

# DePaul University SCPS

## Undergraduate Programs

### HC219/CCH 219/SNC 206 : The Fight for Human Rights: One Woman's Crusade

Fall 2019

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Hours: Wed 4-5:30 & by appointment

Course dates: Wednesdays, Sept 11-Nov 20, 5:45-9:00; (Nov. 6 class meets at Lyric Opera of Chicago, curtain 7:00)

#### Course Description

Sister Helen Prejean is a leading human rights activist in the United States. For the past 30 years, she has shaped conversation about equal treatment of all within the criminal justice system, especially persons of color and the materially poor. *Dead Man Walking*, the non-fiction account of her experience accompanying two condemned prisoners to their execution, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice in the United States. As a compelling first-hand description, it inspired a film, an opera, and a play which have been seen by millions of people worldwide. She also completed *Death of Innocents*, a first-hand account of her years with two convicts whom she is sure were innocent. In this book she presents the legal issues and as well as the social arguments. Her written work and activism on behalf of victims of crime as well as prisoners and their families have impacted decisions by Pope John Paul II, numerous governors; senators; prosecuting and defense attorneys. She is about to publish her third book, so we will be able to see further into her thinking.

In 2011, Prejean donated her papers to the archives of the DePaul University library. The papers include correspondence with prisoners, families of victims, as well as persons of influence. Each year she spends a week at DePaul and makes herself available to discuss these compelling issues. In this course, we will study her work, discuss those issues, and consider what it takes to become a leader for human rights and social justice and remain active in the field over decades. In November 2019, the Lyric Opera of Chicago will present *Dead Man Walking*, the opera, and the class will attend as part of the course. Sister Helen will be in Chicago, and may be available to interact with the class.

#### Learning Outcomes for Students in Each Program

Students working toward the Personal And Social Responsibility Learning Goals in the College of Liberal Arts and Social Sciences will develop the following:

1. Students will understand the historical debates about and the values of multiculturalism. They will compare dimensions of issues of race, class, and ethnicity in the experience of the criminal justice system of the United States. They will be able to identify the major arguments regarding capital punishment in the U.S., and assess implications for social, economic and cultural policy regarding

race and class. They will be able to describe approaches to activism in the past that have resulted in effective social change.

2. Students will develop, through self-reflection and critical analysis, alternative perspectives on the historical roots of inequality in the practice of unequal application of investigation, prosecution and sentencing in the United States and the lasting effects on persons of color and the materially poor.
3. Students will be able to critically analyze multiple sources of information about the practice of criminal justice and be able to interpret data, assess various points of view, and build a clear, concise argument regarding the death penalty and related issues. They will be able to illustrate skills and attributes required to engage in social activism and explain actions an activist may take to change public opinion on a charged issue.
4. Students will be able to advance collective intellectual understanding and use information to address problems and issues related to social inequality, conflict and diversity. They will be able to explain the impact an engaged citizen can make to improve the effectiveness of a society, describe and assess methods of peaceful dissent, and articulate a strategy for personal civic engagement.

Students working in the BA Programs in Applied Behavior Sciences, Leadership Studies, Business Administration, or Decision Analytics in the School of Continuing and Professional Studies will develop one or more of the following outcomes:

1. *Apply various methods of communication in multiple settings.*
  - Describe and assess methods of peaceful dissent in advocating for social change to accomplish social justice.
2. *Analyze and apply different liberal arts perspectives.*
  - Explain the elements of four genres studied (non-fiction prose; film; play; opera) and assess the impact of each for conveying information and point of view, and for articulating a call for action.
3. Explain the value of social justice in the behavior sciences.
  - Identify the major arguments regarding capital punishment in the U.S., and assess implications for social, economic and cultural policy regarding race and class.
4. Analyze and apply knowledge and theories of leadership.
  - Assess the theories presented by Marshall Ganz on the general field of leading social change and apply them to efforts to impact criminal justice in the U.S.
5. Explain the value of social justice in organizational contexts.
  - Explain the impact an engaged citizen can make to improve the effectiveness of a society.
  - Articulate a strategy for personal civic engagement.
  - Engage in an activity that positively contributes to the civic life of a community.

