

**SAINT LOUIS UNIVERSITY
SCHOOL OF SOCIAL SERVICE**

SW S701-01: SOCIAL JUSTICE: HUMAN LIBERATION & COMMUNITY BUILDING

SEMESTER: Fall 2004

CLASS ROOM: Tegeler Hall 104

CLASS TIME: Monday 6:00 – 8:30 p.m.

OFFICE HOURS: Monday 4:00 – 6:00 p.m.
(or by appointment)

INSTRUCTOR: Philip Young P. Hong, PhD

OFFICE ROOM #: Tegeler Hall 211

OFFICE PHONE: 314-977-7139

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COURSE DESCRIPTION

This course is designed to help students understand the meaning of social justice, community building, and human liberation within the context of social work practice. Based on social work's historical mission of intervention in high risk communities while advocating for social reform, this course is aimed at teaching students the history, theory and practice realities of community building locally and globally through discussion, research, and exploration.

The norms and values that support the characteristics of a just society will be stressed. Students will learn to compare and contrast current social and economic conditions with the values and norms underlying a just society as a structure for critically analyzing situations. They will gain knowledge of the issues underlying oppression while learning values and techniques which can help in the struggle for liberation. Students will gain knowledge of models and procedures for organizing for social justice. They will study liberation movements and discuss issues of policy and politics locally and globally. Learning will take place as we focus on group experiencing social and economic injustices based on racial, ethnic, socio-cultural and gender characteristics.

PREREQUISITES

SW S751 or permission of the instructor.

OBJECTIVES

At the conclusion of this course, each student will be able to:

1. Demonstrate knowledge of the history of the struggle toward social justice and human liberation over the past century;
2. Compare and contrast social change strategies utilized by social work and social justice organizations;
3. Analyze the history and current reality of inequality, change, and organizing;

4. Demonstrate skills and strategies for assessing community needs, redressing the impact of economic, racial, and social oppression and evaluating community practice;
5. Utilize knowledge of history, theory, strategies, and methodologies to develop methods for current and future change through community building;
6. Manifest and understanding of social change methods which help empower disadvantaged individuals, families, neighborhoods, and communities to achieve increased control and greater social justice;
7. Analyze current local, national, and global conditions demonstrating the skills necessary for critically analyzing issues and developing alternative solutions; and
8. Recognize ethnic, cultural, age, disability, sexual orientation, and gender factors and biases and their implications for practice in congruence with social work ethics and values.

TEACHING AND LEARNING METHODS

Teaching methods used in the course will mirror as closely as possible the techniques and methods widely used in educating and organizing grassroots groups for engaging in social action for social change. This kind of teaching/learning is generally described as “popular education” (i.e., the people’s education). The methodology is characterized by co-equal roles for “teacher” and “student,” based on the assumption that we are all teachers and learners who have experiences and insights to share, and that we are capable of looking critically at the world through dialogue with each other. In addition, we will make use of videos, music and opportunities for dialogue with others who are working for social justice to assist us in dreaming and realizing a new dream for our world.

MAJOR CONTENT AREAS

Social and economic justice and the impact of injustice on vulnerable populations will be explored and understood through the lenses of race, ethnicity, class and gender. Human liberation and community building within the context of social work practice will be interwoven with specific justice themes through review of the history of social work as social reform and by exposure to activists currently working for social change in various venues. Strategies examined will include non-violent direct action, advocacy, community organizing, and popular education. During the course of the semester the class will explore the elements of liberation oriented practice and develop its own set of principles for a just society.

TEXTS

Required:

Freire, P. (2000). Pedagogy of the Oppressed. New York: The Continuum Publishing Company.

Gil, D. (1998). Confronting Injustice and Oppression: Concepts and Strategies for Social Workers. New York: Columbia University Press.

Lebacqz, K. (1986). Six Theories of Justice: Perspectives from Philosophical and Theological Ethics. Minneapolis, MN: Augsburg.

Additional required readings are available at the Reserve Desk at Pius Library and on Electronic Reserve (ERes). To access the readings electronically:

- ❑ Go to Pius XII Library Web Site (www.slu.edu/libraries/pius).
- ❑ Click on Electronic Reserves.
- ❑ On the Reserve Systems page, click on Electronic Reserves again.
- ❑ Click on Electronic Reserves and Course Materials.
- ❑ Select instructor (Hong) or the department (Social Work) and click on Go.
- ❑ Click on the course. Type in the password: JUSTICE (all caps).
- ❑ Click on Accept if you agree to abide by the copyright statement on this page.
- ❑ Select the desired title.

