**Foundations of Social Justice**

**Syllabus**

**With Thanks to Dr. Edward Antonio**

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Consultation is by appointment only.

Time: Thursday 1-4:30pm

Room: Iliff Hall 201

**Course Description**

Social Justice and Ethics is an interdisciplinary course which draws from theology, ethics, philosophy, the social sciences, and from the humanities. The course introduces students to theories, methods, issues and theologies of Social Justice and Ethics Studies in relation to a) the social and moral teachings of different religions of the world, and b) concrete issues such as peace-building, war, violence, social, political, economic, and criminal justice. Additionally, students will study various forms of oppression, power, ideology, corruption, environmental degradation, racism, sexism, homophobia, as well as aspects of international development, public policy processes, and the role of social change movements.

[Course Objectives](https://iliff.instructure.com/courses/2161964/pages/course-goals)

1. To help students critically engage the substantive proposals of social justice ethics by carefully examining both their content, tasks, and methods and their relationship to Christian thought in the contemporary world
2. To explore particular issues in the study and practice of social justice and ethics
3. To equip students to become effective   professionals in their chosen area of Social Justice and Ethics



[**Required Readings**](https://iliff.instructure.com/courses/2161964/pages/required-readings)

**Books**

1. Nicholas Wolterstorff, *Justice: Rights and Wrongs*. Princeton and Oxford: Princeton University, Press, 2008.
2. Michael Walsh and Brian Davies, (eds.) *Proclaiming Justice and Peace: Papal Documents from Rerum Novarum through Centinmus Annus*. Wipf and Stock Publishers, 2001.
3. Loretta Capeheart and Dragan Milovanovic, *Social Justice: Theories, Issues, and Movements.* Rutgers University Press, 2007.
4. Goran Therborn, *The Killing Fields of Inequality*. Polity Press, 2013.
5. Danny Dorling, *Injustice: Why Social Inequality Still Persists*. Revised Edition. Policy Press, 2015.
6. Donatella Della Porta and Mario Diani, *Social Movements: An Introduction* (2nd edition). Wiley-Blackwell, 2006.
7. Emilie M. Townes, *Womanist Ethics and the Cultural Production of Evil*. New York: Palgrave

Macmillan, 2006.

**Articles**

* Ronald Paul Hill, Thomas Ainscough, Todd Shank, and Daryl Manullang. ‘[Corporate Social Responsibility and Socially Responsible Investing: A Global Perspectivereview the documentiew in a new window](https://iliff.instructure.com/courses/2161964/file_contents/course%20files/25075281.pdf?canvas_download=1&canvas_qs_wrap=1) .’ *Journal of Business Ethics*, Vol. 70, No. 2 (Jan., 2007), pp. 165-174.
* Ronald S. Burt, Corporate Philanthropy as a Cooptive Relation.’ *Social Forces*, Vol. 62, No. 2 (Dec., 1983), pp. 419-449 URL: [http://www.jstor.org/stable/2578315  (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/2578315)
* Joshua D. Margolis and James P. Walsh, ‘ [Misery Loves Companies: Rethinking Social Initiatives by Businessreview the documentiew in a new window](https://iliff.instructure.com/courses/2161964/file_contents/course%20files/3556659.pdf?canvas_download=1&canvas_qs_wrap=1).’ *Administrative Science Quarterly*, Vol. 48, No. 2 (Jun., 2003), pp. 268-305.
* Susan Dicklitch and Heather Rice, ‘The Mennonite Central Committee (MCC) and Faith-Based NGO Aid to Africa.’ *Development in Practice*, Vol. 14, No. 5 (Aug., 2004), pp. 660-672. URL: [http://www.jstor.org/stable/4029894 (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/4029894)
* Kamal Malhotra, ‘NGOs without Aid: Beyond the Global Soup Kitchen.’  *Third World Quarterly*, Vol. 21, No. 4, NGO Futures: Beyond Aid (Aug., 2000), pp.655-668. URL: [http://www.jstor.org/stable/3993371 (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/3993371)
* Ira Silver, ‘Buying an Activist Identity: Reproducing Class through Social Movement Philanthropy.’ *Sociological Perspectives*, Vol. 41, No. 2 (1998), pp. 303-321. URL: [http://www.jstor.org/stable/1389479 (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/1389479)
* Charles R. Beitz, ‘Cosmopolitanism and Global Justice.’ *The Journal of Ethics*, Vol. 9, No. 1/2, Current Debates in Global Justice (2005), pp.11-27. URL: [http://www.jstor.org/stable/25115813 (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/25115813)
* Omar Dahbour, ‘Three Models of Global Community.’ *The Journal of Ethics*, Vol. 9, No. 1/2, Current Debates in Global Justice (2005), pp.201-224. URL: [http://www.jstor.org/stable/25115821  (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/25115821)
* Martin W. Lewis, ‘Global Ignorance.’ *Geographical Review*, Vol. 90, No. 4 (Oct., 2000), pp. 603-628. URL: [http://www.jstor.org/stable/3250786  (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/3250786)
* Luis Cabrera, ‘The Cosmopolitan Imperative: Global Justice through Accountable Integration.’ The Journal of Ethics, Vol. 9, No. 1/2, Current Debates in Global Justice (2005), pp.171-199. URL: [http://www.jstor.org/stable/25115820  (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/25115820)
* Thomas D. Beamish and Amy J. Luebbers, ‘Alliance Building across Social Movements: Bridging Difference in a Peace and Justice Coalition.’ *Social Problems*, Vol. 56, No. 4 (November 2009), pp. 647-676.  [http://www.jstor.org/stable/10.1525/sp.2009.56.4.647  (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/10.1525/sp.2009.56.4.647)
* Michele Micheletti and Dietlind Stolle ‘Mobilizing Consumers to Take Responsibility for Global Social Justice.’    Annals of the American Academy of Political and Social Science, Vol. 611, The Politics of Consumption/The Consumption of Politics (2007), pp. 157-175.  [http://www.jstor.org/stable/25097915  (Links to an external site.)Links to an external site.](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/25097915)