Students working within the Bachelor of Arts With Individualized Focus Area in the School of Continuing and Professional Studies will develop one or two of the following competencies:

1. A1C: Can analyze artistic or textual works in terms of form, content and style.
  - Students will be able to explain the elements of four genres studied (non-fiction prose; film; play; opera) and assess the impact of each for conveying information and point of view, and for inspiring or articulating a call for action.
2. L3: Can assess the social and personal value of civic engagement for achieving change.
  - Students will be able to explain the impact an engaged citizen can make to improve the effectiveness of a society from a systemic perspective.
  - Articulate a strategy for personal civic engagement.
  - Engage in an activity that positively contributes to the civic life of a community.
3. H4: Can analyze power relations among racial, social, cultural, or economic groups in the U.S.
  - Identify major arguments regarding capital punishment in the U.S., and assess implications for social, economic, and cultural policy regarding race and class within the prosecution of crime, the choice of sentence, and the practice of execution.
  - Describe and assess methods of peaceful dissent in advocating for social justice.
4. FX: Can assess strategies of individuals and groups seeking to bring about major social change.
  - Identify and illustrate skills and attributes required to engage in social activism.
  - Describe effective approaches to bringing about social change in the past.
  - Explain actions an activist may take to change public opinion on a charged issue.
  - Identify leadership skills needed to bring about social change.

**Learning Experiences:** We will use a variety of learning strategies, including reading, watching films, attending a performance of an opera, listening to music, participating in discussion in class and online,

viewing primary materials in the Richardson Library Special Collection archives, attending lectures, participating in discussion with Sister Helen, maintaining a journal, and writing a targeted research paper. The course will trace her evolution as an activist, moving from ignorance to expertise and using a range of strategies, including confronting questions of injustice, challenging authority, mobilizing others, and refusing to quit.

## **Course Resources**

### **Required Reading**

#### **Texts Required of All Students:**

Prejean, Helen. *Dead Man Walking*. New York: Vintage Books, 1994.

Prejean, Helen. *Death of Innocence*, New York: Vintage Books, 2006.

McNally, Terrence and Jake Heggie. *Dead Man Walking, The Opera*. Erato, 86238-2. (This is a CD set.)

Attendance at Performance of *Dead Man Walking* by Lyric Opera of Chicago, Wednesday Nov 7. (Student tickets are \$35. Dr. Dumbleton has made reservations and will arrange to collect payment.)

**Required essay:** Ganz, Marshall. "Leading Change: Leadership, Organization, and Social Movements," in *Handbook of Leadership Theory and Practice*, ed. Nitin Nohria and Rakesh Khurana. Boston: Harvard Business Press, 2010; Available at <http://marshallganz.usmblogs.com/files/2012/08/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>

#### **For students in BAIFA, A1C Competence:**

Robbins, Tim. *Dead Man Walking: The Play*.

Zinsser, William. *On Writing Well*. Harper, 2006.

Additional required readings and viewings from the Prejean Papers will be available within the course.

#### **Recommended reading for all:**

**Note:** Readings other than the required texts are posted online on the DePaul Library website, unless otherwise noted. Just go to <http://library.depaul.edu> and click on Course Reserves. When the Search box comes up, type in "Dumbleton;" when the Dumbleton page comes up, click on the title of this course. The password is **HC 219**.

#### **Websites (not required):**

##### **Amnesty International**

[www.amnesty.org/en/death-penalty](http://www.amnesty.org/en/death-penalty). AI, as an international organization focused on human rights, strongly opposes execution and supports efforts to exonerate the falsely accused.

##### **Balanced Politics**

[www.balancedpolitics.org/death\\_penalty.htm](http://www.balancedpolitics.org/death_penalty.htm). This website offers pro and con arguments for multiple issues. It provides succinct summaries of points of view of proponents and opponents of execution by the state.

## Bridges to Life

[www.bridgestolife.org](http://www.bridgestolife.org). This organization, founded by the family of a victim, brings together victims and incarcerated prisoners to promote mutual healing.

## Catholics Mobilizing Against the Death Penalty

[catholicsmobilizing.org](http://catholicsmobilizing.org). This is the organization Sister Helen Prejean founded in 2010 to provide an educated workforce to support anti-death penalty legislation at the state level.

## Death Penalty Information Center

[www.deathpenaltyinfo.org](http://www.deathpenaltyinfo.org). This organization provides most accurate and comprehensive data on capital punishment in the U.S. and other countries.

## Innocence Project

[www.medill.northwestern.edu](http://www.medill.northwestern.edu). This organization at Northwestern University Medill School of Journalist investigates cases of persons on death row who claim to be wrongfully convicted.

## Murder Victims' Families for Human Rights

[www.mvfr.org](http://www.mvfr.org). This national organization of families of victims opposes the death penalty.

## Restorative Justice

[www.restorativejustice.org](http://www.restorativejustice.org). This group emphasizes healing wounds of victims, offenders and communities affected by crime.

## Southern Poverty Law Center

[splcenter.org](http://splcenter.org). SPLC is a nonprofit civil rights organization dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of society.

## Wikipedia

[https://en.wikipedia.org/wiki/Capital\\_punishment](https://en.wikipedia.org/wiki/Capital_punishment) The Wikipedia entry on capital punishment is strong.