Recommended:

It is recommended that students read (on their own) a variety of news and periodical publications, including both mainstream and “alternative” publications. The *St. Louis Post-Dispatch* and *Riverfront Times* represent often opposing, but mainstream, perspectives and will address local and state-wide issues. Other local alternative papers are the *St. Louis American* (minority press) and *the Vital Voice* (gay and lesbian newspaper). *The New York Times* and *Wall Street Journal* are mainstream sources for national and international issues. Interesting and enlightening periodicals that address social justice issues include *Sojourners*, *Utne Reader*, *Mother Jones*, *The Progressive*, and *Fair/Extra!*, a publication of Fairness & Accuracy in Reporting. Any of these may provide material for your assignments. Additional references are available upon request from the instructor.

METHODS OF EVALUATION

Attendance:

Full attendance is expected of each student unless she/he is excused in advance with an acceptable reason. Much of the learning in this class takes place through small group processing. One cannot learn from others or contribute to the learning of others without being present. If the student anticipates the need to miss more than two classes during the semester, the student should not be in this course. More than two absences will result in a lower grade for the course.

Participation in class (and group) discussions:

All students are expected to participate and contribute to class discussions and activities. Class participation will be evaluated on the basis of adequate participation and the quality of participation, not on whether the values or views you express are in agreement with those of the instructor or the majority of the class. A greater percentage of the grade will be based on participation than is the norm for a lecture class because the dialogical nature of the learning process is a key element in understanding and gaining skill in appropriate practice methods for social justice.

- (1) Students will participate in debates on controversial issues regarding social justice. Each student will have two topics of choice to present either the pros or cons on the particular issue.
- (2) Instructor's observation of students' participation will be 5% and co-group members' evaluation of her/his participation in and contribution to group activities will be worth 5%. Instructor will pay special attention to students' participation in weekly discussions to award them between 0 to 10 points every week. Each student will be asked to evaluate her/his group members at the end of semester.
- (3) The reading material for this course is carefully selected and is a critical component for ongoing class discussions.

GRADING CRITERIA

Students will be graded on the following items. Details will be given in class. The breakdown for grading is as follows:

Group

Social Justice project	40%
Part A: Group Concept Paper	(10%)
Part B: Group Plan for Action Paper	(5%)
Part C: Group Final Analysis Paper	(15%)
Part D: Final presentation	(10%)

Individual

Individual Concept Paper	20%
Participation in class (and group) discussions	30%
Debates	(20%)
Participation: Instructor evaluation	(5%)
Participation: Group member evaluation	(5%)

Attendance	+) 10%
	100%

Grading scale is as follows: A = 92-100; B+ = 87-91; B = 82-86; C+ = 77-81; C = 72-76; D+ = 67-71; D = 62-66; F = 61 and below.

OTHER COURSE POLICIES

Attendance:

Students are expected to be present for every meeting of the course. Success in the course depends heavily on one's attendance and participation in the classroom. The instructor has both email and voicemail. The instructor must be notified in advance for consideration of an excused absence.

Even if the absence is excused, the student is fully responsible for any homework or lessons that were assigned or covered in the missed session.

Courtesy Expectations:

Students will treat their classroom obligations as they should treat any serious professional engagement. This includes:

1. Preparing thoroughly for each session in accordance with the instructor's request.
2. Arriving promptly and remaining until the end of each class meeting.
3. Participating fully and constructively in all classroom activities and discussions.
4. Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, cultural, religious, sexual, and other individual differences in the SLU community.
5. Adhering to deadlines and timetables established by the instructor.
6. Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Communications:

Each student must come to class with his or her Saint Louis University student e-mail ID and Password activated and working. Any student who does not know his or her e-mail ID and Password must contact Saint Louis University Information Technology Services during normal business hours and have them "reset" the ID and/or Password. ITS can be reached at 314-977-4000.

