Gonzaga University

DPLS 705 – Leadership and Social Justice
Summer 2013 3 Credits

Professor: David Whitfield, Ed.D.

Class Logistics

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Room: TBA

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Mondays: 6-10 p.m. + 1 Friday, 6-10 p.m.

Class dates: June 17; June 24; June 28; July 1; July 8; July 15; July 22

Office Hours: By appointment

Please Study this Syllabus

REQUIRED TEXTS:


COURSE OBJECTIVES:

1. Explain the meaning of social justice in a societal and leadership framework, to include relevant principles.
2. Explore 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 related to institutions.
5. Compare and contrast different scholars’ theories and concepts of social justice.
6. Understand the concept of desert.
7. 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 and Sen, plus others as we choose. 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. No leadership philosophies, theories, or concepts will be embraced ignored.

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, ethnic groups, 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?
(4) How does war affect social justice? [This question is seldom addressed in classrooms.]

Though there will be some lecture, the class will be primarily conducted in the seminar format. Please read assignments prior to each class such that "hitchhiking" will not be an option.

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 15 double-spaced, word-processed pages.

Scholarly Papers (APA format): Papers in this context have an Introduction/beginning, Middle/body, and End/conclusions.

Paper #1—Compare and Contrast

Choose two justice issue issues: a) define the issues, compare and contrast at least two theories of social justice regarding the issues; b) link the theories to your issues; and c) synergize a) and b). Include in your paper how Sen, Rawls, or other scholars differ and are similar when it comes to the meaning of social justice, especially regarding the issues you choose—not to exceed 12 double-spaced pages, excluding references. Finally, describe at least two leadership implications? Weight: 25%

Paper #2—Critique

Critique Holland’s Misogyny: The world’s oldest prejudice. In your critique, integrate ideas, concepts, and theories of Rawls, Sen, and Kant, plus other references of your choice. You may consider, women: do 66% of the world’s work; produce 50% of the world’s food; 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 (4) leadership implications? NOTE: we are referring to half the world’s population. This paper may not exceed 15 pages. **Weight: 30%**

2. **Class participation includes 20%:**

   a. Submit one, three- to four-page, double-spaced summary of a scholarly journal article(s) on social justice—post on BB so we can read it.
   
   b. Summarize at least four (4) of the 8 class meets, e.g., main points of discussion, meaning of the points, plus leadership implications. Post your work on the Blackboard.
   
   c. Respond to Discussion Threads on the BB with your original thoughts, plus comment on at least two other posts from other participants.
   
   d. Be prepared for **impromptu** three- to five-minute writing assignments in class.

Participation will be assessed on your being prepared and engaged, listening, and discussion.

3. **Group Presentations 30-35 Min 25%:**

We will allocate time during the beginning of each class for 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:

a. Misogyny
b. Global Justice
c. Health Care vs. Social Justice
d. Rape and War (rape as a weapon of war)
e. Terrorism and social justice
f. Biocolonialism—what does it means and so what?
g. Poverty
h. Greed, Dominance, and Privilege
i. Present a topic that pesters you

We will discuss the following videos at the “appropriate” time and as time permits:

   b. "The Shadow of Hate"
# ORDER OF READINGS AND STUDY

<table>
<thead>
<tr>
<th>SESSION &amp; DATE—Summer 2013</th>
<th>TEXT FOCUS</th>
<th>Main Topics and Deliverables</th>
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</table>
| **June 17**                | - Rawls: chapters 1 and 2  
- Video: “The Examined Life”  
- PowerPoint—Social justice | Introduction  
Summary for first class is mandatory. |
| **June 24**                | - Rawls: chapters 3 and 4;  
  - Sen: Introduction, plus chapter 1; |  |
| **June 28**                | - Rawls: chapters 5 and 6;  
  - Sen: chapters 2 and 3; |  |
| **July 1**                 | - Rawls: chapters 7 and 8;  
  - Sen: chapters 4 and 5 | First Scholarly Paper |
| **July 8**                 | - Rawls: chapter 9;  
  - Sen: chapters 6, 7, and 8; | Article Summary: post on BB |
| **July 15**                | - Sen: chapters 9, 10, and 11; |  |
| **July 22**                | - Sen: chapters 12, 13, 14;  
  - Start Group Presentations | Second Scholarly Paper (Negotiable)  
Conclusions  
Where do we go from here?  
Article Summary 4—post on BB |

**NOTE:** References in pdf., will be posted on the Black Board.
Book References


Barlow, M., Clarke, T., (2002). Blue gold: The fight to stop the corporate theft of the world’s water. New York: New Press.


Goldsmith (Eds.), The case against the global economy (pp. 285-293). San Francisco, CA: Sierra Club Books.


