

Social Justice and Communication, COMM 227

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Class meets: T-TH 2:30-3:45 Mun. 611

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Office Hours: TH 4:00-5:00 IC Cafe

W 1:00-2:00 p.m. LT 905

Note: This class is cross-listed with Women Studies and Gender Studies. Special emphasis will be given to "gender and power," our 2018-2019 SOC topic of emphasis across the curriculum.

Course Overview

This course studies the meaning of "social justice" from a theoretical and historical perspective; focuses on some key issues (i.e., race, gender, class, and sexuality within a global context) and considers the relationship between these issues of social justice and our contemporary communication processes and practices.

In doing so, the class invites us to consider and imagine the role of communication in supporting, upholding, resisting, transforming, and challenging the status quo; as well as advancing principles that widen our society's democracy, redress its shortcomings, and advance fairness and equity.

This course emphasizes personal reflection and critical thinking, expressed in careful observation, description, and analysis of daily life, and of the cultural and ethical patterns that constitute our lived, social world. The course also highlights the importance of creative thinking, and of dialogue and open discussion of ideas. We learn to think critically and in innovative ways by playing with unexpected options, by questioning received ideas and by listening with an open and unprejudiced attitude.

Required Text

Capeheart, Loretta & Milovanovic, Dragan. (2007). *Social justice: Theories, issues and movements*.

Additional or recommended readings and films

Additional readings and selected films may be assigned during the semester, particularly to illustrate specific cases or issues.

Books of interest:

Adams, M., Blumenfeld, W., Castañeda, C., Hackman, H., Peters, M., & Zuñiga (Eds.). *Readings on diversity and social justice*. Third Ed. New York: Routledge.

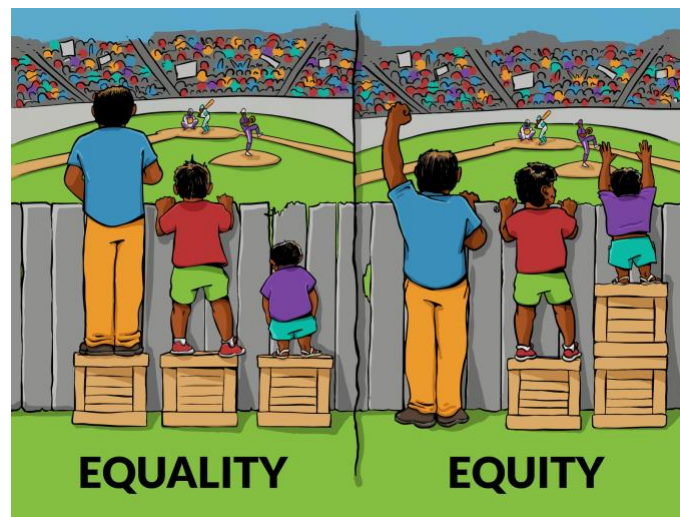
Swartz, Omar (Ed.). *Social Justice and communication scholarship*. Mahwah, NJ: Lawrence Erlbaum Associates.

Films:

I am not your Negro
Reel Injun
My so-called enemy
Killing us softly
Tough Guise
Crude
Do the right thing

The mask you live in
Soundtrack for a revolution
BlackKlansman
A force more powerful
Pink Saris
The 13th
White like me

Nanette
Selma
How to start a revolution
Get Out
Circles

**Learning outcomes**

Students who successfully complete this course should be able to:

- Understand the complexity of the concept of "social justice," in theory and practice, and across time.
- Identify ways in which dimensions of cultural identity such as gender, race and class are sites of social justice struggles.
- Articulate their conception of what is the role of communication in achieving a just society.
- Use accurately key concepts related to social justice (e.g., distributive, retributive, restorative, transformative, etc.)
- Demonstrate an increased ability to self-reflect on one's communication performances and practices; in relation to justice and equity.



Course Requirements:

Take Home Exams	60
Events reflection	15
Presentations	10
Participation	15
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Total:	100

1. Take home exams. Students will be asked to do three out of four quizzes during the semester. If you do four quizzes, the lesser grade will be dropped. Quizzes are given to you one week in advance of the due date and are take home. They evaluate your understanding of class content by applying that content to analyze a film or other cultural texts. See schedule for due dates.
2. Event description and analysis. Students are asked to observe, describe and evaluate (using class concepts) two different social justice-related events taking place in Loyola and around Chicago. At least one of these events must be sought out and chosen by the students themselves, so keep your eyes and ears open for interesting marches, meetings, panels, or film presentations happening around our city. And the second event may take place anywhere in Chicago, Loyola or even inside our classroom (i.e., guest visits). These assignments can be turned in as early as you wish, but no longer than the deadlines identified on your schedule.
3. Presentations. Students will give short presentations on specific textbook chapters (5-10')
4. Participation. This will be evaluated based on your overall course performance on the following aspects of participation:
 - a. Attendance. Participating in class requires you to be in class. Absence from class means zero participation for that session. Absence from three weeks of

classes will result in a maximum grade of C for participation. More than four missed weeks means an F in participation and may result in an F in the course.

