DPLS 705 Leadership & Social Justice

Spring 2010 3 Credits
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Saturday Mornings; 8-12-noon
Class dates: Jan 16, Jan 30, Feb 6, Feb 20, Mar 6, Mar 20, Mar 27, Apr 10
Office Hours: By appointment

REQUIRED TEXTS

COURSE OBJECTIVES
1. Explain the meaning of social justice in a societal and leadership framework, to include relevant principles.
2. Know the factors that affect the definition, application, and administration of social justice.
3. Expand knowledge of local and global social justice issues.
4. Know, explain, and apply the different types of social justice as it relates to institutions.
5. Compare, contrast, and articulate different scholars' theories and concepts of social justice.
6. Understand the concept of desert and implications regarding wealth, etc.
7. Understand and link potential methods and tools regarding implementation of social justice theories to different issues.
8. Articulate the nexus between social justice, human relations, and leadership.

COURSE DESCRIPTION
DPLS 705 addresses issues of leadership and social justice beginning with an understanding of social justice, its theories, principles, tenets, and shortcomings. We will discuss social justice issues as articulated by Rawls, Hayek, Sandel, and Sen. We will address social justice from a local, national, international, and global perspective. Finally, a brief discussion on potential leadership theories relevant to the administration of social justice will be considered.

COURSE EXPECTATIONS
To internalize relevant literature on leadership and social justice, to respond to situations of injustice in our ever-changing, violent, and volatile world; we will pursue discussions, share readings, situations, and life experiences through interactivities and simulations. Questions
considered include: How does it relate to the individual, families, communities, organizations, the nation, and the world? Plus:

(1) What effect does (US) national leadership have on social justice?
(2) What is the status of social justice nationally, globally?
(3) When it comes to social justice, what is the state of the nation's human relations? Though there will be some lecture, the class will be primarily conducted in the seminar format. Please read the assignments prior to each class such that "hitchhiking" will not be an option.
(4) How does war affect social justice? [This question is seldom addressed.]

GRADING - DELIVERABLES (APA Format)
Grades will be calculated on your preparedness, class participation, and timely submission of the following deliverables.

1. Two scholarly papers, double spaced, at least 10 and not to exceed 12 double-spaced, word-processed pages.

Scholarly Papers (APA format): Both papers are at least 10 and not to exceed 12 double-spaced pages, not counting references, using the APA format (5th edition). Note that papers in this context have an Introduction/beginning, Middle/body, and end/conclusions.

   Paper #1-Compare and Contrast
   Choose a social justice issue or issues; define the issues, and compare and contrast two theories of social justice; link the theories to the issues? And so what? Include in your paper how Sen, Sandel, and Rawls differ when it comes to the meaning of social justice. Finally, what are at least two leadership implications? Weight: 20%

   Paper #2-Critique
   Critique Holland's Misogyny: The world's oldest prejudice. In your critique, integrate ideas, concepts, and theories of Rawls, Sandel, and Sen. Thoughts to consider: women do 66% of the world's work; they produce 50% of the world's food; they earn 10% of the world's income and own 1% of the world's property, per the United Nations. Additionally, there are 100 million women and girls lost in the world because of gender discrimination. Finally, what are at least four leadership implications? One last thought—we are referring to half the world's population. Weight: 35%

2. Class participation includes 20%:
   a. Submit four (4), two-page, double-spaced, summaries of journal articles/publications on social justice-post on BB so all of us can see and read.
   b. Summarize four of the 8 class meets, e.g., main points of discussion, include what the points/class meant to you, plus leadership implications. Post your work on the Blackboard
   c. Be prepared for impromptu three- to five-minute writing assignments in class.

Participation will be assessed on your being prepared and engaged, listening, and discussing. What is the issue?
3. Group Presentations 30-35 Min 25%:
We will allocate time during the beginning of each class to facilitate preparation (30 to 45 minutes). Presentations may cover strategies or suggested solutions for a social justice issue, e.g., caring for the elderly, distribution as defined by the texts, women's plight, etc. Your group may not exceed four (4) people. You may use PowerPoint, stage a skit, have a debate, a panel discussion, or whatever means you deem necessary. Provide an outline to the instructor at presentation or other handouts. Consider "take-aways" -namely, what will participants walk away with. What do you want them to know that perhaps they didn't know before? Or, what do you want them to do?

Note: time for the presentations is 25-30 minutes. After 25 minutes, I will give you a 5-minute warning. Present your work without reading it to the class.

Other possibilities for presentation topics:
- Misogyny
- Global justice
- Health services vs. social justice
- Rape and war
- Terrorism and social justice
- Sending soldiers off to war, facing them when they return home
- Present a topic that pesters you

We will watch and discuss the following videos at the "appropriate" time and as time permits:
- "The Examined Life: What is Justice"
- "The Shadow of Hate"
- Parts of "Washington, You're Fired"
- Others as time permits
## ORDER OF READINGS AND STUDY

<table>
<thead>
<tr>
<th>SESSION &amp; DATE-Spring 2010</th>
<th>TEXT FOCUS</th>
<th>Main Topics and Deliverables</th>
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| January 16                 | • Rawls: chapters 1 and 2  
• Video: "The Examined Life"  
• PowerPoint-Social justice | Introduction |
| January 20                 | • Rawls: chapters 3 and 4; Hayek, vol. 2, chapters 7 and 8; Sen: Introduction, plus chapter 1;  
• Sandel: chapters 1 and 2; | Article Summary 1 |
| February 6                 | • Rawls: chapters 5 and 6;  
• Hayek: vol. 2, chapters 9 and 11;  
• Sen: chapters 2 and 3;  
• Sandel: chapters 3, 4, 5; |  |
| February 20                | • Rawls: chapters 7 and 8;  
• Sandel: chapters 6 and 7;  
• Sen: chapters 4 and 5 | First Scholarly Paper |
| March 6                    | • Rawls: chapter 9;  
• Hayek: vol. 2, chapters 9 and 10;  
• Sen: chapters 6, 7, and 8;  
• Sandel: chapters 8 and 9; | Article Summary 2 |
| March 20                   | • Sen: chapters 9, 10, and 11;  
• Sandel: 10 and 11; |  |
| March 27                   | • Sen: chapters 12, 13, 14;  
• Sandel: chapters 12, 13, 14; | Article Summary 3; Second Scholarly Paper |
| April 10                   | • Sen: chapters 17 and 18  
• Potential leadership theories for the administration of social justice  
• Finish presentations  
• Summary & Wrap-up; | Conclusions  
Where do we go from here?  
Article Summary 4 |

**References**


