p>Week 3, Module 3: A Movement, A Leader, A Letter</p>	<p>Module 3 Introduction & Overview</p> <p>Group of Clergymen, "A Letter to Martin Luther King"</p> <p>King, "Letter from Birmingham Jail"</p> <p>King, "Speech Transcription: Social Justice and the Emerging New Age"</p> <p>Video: Eyes on the Prize: America's Civil Rights Years, episode 1: "Awakenings (1954-56)"</p>	<p>3.1 Creative Maladjustment Discussion</p> <p>3.2 "Only A Pawn in Their Game" Discussion</p> <p>3.3 Questions About Dr. King's Letter</p> <p>5.4 Perspectives in Play Project, Part 2</p>
<p>Week 4, Module 4: Equality and Distribution</p>	<p>Module 4 Introduction & Overview</p> <p>Kozol, Excerpts from Savage Inequalities: Children in America's Schools</p> <p>Moyers, "This Is the Fight of Our Lives"</p> <p>Kekes, "The Absurdity of Egalitarianism"</p> <p>Anderson, "Against Luck Egalitarianism: What Is the Point of Equality?"</p>	<p>4.1 Two American Dreams? Discussion</p> <p>4.2 Income Inequality: Does It Matter? Discussion</p> <p>4.3 Perspectives in Play Project, Part 1</p> <p>4.4 Journal Entry</p>
<p>Week 5, Module 5: Identity and Recognition</p>	<p>Martinez, "At the Crossroads: Latinos in the New Millennium"</p> <p>Santa Ana, "Is There Such a Thing as Latino Identity?"</p> <p>Cisneros, "Only Daughter"</p>	<p>5.1 Plane Wreck at Los Gatos Discussion</p> <p>5.2 Steve Kelley Cartoon Discussion</p> <p>5.3 Journal Entry</p>

	<p>Civil Rights Leadership Conference Education Fund, "Confronting the New Faces of Hate: Hate Crimes in America, 2009: Executive Summary"</p> <p>Video: "Deportee" performed by Arlo Guthrie & Emmylou Harris</p>	5.4 Perspectives in Play Project, Part 2
--	--	--

Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
Telephone: 312-362-8001. General Email: scps@depaul.edu
For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

This document was updated 7-18-23.

[Back to Top](#)