

**Saint Mary's University of Minnesota**  
**Schools of Graduate and Professional Programs**  
**Online**  
**Social Justice in a Global World**  
**EDD 850**  
**Spring 2012**

**Instructor**    *Dr. Yvette Pye*

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**Course Credits**

3 Credit Hours

**Course Dates/Hours**

01/4/2021 to 2/28/2021

**Prerequisites or Concurrent Courses**

EDD 809 Advanced Research Writing

EDD 821 Techniques for Research

EDD 805 Ethical Dimensions in Organizational Leadership

**Course Description**

This course addresses issues of leadership and social justice, its theory, and principles. Social justice from a local, national, international, and global perspective is examined. The course aims to assist students to think critically, to clarify their assumptions and values, and to develop their own positions on social issues.

**Student Learning Objectives**

Upon completion of this course, students are expected to be able to do the following:

## Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

1. Analyze and integrate into one's understanding the basic principles of social justice.
2. Analyze the similarities and differences of applying social justice in societal and global frameworks.
3. Articulate and evaluate the connection between social justice, human relations and leadership.
4. Compare, contrast, and evaluate different scholars' theories and concepts of social justice.
5. Analyze, synthesize and evaluate the transnational struggles against injustice.
6. Evaluate how the various theories of social and economic justice respond to and address the causes of poverty, discrimination, exploitation and oppression in human societies.

## Required Textbook

American Psychological Association. (2010). *Publication manual of the American Psychological Association, (7th ed.)* ISBN: 9781433832178

Kendi., X., Ibram. (2019). How to be an antiracist. One World. ISBN: 978052550928

Martin, E. Michelle. (2019). *Advocacy for Social Justice: A global Perspective*. Pearson Education, Inc. ISBN-13: 978-0133909173 ISBN-10: 0133909174

## Recommended Text

Pye, L., Yvette. (2015). *Going from the projects to PhD: Transcending my geography*. CreateSpace Independent Publishing ISBN-13: 978-1514663325

## Other Resources

### Journal Article:

Ornstein, A. (2017). Social Justice: History, Purpose and Meaning. *Society, 54(6)*, 541.  
<https://doi-org.xxproxy.smumn.edu/10.1007/s12115-017-0188-8>

## Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

## Technical Support

For technical support, contact our helpdesk at the following:

Email: [helpdesk@smumn.edu](mailto:helpdesk@smumn.edu)

Website:[Helpdesk](#)

Phone:612-728-5100: x7800, local Twin Cities

Alt. Phone:866-437-2788; Choose HelpDesk menu option

## **Student Expectations**

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

## **Synopsis of Assignments**

### **A. Reading Reflection:**

Every week each student is expected to complete weekly reading assignments and then write up a brief summary of the contents and write a reflective paper based on the readings.

First, it is expected that the contents of the reading should be summarized briefly (400-600 words). Then, reflect on the reading and write your personal opinions, values and principles (and/or those of your company), as they manifest in your role as a leader in a way that engages the hearts and minds of others. As you write your reflective paper, critically evaluate the contents of the reading in terms of applicability to your leadership position, global social justice, equality and equity to the disadvantaged, value system, what ideas or principles guide you? Is it time to let go of some old ways of thinking and acting? etc. All papers should be posted in our Blackboard using the Assignment tool. Quality academic writing is expected including the use of APA formatted citations.

(SLO 1-6) 25 points each (X 8) = 200 points DUE Sundays by 11:59pm (CT)

- B. Discussion forums:** During weeks 1-8 there will be a discussion forum that will require you to reflect on, apply, and analyze the information or case studies presented in the readings, or watch a video, and then respond to questions posted and/or draw upon your professional experience as it relates to the information. Your initial discussion board post should be 150-200 words in length, and should use at least one resource as support. This resource may be your textbook, other required readings for the course, or outside research. Use APA citation format to properly credit your supporting material. As will be instructed, you will be required to make comments and/or questions to on ideas posted by at least two other students taking the course and respond to the comments/questions you received. You are encouraged to participate fully in these discussion boards throughout the 8 weeks, posting early and often.