Academic Integrity and Honesty:

It is imperative that students maintain a strict sense of academic integrity. Academic integrity is violated by any dishonesty in submitting assignments, tests, research reports, etc., required to validate the student's learning. Such conduct should include, but is not limited to: cases of plagiarism (e.g., submitting materials authored by another person or an organization but represented as the student's own work, copying a passage by another person or an organization but represented as the student's own work, copying a passage or text directly from a published or unpublished source without appropriately citing/recognizing that source); cheating (e.g., copying from another student, copying from a book or class notes during a closed book exam); giving, receiving, offering, or soliciting information on examinations (e.g., securing or supplying an advance copy of an examination without the knowledge or consent of the instructor); collusion (e.g., taking a test or doing an assignment or other academic work for another student); or the use of previously prepared material in examinations, quizzes, labs, and/or homework.

The University reserves the right to penalize any student whose academic conduct is, in its judgment, detrimental to the University. Any clear violation of academic integrity will be met with sanctions. In a case of dishonesty within a course, the instructor may assign an appropriate grade and will refer the matter to the Program Director, who will determine whether additional sanctions are warranted. In such case, the Director will refer the matter to the appropriate body identified in the School of Social Service's by-laws, which will deal with the matter under the provisions of the Professional Probation and Dismissal Policy. Students are to refer to the MSW

Student Handbook for a complete presentation of the Academic Integrity and Honesty policy of the School.

Nondiscrimination Policy and Human Diversity:

Saint Louis University and the School of Social Service's BSSW and MSW Programs have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation. A specific University goal is to foster "respect for diversity, other cultures, and belief systems." A related School objective is to "demonstrate skill and responsiveness to the needs of clients and client systems, especially those who are poor, oppressed, and/or members of culturally diverse groups and at-risk populations." This policy can be viewed in the University undergraduate and graduate bulletins plus the BSSW and MSW student handbooks.

Students with Special Needs:

If any member of the class has a disability and needs special accommodations of any nature (e.g., special assistance in lectures, reading assignments, and/or other course activities), please inform the instructor and/or the Office of Disabilities Services (314-977-2930) immediately. The instructor will work with you and the campus Disability Coordinator to ensure that you have a fair opportunity to perform well in the class.

Writing and the APA Style:

A variety of publication styles are recognized in academic and professional settings (e.g., MLA, Chicago Style). The faculty of the School of Social Service encourages graduate social work students to study, learn, and master the conventions contained in the American Psychological Association Style Manual (APA, 2001). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling. Any student who needs assistance with her or his writing is encouraged to contact the Graduate Student Writing Center at 314-977-3231.

Instructor/Course Evaluation:

The instructor and course will be evaluated at the end of the term by students through the use of a standard evaluation instrument. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, the student should be mindful of the extent to which the course objectives have been met.

COURSE OUTLINE

MODULE 1: THEORETICAL PERSPECTIVES ON SOCIAL JUSTICE

Week 1 (August 23, 2004) – Introduction

This course begins with an overview of the objectives, structure, content, expectations, requirements, foreseeable outcomes, and other logistical issues that all enrolled students will need to keep in mind throughout the semester. Any questions about the syllabus or unclear issues will

be answered. Students will introduce themselves and discuss (1) what is meant by social justice; and (2) why it is important to discuss the issue of social justice. Students will view a film and then engage in a short discussion.

Reading:

Finn, J. & Jacobson, M. (2003). Just Practice: A Social Justice Approach to Social Work (pp.2-6). Peosta, IA: Eddie Bowers Publishing.

Film: Dr. George Tinker, “Dreaming a New Dream: Cowboys, Indians, Global Violence and the Gospel”

Week 2 (August 30, 2004) – Why Social Justice? Scope of Social Justice. Justice for Whom?

Reading:

Plant, R. (1998). Why social justice. In Boucher, D. & Kelly, P. (Eds.), Social Justice: From Hume to Walzer (pp.267-281). New York: Routledge.

Sowell, T. (1999). The Quest for Cosmic Justice (pp.3-48). New York: The Free Press.

Miller, D. (1999). Principles of Social Justice (pp.1-20). Cambridge, MA: Harvard University Press.

McCormick, P. (2003). Whose justice? An examination of nine models of justice. In Stretch, J., Burkemper, E., Hutchison, W., & Wilson, J. (Eds.), Practicing Social Justice (pp.7-25). New York: The Haworth Press.

Beverly, D. & McSweeney, E. (1987). Social Welfare & Social Justice. Englewood Cliffs, NJ: Prentice Hall. Chapter 10: Working toward social justice (pp.167-180).