- b. Short assignments. These will be written responses done in class or wikis or blogs submitted in Sakai. They include chapter activities from the textbook.
- c. Oral participation. This includes volunteering to answer instructor's questions; proposing questions of your own; making observations; offering critiques, challenging class content; bringing to class artifacts or materials that can help with class content, and giving the instructor feedback that can be useful to the class.
- d. Electronic participation: We will use Sakai to discuss class content, and do short assignments.
- e. Cooperation with classmates. Helping as secretary, time-keeper, and spokesperson in small groups; being adequately prepared to discuss readings; helping others with their projects; listening carefully to others' ideas; fully engaging those with whom you disagree (or agree), and doing so with respect and honesty.
- f. Ethical comportment. Be honest, respectful of self and others, and as assertive as you can when defending your perspectives. Always cite your references, and acknowledge those who have influenced you. Be aware of your needs and those of others in the classroom. Failure to act in an ethical manner (e.g., respecting disagreement) will affect the participation grade. Please see below the School of Communication policy on academic integrity.
- g. Academic progress. Learning is a process and this class acknowledges this. You may start a little shaky and improve your performance in the course of class, or be steadily good throughout. This element of "progress" will be taken in consideration when I assign the final participation grade and recognize your effort to improve academically. It follows that **not turning** in an assignment or being late is a really bad idea!!!

Grading Scale

A = 100-93	A- = 92-90	B+ = 89-86	B = 85-82	B- = 81-80
C+ = 79-76	C = 75-72	C- = 71-70	D+ = 69-66	D = 65-60



COURSE OUTLINE AND READING ASSIGNMENTS

This schedule will be modified according to the specific needs and pace of the Class. Handouts will be provided during the semester to specify any necessary updates and extended information on the schedule, as well as assignments and guidelines.

Please have reading done by assigned date.

Week1 1/15-17 Introduction. What is social justice?
What assumptions do we have about social justice?
“Reflections of a social justice scholar” (on Sakai)

W.2 1/22-24 “Reflections of a social justice scholar” (on Sakai)
Watch: Selma.

Please attend one or more of these MLK Jr. celebration events, and consider writing about one of them. For more info, click <https://www.luc.edu/media/lucedu/diversityandinclusion/mlk-2019/2019%20MLK%20Celebration%20Poster.pdf>

1/ 22 **Interfaith dialogue.** 5:30–7:00 PM IC 4th floor

1/23 11:45 AM–1:00 PM **Keynote speaker** Broderick Johnson, My Brother’s Keeper Task Force. Corboy, Kasbeer Hall, 15th Floor WTC.

1/23 5:30- 7:00 p.m. **Keynote speaker** Broderick Johnson, My Brother’s Keeper Task Force. Damen Center, Multi-Purpose Room LSC

1/21-1/24, 1/25 **Service days.** For more info, see

<https://www.luc.edu/diversityandinclusion/programs/mlkcelebration/mlkserviceday/>

W.3 1/29-31 Ch. 1: Conceptions of Justice: Some influential thinkers

W. 4 2/5-7 Conceptions of Justice: Ideal Speech Situation and Ethics of care

- W.5 2/12-14 Ch. 2 Toward a social justice model. Distributive Justice (41-44)
2/21 Exam One due
- W.6 2/19-21 Ch. 4. Restorative Justice (p. 55-60) Ch. 4
2/21 Last day to turn in Event One assignment
- W.7 2/26-28 Ch. 5 Transformative justice. (65-67)
- W.8 3/5-7 **Spring break** (March 4-9)

Mid-semester evaluation of participation

- W.9 3/12-14 Ch. 6 Multiculturalism, globalism and challenges
3/14 Exam Two due
- W. 10 3/19/21 Ch. 6
- W. 11 3/26-28 Ch. 10 Legal struggles (143-157)
- W.12 4/2-4 Ch. 10
4/4 Exam three due
- W. 13 4/9-11 Ch. 11 Grassroots struggles (159-178)
4/11 Event two due
- W. 14 4/16-18 Ch. 11
- W. 15 4/23-25 Ch. 12: Emerging conceptions of justice. Final week of classes
4/25 Exam four due
- W. 16 Final Exam day Saturday, May 4, 4:15 p.m.