Your initial responses to the discussion questions should be posted by Wednesday at 11:59pm (CT). The discussion ends on Sunday at 11:59pm (CT).

(SLO 1-5) 12.5 points each X 8 = 100 total points

**Assessment of Student Performance/Grading Policies**

Reading reflections                      8 x 25 points = 200 points

Discussion forums                      8 pts X 12.5 = 100 points

\_\_\_\_\_ 300 total points

<b>Graduate Grading Scale</b>		
A	90-100%	270-300 points
B	80-89%	240-269 points
C	70-79%	210-239 points
NC	below 70%	>209 points

## Course Time Standards

### EDD and DBA courses

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

## University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

## Writing Center and Library Services

See the course Canvas site for direct links to these departments.

## Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at [accessservicesgpp@smumn.edu](mailto:accessservicesgpp@smumn.edu) as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

## Topical Outline

Meeting Time/Week/Module	Topics and Learning Activities	Readings and Assignments
<b>WEEK 1</b> 1 / 4 – 1/10	<b>] Topic:</b> Introduction to Social Justice <ul style="list-style-type: none"><li>• Meaning and purpose</li><li>• Its genesis</li><li>• Introduction to global justice &amp; leadership</li></ul> <b>Online Activities:</b> <ul style="list-style-type: none"><li>• Flip Grid Introductions &amp;</li><li>• Online Presentation (PPT)</li></ul>	<b>] Reading DUE:</b>  Ornstein (2017)  Martin, (2015). pp. 1-12  Kendi (2019) Chapters 1-3  <b>Assignment DUE:</b>

		Discussion Board Reflective paper
<p><b>WEEK 2</b> <b>1/11 – 1/17 ONLINE</b> <b>ZOOM MEETING 1</b> <b>6:30 -7:30</b></p>	<ul style="list-style-type: none"> <li>• Course/Syllabus Overview 6:30-7:30p</li> <li>• Vulnerable population and nature of poverty</li> <li>• Colonialism and neo-colonialism</li> <li>• Globalization and cyberactivism</li> <li>• Justice, accountability and WTO</li> <li>• Democratic leadership, citizenship and social justice</li> </ul> <p><b>Online Activities:</b></p> <ul style="list-style-type: none"> <li>• Online Presentation (PPT)</li> </ul>	<p>Reading DUE:</p> <p>Martin. (2015). pp. 13-32</p> <p>Kendi (2019) Chapters 4-6</p> <p>Assignment DUE:</p> <p>Discussion Board</p> <p>Reflective paper</p>
<p><b>WEEK 3 ONLINE</b> <b>1/18- 1/24</b></p>	<p>Leadership for social intervention and climate justice</p> <ul style="list-style-type: none"> <li>• Social system theory</li> <li>• Theories of change and power</li> <li>• Cultural competent generalist</li> <li>• Truant student and reluctant refugees</li> <li>• Struggle against corruption</li> <li>• Moral authority and change</li> </ul> <p>Online Activities:</p> <ul style="list-style-type: none"> <li>• Online Presentation (PPT)</li> </ul>	<p>Reading DUE:</p> <p>Martin. (2015). pp. 33-57</p> <p>Kendi (2019) Chapters 7-9</p> <p>Assignment DUE:</p> <p>Discussion Board</p> <p>Reflective paper</p>