**Internet Resource*s***

[The Policy Project (Links to an external site.)Links to an external site.](http://http//www.policyproject.com/pubs/AdvocacyManual.cfm)

[Care Action (Links to an external site.)](http://http//www.careaction.org/)

**Assignments, Requirements, and Grades**

[Assignments](https://iliff.instructure.com/courses/2161964/pages/assignments)

**In addition to active class participation (10 points), there are four assignments for this course.**

1. The first assignment consists of five-page (double-spaced, 12 point, standard font) essay in which you provide a brief analysis of two theories of justice derived from class readings: one ‘secular’ and one theological. **This assignment is due on 10 October 2019 (20 Points).**
2. The second assignment is a five-page (double-spaced, 12 point, standard font) essay in which you critically engage a social justice issue covered in the course content but different from the one chosen for your third assignment (see below). **The paper is due on 7 November 2019 (30 Points).**
3. The third assignment is a class presentation on a public policy issue of your choice. It is best to select the issue at the start of the course and to reflect on it throughout the quarter. **Class presentations on public policy will take place from 19 September through 7 November (10 Points).** Further instructions will be given in class and will subsequently be posted onto a Public Policy Issues Forum on Canvas.
4. The fourth assignment assignment is a final presentation in which you are asked to put each of the public policy issues represented by the members in your group in conversation with one another.  These presentations will be given on **14 November 2019 (30 Points)**.

[**Course Requirements**](https://iliff.instructure.com/courses/2161964/pages/course-requirements)

* Attendance at all classes
* You are required to do all the assigned weekly readings which will serve as the basis for class discussion
* Active participation in class, including participation in group discussion
* Complete four assignments
  + **Public Policy Assignment:** Every student is required to select a public policy matter that engages questions of social justice.  Students are asked to provide an hour long class facilitation that does the following:
    1. Introduces and explains the public policy matter to the class
    2. Articulates the various ways that this public policy matter can be understood in terms of social justice, explaining the ethical dilemmas that arise in evaluating and responding to this public policy matter
    3. Creatively utilizes audio-visual media
    4. Creatively engages the classroom and students
    5. Creatively engages course readings
    6. Ready To Do The Assignment?:
       - Select one public policy issue such as healthcare, capital punishment, the environment, etc and [post it to Canvas](https://iliff.instructure.com/courses/2161964/discussion_topics/13019167) with a short description of the issue and your reasons for choosing it
       - [Select a class session](https://iliff.instructure.com/courses/2161964/collaborations) at which you will present your chosen public policy matter
       - [Post the materials you use to present](https://iliff.instructure.com/courses/2161964/assignments/14242379) online by the end of the day on which you present to the class
  + **Paper 1:** five-page (double-spaced, 12 point, standard font) essay in which you provide a brief analysis of two theories of justice derived from class readings: one ‘secular’ and one theological.
    1. Ready To Do The Assignment? Focus on:
       - 1. Analysis of a secular theory of justice
       - 2. Analysis of a theological theory of justice
       - 3. Creative presentation of an argument that relates the two of these
       - 4. Grammatical care
       - [SUBMIT IT!](https://iliff.instructure.com/courses/2161964/assignments/14242381)
  + **Paper 2:** a five-page (double-spaced, 12 point, standard font) essay in which you critically engage a social justice issue covered in the course content but different from the one chosen for your public policy assignment.
    1. Ready To Do The Assignment? Focus on:
       - 1. Clarity of identification and articulation of the social justice issue you are engaging
       - 2. Engagement of texts from the course that address this social justice issue
       - 3. Engagement of resources beyond the course materials that address the social justice issue you have chosen
       - 4. Creative presentation of an argument
       - 5. Grammatical care
       - [SUBMIT IT!](https://iliff.instructure.com/courses/2161964/assignments/14242383)
  + **Final Presentation:** put each of the public policy issues represented by the members in your group in conversation with one another.
    1. Ready To Do The Assignment?:
       - 1. Remind the course of each of the public policy matters presented by the group members
       - 2. Articulate points of intersection and distinction between the policy matters
       - 3. Specify ways that addressing each public policy matter could impact the other matters
       - 4. Creatively utilize audio-visual media
       - 5. Creatively engage the classroom and students
       - 6. Creatively engage course readings
       - [POST YOUR MATERIALS!](https://iliff.instructure.com/courses/2161964/assignments/14242597)

