

DePaul University
School of Continuing and Professional Studies
Undergraduate Programs
DCM 318
Social Justice in the Professions

COURSE DESCRIPTION

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. 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 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 in relation to debates about distribution of resources; and identity in relation to the struggle of marginalized groups for social recognition.

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
- Display awareness of a range of perspectives on inequality in US society
- Discuss what the terms “identity” and “recognition” denote in the context of discussions of multiculturalism and social justice
- Address the above goals in discursive contexts such as discussion conferences, journal entries, exercises and major assignments

In this course, you will develop the following competence if you are an Individualized Focus Area student:

H4 -- Can analyze power relations among racial, social, cultural, or economic groups in the United States

LEARNING RESOURCES & READINGS

As learning resources, this course will utilize required readings, online discussions, film screenings and a set of written assignments that range from journal entries to brief research reports to dialogues.

Regarding required readings: There is no hard copy textbook for this class. Instead, we will use a collection of readings posted on Electronic Reserve and embedded in our course. The specific readings are listed below, under the Readings column in the Course Schedule table.

ASSIGNMENTS IN THE COURSE

10 Discussions (2 for each Week/Module)

3 Journal entries

Professional Profile

Difference Matrix Exercise

Questions About Dr. King's Letter

Perspectives in Play Project, Parts 1& 2

ASSESSMENT

Point Distribution of Assessments (100 points total)

Assignment	Points
10 Discussions	20
3 Journal Entries	9 (3 pts each)
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

Course Grading Scale:

The grading scale is based on 100 percent of the required assignments. Thus (in terms of percentages):

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

Please note: Grades lower than a C- do not earn credit or competence in the School of Continuing & Professional Studies.

POLICY ON ATTENDANCE

Please note that, *in an online course, merely logging in does not count as attending class.* In order to be counted as in attendance in a given week, you have to post at least something to the course in that week.

POLICY ON LATE ASSIGNMENTS

Due dates in the course are firm and must be adhered to if you expect to succeed. Written assignments and discussion posts that are late will receive reduced points. Written assignments and discussion posts that are more than two weeks late will receive zero points.

CRITERIA OF ASSESSMENT

Discussions

To receive full credit (2 points) for a given Discussion, you must make a contribution that is

- a. Substantive: This means that you offer a considered opinion, a thought-provoking speculation and/or new information. A substantive contribution does more than simply indicate "I agree" or "Me too";
- b. Interactive: This means that, in addition to posting your own view(s), you respond to at least one other student and that you do so by, again, saying something more than "I agree" or "Me too".

Journal entries

A single journal entry is worth a maximum of 3 points. To receive full credit, a journal entry must:

- a. Respond to all 5 questions and do so in coherent paragraphs (though those paragraphs may be brief);
- b. Show attentive engagement with the questions; and
- c. Provide at least one piece of thoughtful reflection.

Other Assignments

Assessment Rubrics for other assignments are posted with those assignments in the course.

COURSE SCHEDULE

Week, Module # & Title	Reading, Listening, Screening	Assignments
Week 1 / Module 1: Social Justice - Perspective s	<p>Reading:</p> <p>Module 1 Introduction & Overview</p> <p>Sociology Guide, “Social Justice”</p> <p>Mayer, “Social Justice”</p> <p>Abramovitz & Lazzari, "What is Social Justice?"</p> <p>Galbraith, "The Social Foundation"</p> <p>Listening:</p> <p>Seeger, “I’m Gonna Be An Engineer”</p> <p>Music & video here: https://www.youtube.com/watch?v=qr8jFMXTioc</p> <p>Lyric here: http://sniff.numachi.com/pages/tiENGINEER.html</p>	<p>1.1 Gonna Be An Engineer Discussion</p> <p>1.2 The Good Samaritan & Moses Discussion</p> <p>1.3 Journal Entry</p> <p>4.3 Perspectives in Play Project, Part 1 (read over)</p>
Week 2 / Module 2: Professions and Professiona ls	<p>Reading:</p> <p>Module 2 Introduction & Overview</p> <p>Cohen, “Should Tennessee Firemen Have Let the House Burn?”</p> <p>Calderwood, “Toward A Professional Community for Social Justice”</p> <p>Gregory, “Shame” http://www.gibbsmagazine.com/Shame.htm</p>	<p>2.1 Dealing with Ethical Dilemmas Discussion</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>Reading:</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: <i>Eyes on the Prize: America’s Civil Rights Years</i>, 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, Part 2 (begin)</p>
<p>Week 4 / Module 4: Equality and Distributio n</p>	<p>Module 4 Introduction & Overview</p> <p>Kozol, Excerpts from <i>Savage Inequalities: Children in America’s Schools</i></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>Reading:</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>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 https://www.youtube.com/watch?v=Pa3sJTX-W_4</p> <p>Lyric here: https://www.woodyguthrie.org/Lyrics/Plane_Wreck_At_Los_Gatos.htm</p>	<p>5.3 Journal Entry</p> <p>5.4 Perspectives in Play Project, Part 2 (due in Week 6)</p>
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MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

UNIVERSITY & COLLEGE POLICIES

Incomplete (IN) Grade

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- *The instructor has discretion* to approve or not approve the student’s request for an IN grade.
- *The instructor has discretion* to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor *may not* enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

[Academic Integrity Policy](#)

[Withdrawal/Drop Policy and Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact the instructor privately to discuss your challenges and how she/he may assist in facilitating the accommodations you will use during this course. This is best done early in the term and all conversation will remain confidential.

[Protection of Human Research Participants](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

See post to Course Q&A Discussion entitled, "Instructor Brief Bio."