Guest(s): Dr. John Slosar and Lara Granich

Week 3 (September 6, 2004) – Labor Day (No class)

Week 4 (September 13, 2003) – Theories of Justice: Part I

Reading:

Lebacqz, K. (1986). Six Theories of Justice: Perspectives from Philosophical and Theological Ethics. Minneapolis, MN: Augsburg Publishing House.

Chapter 1: The Utilitarian challenge: John Stuart Mill (pp.15-32)

Chapter 2: A contract response: John Rawls (pp.33-50)

Chapter 3: An entitlement alternative: Robert Nozick (pp.51-65)

Week 5 (September 20, 2004) – Theories of Justice: Part II

Reading:

Lebacqz, K. (1986). Six Theories of Justice: Perspectives from Philosophical and Theological Ethics. Minneapolis, MN: Augsburg Publishing House.

Chapter 4: A Catholic response: The national conference of Catholic bishops (pp.66-82)

Chapter 5: A Protestant alternative: Reinhold Niebuhr (pp.83-99)

Chapter 6: The liberation challenge: Jose Porfirio Miranda (pp.100-115)

Week 6 (September 27, 2004) – Defining social justice, injustice, & oppression

Reading:

- Minogue, K. (1998). Social justice in theory and practice. In Boucher, D. & Kelly, P. (Eds.), Social Justice: From Hume to Walzer (pp.253-266). New York: Routledge.
- Shklar, J. (1990). The Faces of Injustice (pp.1-14). New Haven: Yale University Press.
- Gil, D. (1998). Confronting Injustice and Oppression: Concepts and Strategies for Social Workers. New York: Columbia University Press.
Chapter 1: Injustice and oppression: Meaning, links, and alternatives (pp.9-16)
Chapter 2: Injustice and oppression: Origins, evolutions, dynamics, and consequences (pp.17-32)

Debate:

- Karger, H., Midgley, J., & Brown, C. (2003). Controversial Issues in Social Policy (2nd Ed.). Boston, MA: Allyn & Bacon.
- (1) Is the American welfare state compatible with the market economy? (pp.3-18)
(2) Do we need a national health care policy? (pp.125-143)

**** Individual Concept Paper Due ****

MODULE 2: ACTIONS FOR SOCIAL JUSTICE & SOCIAL CHANGE

Part I: Relevance, Consensus Building, & Actions toward Community Building

Week 7 (October 4, 2004) – Social Justice & Social Work Practice

Reading:

- Gil, D. (1998). Confronting Injustice and Oppression: Concepts and Strategies for Social Workers. New York: Columbia University Press.
Introduction: The relevance of injustice and oppression for social work and social policy (pp.1-6)
Chapter 4: Dilemmas and vicissitudes of social work (pp.65-85)
- Gallagher, M., Cook, C., Tebb, S., & Berg-Weger, M. (2003). Practicing social justice: Community-based research, education, and practice. In Stretch, J., Burkemper, E., Hutchison, W., & Wilson, J. (Eds.), Practicing Social Justice (pp.27-39). New York: The Haworth Press.
- Birkenmaier, J. (2003). On becoming a social justice practitioner. In Stretch, J., Burkemper, E., Hutchison, W., & Wilson, J. (Eds.), Practicing Social Justice (pp.41-54). New York: The Haworth Press.

Guest(s): Dr. Julie Birkenmaier and Ashley Cruce

Debate:

- (3) Pelton, L. (2001). Social justice and social work. Journal of Social Work Education, 37(3), 433-439.

Scanlon, E., & Longres, J. (2001). Social work and social justice: A reply to Leroy Pelton. Journal of Social Work Education, 37(3), 441-446.

Week 8 (October 11, 2004) – National Coming Out Day

Reading:

Gil, D. (1998). Confronting Injustice and Oppression: Concepts and Strategies for Social Workers. New York: Columbia University Press.

Chapter 3: Social-change strategies to overcome injustice and oppression (pp.33-63)

Van Wormer, K. (2004). Confronting Oppression, Restoring Justice: From Policy Analysis to Social Action. Alexandria, VA: Council on Social Work Education.

Chapter 8: Restorative justice (pp.197-224)

**** Group Concept Paper Due ****

Week 9 (October 18, 2004) – Combining Issues & Consensus Building

Reading:

Rocheftort, D. & Cobb, R. (1994). Problem definition: An emerging perspective. In Rocheftort, D. & Cobb, R. (Eds.), The politics of problem definition (pp.1-31). Lawrence, KS: The University of Kansas Press.