<p><b>WEEK 4 ONLINE</b> 1/25 – 1/31</p> <p><b>ZOOM MEETING 2</b> 6:30-7:30 pm CST</p>	<p>Fight for Gender equality, climate change and health issues</p> <ul style="list-style-type: none"> <li>• History of social injustice</li> <li>• Theories</li> <li>• Cultural gender competency</li> <li>• Isolation and integration</li> <li>• Climate impact</li> <li>• The nature of adaption</li> <li>• Global health and health equality</li> </ul> <p>Online Activities:</p> <ul style="list-style-type: none"> <li>• Online Presentation (PPT)</li> </ul>	<p>Reading DUE:</p> <p>Martin. (2015). pp. 58-72</p> <p>Kendi (2019) Chapters 10-12</p> <p>Assignment DUE:</p> <p>Discussion Board</p> <p>Reflective paper</p>
<p><b>WEEK 5 ONLINE</b> 2/1 - 2/7</p>	<p>Topic: Gender violence and free movement of persons</p> <ul style="list-style-type: none"> <li>• In the global north &amp; south</li> <li>• Advocacy efforts</li> <li>• Prevention strategies</li> <li>• Victim advocacy to sexual assault</li> <li>• International protection</li> <li>• Movement in US and European Union</li> <li>• Educational mobility</li> </ul> <p>Online Activities:</p> <ul style="list-style-type: none"> <li>• Online Presentation (PPT)</li> </ul>	<p>Reading DUE:</p> <p>Martin. (2015). pp. 73- 105</p> <p>Kendi (2019) Chapter 13</p> <p>Pye (2015) Chapter 8</p> <p>Assignment DUE:</p> <p>Discussion Board</p> <p>Reflective paper</p>
<p><b>WEEK 6 ONLINE</b> 2/8 – 2/14</p> <p><b>ZOOM MEETING 3</b> 6:30-7:30 pm CST</p>	<p>Topic: Advocacy for children and ethical consumerism</p> <ul style="list-style-type: none"> <li>• In Western society</li> <li>• Child labor and abuse</li> <li>• Child welfare and abuse</li> </ul>	<p>Reading DUE:</p> <p>Martin, (2015). pp. 106-134</p> <p>Kendi (2019) Chapters 16-17</p> <p>Pye (2015) Chapter 1</p>

	<ul style="list-style-type: none"> <li>Contemporary child welfare</li> <li>Global advocacy practice and efforts</li> <li>Morally legitimate practice and partial complains</li> <li>Global marketplace</li> <li>Duty of preservation</li> </ul> <p>Online Activities:</p> <ul style="list-style-type: none"> <li>Online Presentation (PPT)</li> </ul>	<p>Assignment DUE:</p> <p>Discussion Board</p> <p>Reflective paper</p>
<p><b>WEEK 7</b> <b>2/15 – 2/21</b></p>	<p>Topic: Advocacy for LGBT, value of solidarity and poverty alleviation</p> <ul style="list-style-type: none"> <li>The marginalization of LGBT</li> <li>Advocacy and the fight for LGBT for equal rights</li> <li>Advocacy for LGBT people for special population</li> <li>Human service advocate’s response</li> <li>Categories of moral inclusion</li> <li>Solidarity as a foundation for social change</li> </ul> <p>Online Activities:</p> <ul style="list-style-type: none"> <li>Online Presentation (PPT)</li> </ul>	<p>Reading DUE:</p> <p>Martin. (2015). pp. 135-153</p> <p>Kendi (2019) Chapters 14-15</p> <p>Assignment DUE:</p> <p>Discussion Board</p> <p>Reflective paper</p>
<p><b>WEEK 8</b> <b>2/22 – 2/28</b> <b>ZOOM MEETING 4</b> <b>6:30-7:30 pm CST</b></p>	<p>Topic: Advocacy for Refugees and Migrants, and leadership towards global justice</p> <ul style="list-style-type: none"> <li>Migration and mass displacement</li> </ul>	<p>Reading DUE:</p> <p>Martin. (2015). pp. 154-180</p> <p>Kendi (2019) Chapter 18</p> <p>Pye (2015) Epilogue</p>



	<ul style="list-style-type: none"><li>• Refugees and internally displaced people</li><li>• Forced migration, natural disaster and conflicts</li><li>• Contemporary picture, domestic and global levels advocacy</li><li>• Voluntary migration</li><li>• Advocacy for equitable migration</li><li>• Conceptual and practical challenges</li></ul> <p>Online Activities:</p> <ul style="list-style-type: none"><li>• Online Presentation (PPT)</li></ul>	<p>Assignment DUE:</p> <p>Discussion Board</p> <p>Reflective paper</p>
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