AN ONLINE COURSE

Instructor’s note: I am excited to share this course with the DPLS community. I have taught online since 1998; and my experience tells me that online learning can be exciting, substantive, versatile, and economical. I invite you to join us in this pilot course where we will pursue online discussions, writings, and other activities, to deepen your leadership toward social justice!

705 - Leadership and Social Justice: Summer 2014
3 Credits

Professor: David Whitfield, Ed.D.

Class Logistics

Mobile Phone: 360. 790. 1597

Room/Place: This is an interactive, online, and asynchronous course located on Gonzaga University’s Blackboard Learn https://learn.gonzaga.edu/

Email Addresses: dr.d.whitfield@gmail.com; whitfield@gonzaga.edu

Mondays through Fridays

Class dates: June 16 through July 25, 2014

Office Hours: By appointment via: SKYPE, Phone, or E-mail

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, the readings, plus others sources. We will address social justice from a local, national, international, and global perspective. Finally, leadership theories relevant to the administration of social justice will be discussed. No leadership philosophies, theories, or concepts are off limits.
COURSE SUPPORT AND INFORMATION

So you have all key information available to you off-line, it is highly recommended that you print the following items for your reference:

- This Syllabus
- Term Calendar
- Assignments and Deliverable Information
- Course Rubrics

COURSE MATERIALS: REQUIRED TEXTS


OTHER REQUIRED READINGS

Other readings (journal articles, websites, book excerpts) are assigned throughout the course and may be found among the six modules.

Excerpt from Gonzaga University’s Mission statement with link:

“…Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable…” [Underline by the instructor]

http://issuu.com/gonzaga/docs/mission-statement?e=0
COURSE EXPECTATIONS

Internalize relevant literature on leadership and social justice; respond to situations of injustice in our ever-changing and volatile world; pursue discussions, share readings, situations, and life experiences through discussions, writing, and other engagements.

Questions include: How does social injustice affect the individual, families, different ethnic and socio-cultural groups, communities, organizations, nations, and the world? Plus:

(1) What effect does (US) national leadership have on social justice?

(2) When it comes to social justice, what is the state of the nation’s human relations?

(3) How does war affect social justice? This question is seldom addressed in classrooms.

COURSE LEARNING 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. Explain and apply the different types of social justice as related to institutions.

5. Describe how social injustice relates to the individual, families, different ethnic and socio-cultural groups, communities, organizations, nations.

6. Compare and contrast different scholars’ theories and concepts of social justice.

7. Understand and apply the concept of desert.

8. Identify the nexus among social justice, human relations, and leadership.
## COURSE AT A GLANCE

<table>
<thead>
<tr>
<th>Module #</th>
<th>Module Focus</th>
<th>Module Objective</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Theory: Justice as Fairness/Principles of Justice</td>
<td><strong>Objective:</strong> Describe the original position and its relationship to: the principles of justice, justice as fairness, and the veil of ignorance.</td>
</tr>
<tr>
<td>Module 2</td>
<td>Original Positions/Institutions: Equal Liberty</td>
<td><strong>Objective:</strong> Define and apply the “concept of justice” link it to reflective equilibrium, veil of ignorance, and the original position. Explain the utility of your response.</td>
</tr>
<tr>
<td>Module 3</td>
<td>Distributive Shares; Duty and Obligation</td>
<td><strong>Objective:</strong> Describe the concept of justice in a political economy as it relates to institutions and individuals. And so what?</td>
</tr>
<tr>
<td>Module 4</td>
<td>Ends: Goodness as Rationality/Sense of Justice</td>
<td><strong>Objective:</strong> Describe the good as rationality and its utility regarding a sense of justice for individuals and society. Integrate the deontological theory here.</td>
</tr>
<tr>
<td>Module 5</td>
<td>Ends: The Good of Justice</td>
<td><strong>Objective:</strong> Define the term “well-ordered society” viz-a-viz the good of justice in the context of (Choose one): a) Stand your Ground; b) Tolerance of hate groups; and c) treatment of migrant workers. Include a brief discussion on: What does a well-ordered society look like, sound like, smell like, feel like?</td>
</tr>
<tr>
<td>Module 6</td>
<td>Ends: Global Justice</td>
<td><strong>Objective:</strong> Describe global justice and its relationship to Kant’s “Five Moral Principles.” Include the behavior of corporations as related to treatment of development countries. In this context, what do Sen, Pogge, and Thomas say re: global justice? <a href="http://www.youtube.com/watch?v=jeBWxF89BJo">http://www.youtube.com/watch?v=jeBWxF89BJo</a></td>
</tr>
</tbody>
</table>
COURSE ASSIGNMENTS

Your course assignments will consist of meeting the requirements of:

1) Discussions and Responses
2) Written papers
3) Exercises
4) Review of media

Related readings are to be completed to help ensure successful participation.