## Course Outline

Week and Topic	Readings	Other Activities	Guiding Questions
Week ONE: 9/11/19  <i>Dead Man Walking and Social justice.</i>	All: Syllabus and Journal Guidelines  All: <i>Dead Man Walking</i> , chapters 1-5	<u>Look</u> at Archives on D2L for this module  <u>Watch</u> news for story about capital punishment in U.S.  <u>Begin</u> Journal	What is the nature of the <i>Dead Man Walking</i> phenomenon?  What is the particular challenge of leadership for social change?
Week TWO: 9/18/19  <i>The First Hand Witness Experience.</i>	All: <i>Dead Man Walking</i> , Ch. 6-11  AIC: Zinsser Ch. 1-5	<u>Look</u> at Archives on D2L for this module  <u>Track</u> news story.	What elements are at the heart of civic responsibility and rule of law?

		Review "Death Penalty Information Center" Site.  <u>Journal entry 2.</u>	
Week THREE: 9/25/19  <i>The First Hand Witness Experience revisited.</i>	All: <i>Death of Innocents</i> , Ch 1	Look at Archives on D2L for this module. Visit by archivist  Choose a state and review its capital punishment policies  Journal entry 3	How do issues of guilt, remorse, repentance, grief, revenge and retribution interact and influence social attitudes?
Week FOUR: 10/2/19  <i>Different Ways of Telling the Truth.</i>	Read <i>Death of Innocents</i> , Ch 4.	Look at Archives on D2L for this module.  Journal entry 4	How do questions of compassion and forgiveness enter criminal justice system?
Week FIVE: 10/9//19  <i>Confronting questions of innocence and guilt.</i>	All: Watch Film, <i>Dead Man Walking</i>	Look at Archives on D2L for this module  Journal entry 5	Consider <u>point of view</u> . What are arguments in favor of and opposed to capital punishment?
Week SIX: 10/16/19  <i>Confronting questions of Criminal Justice and Social Justice.</i>	Read Libretto of <i>Dead Man Walking</i> the Opera and script of the play.	Look at Archives on D2L for this module. Choose an object to inspect.  Submit Journal for initial review  Journal entry 6	What is the experience of being able to admit error?
Week SEVEN: 10/23/19  <i>Bringing about Change by Challenging Authority.</i>  In archives if possible.	Read Letter to Pope John Paul and letter to Governor Edwards.  Read Marshall Ganz, "Leading Social Change."	Look at Archives on D2L for this module  Submit paper topics for approval.  Journal entry 7	What is best use of objectivity and subjectivity in effecting change?
Week EIGHT 10/30/19:  <i>Bringing about Change by Mobilizing Others.</i>	Listen to Opera DMW.	Participate in as many activities as possible.  Journal entry 8	What impact has Prejean been able to accomplish?
Week NINE 11/6/19:  Bringing about Change by <u>Refusing to Quit.</u>	Attend opera  Read reviews and comments about opera on website	Journal entry 9	Why would one use multiple art forms to argue a case?
Week TEN 11/13/19  <i>Pulling it together.</i>	Review notes and journal entries.	Journal entry 10.  Finish paper.	What does it take to live a life committed to social justice?
Week ELEVEN 11/20		Submit Final Paper and Journal	

## Assessment of Learning

### Course Grading Criteria and 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

Grades lower than a C- do not earn credit or competence at the School of Continuing and Professional Studies.

### **Course Structure**

This course consists of 10 modules. Module 9, which takes place during the week that Sister Helen Prejean is in Chicago and we will attend the Opera, has a different rhythm. Otherwise, the estimated time to complete each module is 1 week.

### **Percentage distribution of Assessments**

<b>Grading Category:</b>	<b>% of Final Grade:</b>
Discussions	30%
Journal	30%
Short Paper(s)	40%

### **Grading Policies and Practices**

To complete the course, you must complete each of the assignments as described in the syllabus and submit them by the assigned deadline. In addition, you must participate in course discussion, in class when the group meets on campus; on line when the group meets on d2l.

Points will be deducted for late work.

On-line discussion will close for postings one week after the final posting is due.

### **Evidence Students Will Submit**

#### **Class Participation**

You are expected to do the appropriate reading for each class session by the specified due date. You are encouraged to demonstrate that you have done so by participating in class discussion both on line and on site.

#### **Journal Entries**

Each week, you will submit a journal entry (around one-two typed-page in length) on a reading scheduled for that week. This will make for a total of 10 journal entries by the course end. You will submit these entries each week. (A suggested format for journal entries will be distributed first night of class.)