Melucci, A. (1995). The process of collective identity. In Johnston, H. & Klandermans, B. (Eds.), Social Movements and Culture (pp.41-63). Minneapolis, MN: University of Minnesota Press.

Polletta, F. (1998). Contending stories: Narrative in social movements. Qualitative Sociology, 21, 419-446.

Guest(s): TBA

Debate:

Karger, H., Midgley, J., & Brown, C. (2003). Controversial Issues in Social Policy (2nd Ed.). Boston, MA: Allyn & Bacon.

(4) Are government policies solving the problem of homelessness? (pp.57-64)

Week 10 (October 25, 2004) – Advocacy & Community Building for Social Justice

Reading:

Cohen, D., Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide. Bloomfield, CT: Kumarian Press.

Chapter 1: Advocacy: Its many faces and a common understanding (pp.7-10)

Chapter 2: Lessons from social movement advocacy (pp.11-32)

Gil, D. (1998). Confronting Injustice and Oppression: Concepts and Strategies for Social Workers. New York: Columbia University Press.

Chapter 5: Transition policies beyond poverty, unemployment, and discrimination (pp.89-100)

Guest(s): TBA

Debate:

Karger, H., Midgley, J., & Brown, C. (2003). Controversial Issues in Social Policy (2nd Ed.). Boston, MA: Allyn & Bacon.
(5) Has the Americans with Disabilities Act (ADA) gone too far? (pp.144-160)

Part II: Actions toward Human Liberation

Week 11 (November 01, 2004) – Praxis, Radical Practice & Peace Movement

Reading:

Freire, P. (1968). Pedagogy of the oppressed (pp.25-67). New York: Continuum.
Gil, D. (1998). Confronting Injustice and Oppression: Concepts and Strategies for Social Workers. New York: Columbia University Press.
Chapter 6: Social-change oriented “radical” practice (pp.101-127)

Guest(s): TBA

Week 12 (November 8, 2004) – Promoting Human Diversity

Reading:

Young, I. (1990). Justice and the Politics of Difference. Princeton, NJ: Princeton University Press.
Chapter 6: Social movements and the politics of difference (pp.157-191)
Modood, T. (1998). Racial equality: Color, culture, and justice. In Boucher, D. & Kelly, P. (Eds.), Social Justice: From Hume to Walzer (pp.200-213). New York: Routledge.
Goodman, D. (2001). Promoting Diversity and Social Justice. London: Sage Publications.
Introduction (pp.1-12)
Chapter 6: The costs of oppression to people from the privileged group (pp.103-124)
Chapter 10: Hope and possibilities (pp.189-209)

Guest(s): TBA

Debate:

Karger, H., Midgley, J., & Brown, C. (2003). Controversial Issues in Social Policy (2nd Ed.). Boston, MA: Allyn & Bacon.
(6) Is legislation for lesbian and gay rights necessary? (pp.45-56)
(7) Are affirmative-action policies increasing equality in the labor market? (pp.92-106)

Week 13 (November 15, 2004) – Unions & the Pursuit of Economic Justice

Reading:

Yates, M. (1998). Why Unions Matter (pp.1-23). New York: Monthly Review Press.
Beverly, D. & McSweeney, E. (1987). Social Welfare & Social Justice. Englewood Cliffs, NJ: Prentice Hall. Chapter 3: Social justice and the U.S. economic system (pp.35-52).

- Martin, R. (1998). Democracy, rights, and distributive economic justice. In Boucher, D. & Kelly, P. (Eds.), Social Justice: From Hume to Walzer (pp.141-156). New York: Routledge.
- Lerner, M. (1996). Victims without harmdoers: Human casualties in the pursuit of corporate efficiency. Current Societal Concerns about Justice (pp.155-170). New York: Plenum Press.
- Montada, L. (1996). Mass unemployment under perspectives of justice. Current Societal Concerns about Justice (pp.171-194). New York: Plenum Press.

Guest(s): Lara Granich

Week 14 (November 22, 2004) – International Movement toward Human Liberation

Reading:

Drafting and Adoption: The Universal Declaration of Human Rights
(<http://www.udhr.org/history/default.htm>)

United Nations Universal Declaration of Human Rights (www.udhr.org/UDHR/udhr.htm)

Brown, C. (1998). International social justice. In Boucher, D. & Kelly, P. (Eds.), Social Justice: From Hume to Walzer (pp.102-119). New York: Routledge.