DISCUSSIONS

Modules 1-6: Each module has one full-class Discussion on Gonzaga’s Blackboard Learn. Discussions are worth 10 points each: 60 Points (weighted).

1. Your Discussion post is due on Day 7 of the first week of each module.
2. Responses to your classmates’ postings are due no later than Day 10 of each module.
3. Revisit each Discussion at least 2-3 times in the second week of the module to read the responses to your initial posting and other recent postings.
   - Note what you have learned and/or any insights you have gained as a result of the comments your colleagues made.
   - Reply to at least two of your colleagues, adding additional comments to their initial posts or seeking clarification of the response to your posting.

You are expected to reflect on the responses colleagues make; you are urged to continue with any dialogues that have potential for further development of the learning community and for your own learning.

Please note that while academic standards are expected in all submitted assignments and (formal) Discussions, students are not graded on other written contributions to the course, such as informal questions, comments, and additional discussions that students may choose to begin.
<table>
<thead>
<tr>
<th>Discussion Criteria: Total of 10 points</th>
<th>Maximum Points</th>
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</thead>
<tbody>
<tr>
<td>Your response to the discussion question is reflective and representative of the course readings for the module.</td>
<td>2 points</td>
</tr>
<tr>
<td>Your responses to a minimum of two colleagues’ posts are reflective, and ask questions that extend the discussion.</td>
<td>2 points</td>
</tr>
<tr>
<td>Your initial post is cited using APA 6th formatting. References are included following APA 6th formatting, as needed.</td>
<td>2 points</td>
</tr>
<tr>
<td>You respond in a reflective way to the comments given to your initial post by your colleagues.</td>
<td>2 points</td>
</tr>
<tr>
<td>Your writing is grammatically strong.</td>
<td>1 point</td>
</tr>
<tr>
<td>Your initial post and responses are on time.</td>
<td>1 point</td>
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**TOTAL POSSIBLE** 10 POINTS

**RESPONSES:** Ways to respond to a colleague’s posting to encourage dialogue are:

- Ask a probing or clarifying question.
- Share an insight you gained from reading the colleague’s posting.
- Validate a colleague’s reflection with your own experience.
- Make a suggestion.
- Expand on a colleague’s posting.
- Ask for evidence that supports the posting.
**WRITTEN PAPERS:** Completion of each Module will be emphasized with a written paper, not to exceed 7 double-spaced pages.

**EXERCISES:** These will be shorter pieces designed to explore, apply, practice, or reflect on aspects of Modules’ focus.

**REVIEW OF MEDIA:** you will review one PowerPoint a week tailored to each module, plus videos when assigned and as time permits.

Please view the following videos that should broaden your understanding of social justice:

a. Theory of Justice  [http://www.youtube.com/watch?v=kZ2CaSI1dvM](http://www.youtube.com/watch?v=kZ2CaSI1dvM)
b. Distributive Justice: [http://www.youtube.com/watch?v=s3urPwTmTnI](http://www.youtube.com/watch?v=s3urPwTmTnI)
c. The Principles of Justice [http://www.youtube.com/watch?v=T7A9rbCwVmI](http://www.youtube.com/watch?v=T7A9rbCwVmI)
e. Whitfield (2012-2014) [www.theblackrascal.com](http://www.theblackrascal.com)--Social Justice Junkie

The two videos below will be viewed and discussed as time permits:

b. “The Shadow of Hate"

**GRADING CRITERIA**

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Domains</th>
<th>Points</th>
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<tbody>
<tr>
<td>1-6</td>
<td>Discussions (10 points per Discussion)</td>
<td>60</td>
</tr>
<tr>
<td>1</td>
<td>A1 Paper—Theory: Justice as Fairness; Principles of Justice</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>A2 Paper—Original Position; Institutions: Equal Liberty</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>A3 Paper—Distributive Shares; Duty and Obligation</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>A4 Paper—Ends: Goodness as Rationality; Sense of Justice</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>A5 Paper—Ends: The Good of Justice</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>A6 Paper—Global Justice</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Possible Points** 150