#### **Participation in the events during Sister Helen Prejean's time in Chicago.**

This includes attending a performance of the opera and at least one other to-be-scheduled event—a tour of the Prejean Papers, a talk by Prejean, a visit by one of the musicians, etc.

## **Papers**

One 4-5 page research paper as specified for each particular course outcome.

## **Criteria for Assessment**

In assessing work like that described above, I look for: a) knowledge and comprehension of pertinent issues, events, individuals and or institutions; b) scope of discussion that goes beyond material discussed in class; and c) thoughtful engagement with the materials, i.e., with questions or conflicts raised or implied by the material. Evidence of one of these elements equates roughly with a C; evidence of two, with a B; evidence of three, with an A. Other factors such as class participation and attendance can also affect final grades.

In assessing written submissions, I expect work to conform to college-level standards of mechanics and presentation. I am happy to work with you on these points, on a draft-revision basis, if you so desire, within set deadlines. In making such assessments, I strive to be clear, flexible, forthright and empathetic.

## **Writing Help**

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SCPS assignments and much more, see the Writing Guide for SCPS Students which you find on the SCPS website, specifically writing: <https://scps.depaul.edu/student-resources/writing/Pages/default.aspx>

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit <https://scps.depaul.edu/student-resources/writing/Pages/default.aspx>

## **Online Discussion**

### **Discussion Forums**

Discussion Forums are an important component of your online experience. During the week we do not meet on campus, you must participate in the on-line discussion. During the weeks we meet on class, you can use the discussion board to remain in touch with classmates, continuing conversations have begun in class or on other boards.

A Course Q & A discussion forum has been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask process questions and receive answers throughout.

## **Policies**

### **Academic Integrity**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) for further details.

### **Plagiarism**

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgment.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. This course adheres to the college and university policies on plagiarism as well as on course withdrawal timelines and grade/fee consequences.

### **Policy on Attendance**

Students are expected to attend all class sessions and participate in all online discussions. If you miss a class, it is your responsibility to check with me or a fellow student about any information or handouts you may have missed. If you miss more than two classes, you will not have met the requirement for a passing grade.

### **Policy on Incompletes: This follows University Policy**

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

- A 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.
- The instructor has the discretion to approve or not approve the student's request for an IN grade.
- The instructor has the 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.

### **For Students Who Need Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as



possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)  
#370, Student Center, LPC, 773.325.1677

### **Description of Pass/Fail Grading Options**

Students have the option of taking all SCPS undergraduate courses as Pass/Fail even if a class is structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading, students who are studying in for competence should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For students in the Bachelor of Arts in Individualized Focus Area degree, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

You may not use the Pass/Fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

### **Protection of Human Subjects** (For more information see: <http://research.depaul.edu/>)

Demonstrating the acquisition of competencies or outcomes in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the SCPS's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, <http://research.depaul.edu>

## **Course Expectations**

### **Time Management and Attendance**

SCPS's online and hybrid courses are self-paced and require a REGULAR time commitment EACH week throughout the quarter.

During week 9, when we are meeting on line, you are required to log in at least four times so that you can participate in the ongoing discussions. I have scheduled a time for an initial post and a time for a follow-up post.

Hybrid courses are no less time consuming than fully "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four-credit "face to face" course at SCPS involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

Please notify me if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact me immediately. You can reach me best at [sdumblet@depaul.edu](mailto:sdumblet@depaul.edu)

### **Instructor's Role**

My role will vary across the weeks. When we are meeting on line, I will read all posts and keep up with the discussion. I will often refrain from responding to individual posts in order to allow student-to-student discussion proceed richly. I will provide you with feedback on your discussion board through the grading link. I will give you feedback on your written assignments, of course.

I will be on line most days between 4 and 6. On days we meet in the classroom, I will be available during those times in my office (Daley Building, 14th floor) during those times.

### **Your Role as a Student**

As a student in a semi-hybrid class (because we will not meet the week we attend the opera), you need to take a proactive approach to your learning. You will also be expected to contribute to the class to assist your classmates in their learning as well. Because this course offers such a broad range of competences and outcomes, you will be able to learn a good deal from your colleagues.

### **Your Instructor**

Susanne Dumbleton is Professor Emeritus and Former Dean of the DePaul School for New Learning (now SCPS). She has studied and written about leadership, particularly women as agents for social change. She has taught about the phenomenon of Joan of Arc. Her essays, seminars, and opinion editorials are on <http://www.susannedumbleton.com>

**Credits:** This course was designed and produced by Susanne Dumbleton and staff at SCPS (then SNL Online of the School for New Learning of DePaul University), particularly Caralyn Sheehan. Revised 2019. © 2013 School for New Learning, DePaul University. All Rights Reserved by SCPS during contractual interval with the author. Printed in the USA.