A General Guide to Grading**You can know that you are doing:**

A/A- work when: Paper shows excellence in both content and form. It is well organized, well argued, and well written. Thesis statement and arguments are consistent, insightful, creative, intelligent, and serious. Paper does contribute in a cogent and original manner to our understanding of the chosen topic.

B/B+ work when: Paper goes beyond the basics and approaches the qualities of an exemplary high grade paper. It is clearly written and deals seriously with issues and ideas. Typically, this is a good paper that falls short in some aspect(s) of the writing task, such as elaborating conclusions, justifying choices, or fully explaining claims. The B paper is above average without being outstanding.

C/C+ work when: Paper contributes original ideas and honest reflection to the Discussion at hand. It has shortcomings both in form and content, and might have been too sketchy and superficial in discussing the topic. The C paper is satisfactory and attempts to address the chosen topic.

D work when: A paper is poorly done, both in form and content. This is a paper that only accomplishes the minimum required and that disregards the instructor's advice and directions. It shows serious problems both in writing style and exposition of ideas. Typical problems include:

- a) being written in a language only loosely related to formal English;
- b) careless use of words and expressions;
- c) lacking a clear and effective form of organizing ideas;
- d) contradicting its own ideas or claims;
- e) using incomplete and disconnected sentences and/or paragraphs.

F work when: Paper was not submitted in the due date and/or falls below the minimum requirements of college-level work. It disregards directions given, is incoherent, and shows negligence and carelessness.

Policies and Basic Courtesy

- No discrimination on the basis of gender, age, race, ethnicity, religion, sexual orientation, or physical and learning disabilities will be tolerated in the classroom.
- Students and instructor are expected to fully respect the views, backgrounds, and experiences of all class members. This respect is not expressed by silence or

- indifference, but by engaged dialogue.
- Attendance in this class **is not optional**, and will count towards your final participation grade. Missing more than **three weeks** (without a documented, written excuse) will automatically drop the final participation grade to a C maximum. Missing **four weeks** or more of classes will automatically drop the participation grade to F. Exceptions will be made for documented, valid excuses (personal accidents, death in the family, severe illness, athletic commitments).
 - If you are late to class or absent and miss announcements, it is your responsibility to get the information from a classmate.
 - You are expected to actively engage in class discussions and to study all assigned readings, whether they are discussed in lectures or not. **No late assignments will be accepted** (without a valid, written excuse). Take the necessary measures to hand in all assignments on time.
 - All written assignments submitted for credit **must be typed and proof-read meticulously**. Errors in grammar, spelling and organization will cost you points.
 - Papers sent via email will not be graded. **Always submit a hard copy of all papers**. You will be asked to submit an electronic copy for your records and mine, but this does not replace the hard copy I will need to grade your work.
 - Papers and course assignments will not be graded based on students' ability to *imitate* the instructor's views or the textbook's. They will be graded based on understanding and appropriation of course material. That is, on your ability to use, evaluate, and integrate concepts learned in class.
 - University standards regarding academic integrity, examinations and grading will be observed in this course. **Plagiarism in academic work or dishonest examination behavior will result in an "F"** grade for the assignment or for the course, and might carry further sanctions (see the Loyola Undergraduate Studies Catalogue and the back of this syllabus). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g., failing to credit a source, or using somebody else's ideas without clarifying that they are not yours).
 - Do not hesitate to ask for clarifications at any time during lectures. Questions and comments are not interruptions but fundamental components of learning!
 - Electronic devices can be used in the classroom for as long as you are using them to enhance your participation and comprehension in class. Please do not check email, use chat programs or browse the Web during class, unless you want to look something up that is related to the class. Doing so will have a very negative impact on your participation grade.
 - If you must eat during class, please consume something that you can eat quietly—no crunching wrappers, noisy chewing, etc.
 - Do not get up and leave class while it is in session except in the most urgent situation (e.g. childbirth, heart attack, alien abduction).
 - If you arrive late, please come in quietly. If you have a compelling reason to leave class early, please sit by the door and notify me before class starts.

- If you have questions about assignments, etc., it is best to speak with me after class or during an office appointment. When class is about to begin, I will likely be focused on what we will be doing for that session.



School of Communication Statement on Academic Integrity
Please Read Carefully in its Entirety

- A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.
- Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:
 - Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
 - Providing information to another student during an examination;
 - Obtaining information from another student or any other person during an examination;
 - Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
 - Attempting to change answers after the examination has been submitted;
 - Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
 - Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
 - Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the

appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall

be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.