Polack, R. (2004). Social justice and the global economy: New challenges for social work in the 21st century. Social Work, 49(2), 281-290.

Guest(s): TBA

***** Group Final Analysis Paper Due *****

MODULE 3: STUDENT APPLICATIONS

Week 15 (November 29, 2004) – Presentations

Reading:

Montada, L. (1996). Trade-offs between justice and self-interest. Current Societal Concerns about Justice (pp.259-275). New York: Plenum Press.

Week 16 (December 6, 2004) – Course Evaluations

CLASS SCHEDULE OVERVIEW

WK	Date	Topics	Course material	Location	Assignment
MODULE 1: THEORETICAL PERSPECTIVES ON SOCIAL JUSTICE					
1	8/23/04	Introduction	Finn & Jacobson		
2	8/30/04	Why Social Justice? Scope of Social Justice Justice for Whom? <input type="checkbox"/> Guest: SOA (John Slosar) <input type="checkbox"/> Guest: JWJ (Lara Granich) <input type="checkbox"/> Guest: (Betsy) <input type="checkbox"/> Guest: (Barbara Woodruff)	Plant Sowell Miller (Ch 1) McCormick Beverly & McSweeney (Ch 10)		
3	9/06/04	No class – Labor Day			
4	9/13/04	Theories of Justice – Part I	Lebacqz (Ch1, 2 & 3)		
5	9/20/04	Theories of Justice – Part II	Lebacqz (Ch4, 5 & 6)		
6	9/27/04	Defining Social Justice, Injustice & Oppression <input type="checkbox"/> Debate 1 & 2 (Capitalism & National Healthcare)	Minogue Shklar (Intro) Gil (Ch1 & 2) Karger et al. (D1, 10)		Individual Concept Paper Due
	9/28/04	<i>Social Justice Night (5:00 pm)</i>		BSC Multipurpose Room	
MODULE 2: ACTIONS FOR SOCIAL JUSTICE & SOCIAL CHANGE					
<i>Part I: Relevance, Consensus Building, & Actions toward Community Building</i>					
7	10/04/04	Social Justice & Social Work Practice <input type="checkbox"/> Guest: (Julie Birkenmaier) <input type="checkbox"/> Guest: CSJ (Ashley Cruce) <input type="checkbox"/> Debate 3 (SJ & SW)	Gil (Intro, Ch 4) Gallagher et al. Birkenmaier Pelton Scanlon & Longres		
	10/08/04	<i>Presidential Debate @ WU (St. Louis O'8 Coalition)</i>			
8	10/11/04	<i>National Coming Out Day</i>	Gil (Ch 3) Van Wormer (Ch 8)		Group Concept Paper Due
9	10/18/04	Combining Issues & Consensus Building <input type="checkbox"/> Guest: (Teka Childress) <input type="checkbox"/> Debate 4 (Homelessness)	Rochefort & Cobb Melucci Polletta Karger et al. (D 5)		
10	10/25/04	Advocacy & Community Building for Social Justice <input type="checkbox"/> Guest: (Jeanette M. Oxford) <input type="checkbox"/> Debate 5 (ADA)	Cohen Gil (Ch 5) Karger et al. (D 11)		Group Plan for Action Paper Due
<i>Part II: Actions toward Human Liberation</i>					
11	11/01/04	Praxis, Radical Practice & Peace Movement	Freire (Ch 1 & 2) Gil (Ch 6)		
	11/02/04	<i>Presidential Election</i>			

12	11/08/04	Promoting Human Diversity <input type="checkbox"/> Guest: (Jean Abbott) <input type="checkbox"/> Debate 6 & 7 (GL Rights & Affirmative Action)	Young (Ch 6) Goodman (Intro, Ch6, 10) Modood Karger et al. (D 4, 8)	
13	11/15/04	Unions & the Pursuit of Economic Justice <input type="checkbox"/> Guest: (Lara Granich)	Yates Beverly & McSweeney (Ch 3) Martin Lerner Montada	
<i>11/20~21</i>		<i>SOA (Optional)</i>		
14	11/22/04	International Movement toward Human Rights <input type="checkbox"/> Guest: (Bill Ramsey)	UN Declaration of Human Rights Brown Polack	Group Final Analysis Paper Due
MODULE 3: STUDENT APPLICATIONS				
15	11/29/04	Presentations		TBA
16	12/06/04	Course Evaluations	Montada	