**GRADING TABLE (WEIGHTED)**

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Component Points Available</th>
<th>Component Points Earned</th>
<th>Component Percentage as a decimal</th>
<th>Grade Points Available or % of Grade</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Discussions</td>
<td>60</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6 Papers (A1-A6)</td>
<td>90</td>
<td>40</td>
<td></td>
<td>40</td>
<td></td>
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<tr>
<td>Misogyny Critique</td>
<td>50</td>
<td>40</td>
<td></td>
<td>40</td>
<td></td>
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<tr>
<td>Totals</td>
<td>200</td>
<td>--</td>
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<td>100</td>
<td></td>
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</tbody>
</table>

**Example:**

| 6 Discussions | 60 | 55 | .9166 | 20 | 18.33 |
**DELIVERABLES** Note: Scholarly Papers (APA format): Have an Introduction/beginning, Middle/body, and End/conclusions.

**FINAL PAPER:**

**Critique** Holland’s Misogyny: *The world’s oldest prejudice*. In your critique, integrate ideas, concepts, and theories, i.e., two principles of justice (Rawls, Sen) and Kant plus other references of your choice. You may consider, per the United Nations, 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. Additionally, there are *100 million women and girls* lost in the world because of gender discrimination. Include in your critique how misogyny affects: families, communities, and socio-cultural groups. Finally, what are at least two **leadership implications**? NOTE: we are referring to half the world’s population. This paper may not exceed 20 pages (not including references). **Weight:** 40%. **Due:** TBD.

**COURSE PREFERENCES AND PROCESSES**

**FEEDBACK SCHEDULE**

The Instructor logs onto the course Discussion forum **3–4** days a week to assess and respond to class Discussions. Unless there is a specific question, the Instructor does not always respond to each posting from each student because this could result in redundancy. The Instructor does, however, read every posting and expect all students to read all postings, including the Instructor’s comments to students. Oftentimes, the Instructor may choose to respond to a particular posting because he or she believes it covers important issues or issues brought up by several students.

The Instructor responds to any specific course-related questions or concerns within 48 hours of receipt of those questions and concerns. All assignments turned into the Dropbox will be evaluated within **7** days of the due date. If needed, students may e-mail the Instructor to set up a time for a telephone or Skype conference. Students are responsible for routinely checking the Announcements for any anticipated changes to the aforementioned feedback schedule.

**PREFERRED METHODS FOR DELIVERING ASSIGNMENTS**

When submitting an assignment, save your paper as a “.doc” or “.rtf” or “.ppt” file with the filename **Assignment number+lastname+firstinitial**. For example, Sally Ride’s filename for the assignment in Module 1 would be "A1RideS."

**LATE ASSIGNMENTS**

If unanticipated and uncontrollable circumstances affect your ability to submit an assignment on time, then students are responsible for making arrangements with the Instructor as soon as the circumstance arises. All written assignments are based on reading or activities known well in advance, so students are expected to pace their assignments, anticipating events like holidays, travel, or vacations. The challenges of distance learning involve effectively managing self and being a self-directed learner. Unexcused late assignments may lose one grade for each week they are late.
WRITING ACROSS THE CURRICULUM

As leaders, we are committed to high academic literacy standards; to develop these skills, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

- Clear central ideas carefully and coherently developed with intended emphasis
- Correct grammar; no persistent mechanical errors
- Neat appearance with evidence of having been carefully proofread
- Academic integrity and honesty
- Full documentation of research work
- References cited using APA style

You may visit the following website for more information on APA style:

COURSE SCHEDULE

The weekly course schedule outlines the assignments and due dates for the course. For full assignment details and directions, see each corresponding weekly area. All assignments are posted by 11:59 p.m. Pacific Time (PT) on the due date.

If you have any questions about your assignments, or you are unable to complete your assignments, please contact the Instructor via e-mail (preferably) or phone.

TECHNICAL REQUIREMENTS

This course is offered via distance learning using an established online course platform. Ergo, you must have access to the following:

- Computer with Internet access and printer
- Internet Explorer 5.0 or greater
- Adobe Reader software (available as a free download at: http://get.adobe.com/reader/)
- Microsoft Office Suite software (Word, PowerPoint, Excel, etc.)
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.