[Grading and Incompletes](https://iliff.instructure.com/courses/2161964/pages/grading-and-incompletes)

This class cannot be taken on a pass/fail basis.   
You are reminded that plagiarism is an offense for which you will be severely penalized. It is your responsibility to consult the Masters Student Handbook for a definition of plagiarism and other instances of academic dishonesty.

**The grade is structured as follows:**

1. Class Participation: 10%
2. Class Presentation: 10%
3. First Paper Assignment: 20%
4. Final Paper Assignment: 30%
5. Final Presentation: 30%

**I will not entertain incompletes except in cases of a demonstrated medical or other emergency. Lack of proper planning on your part does not count as an emergency.**

**Other Class Matters**

[Class Format](https://iliff.instructure.com/courses/2161964/pages/class-format)

Each member of the class will be required to make a presentation to class on a public policy topic chosen that engages the class readings. I will guide the discussion, answer questions, and expound on obscure points or points of concern to students.

[Class Participation](https://iliff.instructure.com/courses/2161964/pages/class-participation)

**Quality Class Participation Defined**

**Class Participation is not:**

* Attending class. Your mere physical presence does not constitute participation. Not coming to class, however, ensures no credit for participation.
* Saying "something." Simple responses to questions, or expressing incorrect, inaccurate, or uninformed opinion does not count for quality participation.
* Quantity of input. Too much participation has two possible negative consequences: the probability of your saying something incorrect, inappropriate, or irrelevant tends to increase sharply the more you hold the floor, and your monopoly of discussion time might prevent a less forthcoming individual from articulating a potentially important perspective. Very simply, you can over participate.

**Quality Class Participation is:**

* Input that maintains the continuity and coherence of the class discussion. This disallows off-the-wall comments.
* Input that was picked up and responded to by others in the class. Thus, a controversial, yet intelligent question or comment that reflects an understanding of the issue at hand will be well regarded.
* Input that demonstrates an in-depth analysis of the issue at hand, well supported by data or a relevant conceptual framework.
* Input that makes connections between material and ideas in different parts of the class or between this and other classes.
* Input that provides an example from your own observations or experience of the subject at hand.
* Active participation in group or team activities in class.

**Finally, civility in the give and take of a heated discussion is a requirement. Discussion questions** **in class will be designed to provoke disagreement, and there typically exists more than one viable** **approach to resolving the problems presented in any context.**

These comments are intended to give you a general sense of what I am looking for in class discussions. These comments are not intended to be an exhaustive checklist of the precise and only criteria I will use. I will also post on Canvas additional information about how to participate in class discussion effectively.

(With credit and gratitude to Dr. Edward Antonio)

[Etiquette](https://iliff.instructure.com/courses/2161964/pages/etiquette)

* Respect your fellow students at all times
* Always wait your turn to speak and do not monopolize the floor
* Allow others who may be less forthcoming to make their contribution before you return to the floor
* Be respectful towards your professor
* Disagree without being disagreeable

[ADA Statement/Special Needs](https://iliff.instructure.com/courses/2161964/pages/special-needs)

If you have concerns about accommodations as stipulated in the Americans with Disabilities Act, please contact your assigned adviser to initiate the process of requesting accommodations.  You can contact your adviser through The Advising Center at advising@iliff.edu or by phone at 303.765.1146.

[Use of Laptops](https://iliff.instructure.com/courses/2161964/pages/use-of-laptops)

Please make sure that your cell or mobile phones are switched off when in class.  In the past students have tended to check email, play games, post on social media, and shop online while in class. This is unacceptable.

**Readings for Class 1: Introduction to  Social Justice and Ethics as a Field of Study**

1. Loretta Capeheart  and Dragan Milovanovic, [Social Justice: Theories, Issues, and MovementsPreview the document](https://iliff.instructure.com/courses/2580523/files/153442735/download?wrap=1): Introduction and chapter 2.
2. Brian Barry, [Why Social Justice MattersPreview the document](https://iliff.instructure.com/courses/2580523/files/153442733/download?wrap=1).

**Readings for Class 2: Theories Social Justice and Ethics  (Secular and Religious)**

1. Nicholas Wolterstorff, *Justice: Rights and Wrongs. Preface, Introduction and chapters 1, 3,4&5.*

**Readings for Class 3: Theologies of Social Justice and Ethics** **(the social teachings of religious traditions)**

1. Michael Walsh and Brian Davies, (eds.) *Proclaiming Justice and Peace: Papal Documents from Rerum Novarum through Centinmus  Annus:* ‘Justice in the World;’ pp. 268-283; ‘Rerum Novarum;’pp.15-40 and ‘Pacem in Terris;’ pp. 125-156
2. *Social Principles of the United Methodist Church* 2009-2012;
3. Or an equivalent document from your faith or other tradition

**Readings for Class 4: Contexts of Social Justice and Ethics : Intersections between  local Justice and global Justice**

1. Charles R. Beitz, ‘Cosmopolitanism and Global Justice.’ The Journal of Ethics, Vol. 9, No. 1/2, Current Debates in Global Justice (2005), pp.11-27. URL:  [http://www.jstor.org/stable/25115813  (Links to an external site.)](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/25115813)
2. Omar Dahbour, ‘Three Models of Global Community.’ The Journal of Ethics, Vol. 9, No. 1/2, Current Debates in Global Justice (2005), pp.201-224. URL: [http://www.jstor.org/stable/25115821  (Links to an external site.)](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/25115821)
3. Martin W. Lewis, ‘Global Ignorance.’ Geographical Review, Vol. 90, No. 4 (Oct., 2000), pp. 603-628. URL: [http://www.jstor.org/stable/3250786](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/3250786)

**Readings for Class 5: Final Presentations Work**

**Readings for Class 6: Issues in Social Justice and Ethics**

1. Goran Therborn, *The Killing Fields of Inequality*
2. Brian Barry, *Why Social Justice Matters*
3. Pick a section that interests you from either one or from both of these books and read it. Come to class ready to make a five minute presentation on your issue. This is part of your class participation.

**Readings for Class 7: Methods of Social Justice and Ethics**

1. [The Challenge of Assessing Policy and Advocacy Activities (Updated Link)Preview the document](https://iliff.instructure.com/courses/2580523/files/153442723/download?wrap=1)
2. [http://www.policyproject.com/pubs/AdvocacyManual.cfm (Links to an external site.)](http://www.policyproject.com/pubs/AdvocacyManual.cfm)
3. Thomas D. Beamish and Amy J. Luebbers, ‘Alliance Building across Social Movements: Bridging Difference in a Peace and Justice Coalition.’ Social Problems, Vol. 56, No. 4 (November 2009), pp. 647-676.  [http://www.jstor.org/stable/10.1525/sp.2009.56.4.647 (Links to an external site.)](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/10.1525/sp.2009.56.4.647)
4. Michele Micheletti and Dietlind Stolle ‘Mobilizing Consumers to Take Responsibility for Global Social Justice.’ Annals of the American Academy of Political and Social Science, Vol. 611, The Politics of Consumption/The Consumption of Politics (2007), pp. 157-175.  [http://www.jstor.org/stable/25097915](https://iliff.idm.oclc.org/login?url=http://www.jstor.org/stable/25097915)

**Readings for Class 8: Social Movements I & II**

1. Della Porta and Diani, *Social Movements,* pp. 1-222.

**Readings for Class 9: Ethical Futures of Social Justice**

1. Townes, Emilie M. *Womanist Ethics and the Cultural Production of Evil*. New York: Palgrave Macmillan, 2006.

**Readings for Class 10: Final Presentations**