



THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service
Washington, DC 20064
202-319-5458
Fax 202-319-5093

SSS 946
THEORIES OF SOCIAL JUSTICE
Fall 2009

Instructor: Dr. Ann P. Conrad

©This course outline is the property of NCSSS and the instructor and may be distributed only with written permission.

I. COURSE PURPOSE

This course analyzes, compares, and critiques a range of philosophical and religious foundational and emerging social justice theories including: natural rights theory, utilitarianism, egalitarianism, libertarianism, as well as feminist (dependency/capabilities), communitarian and postmodern perspectives. Social justice, as used in this course, refers to the process by which the goods and resources of the earth are shared among the members of a society. The philosophical base, including the classical, dialectical, contract theory, and existential roots of these theories, will be considered; and, the nature of human rights and the various perspectives that flow from the International Declaration on Human Rights will be examined. Social justice is considered a core value of the social work profession (NASW Code of Ethics, Revised 2008) both domestically and internationally (IFSW and IASSW, 2004) and integral to both social policy and clinical practice. Key contributions of the social and behavioral sciences to an understanding of social justice are presented and empirical predictors of personal and professional attitudes toward social justice and human rights are considered. The implications of contemporary theories for such fields as international social development, health/ mental health, minority and gender experiences, services to children, the elderly and families, and criminal justice/corrections will be examined and critiqued. Emphasis will be placed on identifying key justice issues arising within these fields, considering them in light of alternative prevention, interventive, and empowerment/strengths perspectives, and developing recommendations for revised action plans

where appropriate.

II. EDUCATIONAL OBJECTIVES

The following objectives will guide the class sessions in achieving the overall course purpose. At the beginning and end of the course, students will indicate how they rate themselves on each objective. Upon completion of this course, students will be able to:

1. Articulate a world-view of social justice and its implications.
2. Demonstrate an understanding of the complexity and subtleties of human rights and global justice.
3. Appreciate the pluralistic and competing nature of contemporary views of social justice.
4. Discuss the philosophical, political, and economic roots of contemporary theories of social justice.
5. Explain the central principles, critiques and revisionist perspective of key contemporary justice theories.
6. Demonstrate knowledge of the empirical contributions to our contemporary understanding of social justice.
7. Identify salient social and behavioral variables which influence social justice perspectives, injustice, and oppression.
8. Utilize and advocate for further research on social justice.
9. Conceptualize social justice as integral to the social work profession in both its social policy and clinical practice dimensions.
10. Demonstrate skill in identifying and articulating the multi-dimensions of social justice arguments.
11. Contribute to the analysis and revision of contemporary justice perspectives.
12. Analyze the professional practice implications of contemporary social justice.

III. COURSE REQUIREMENTS

A. Texts and Readings

Required texts may be purchased at the CUA bookstore. Recommended readings are available from the instructor and/or through the Mullen Library system. Periodical readings can be accessed through the Electronic Journal Title Finder and the Electronic Journal Collections located on the WEB.

Required Readings

Gil, D. G. (1998). Confronting injustice and oppression: Concepts and strategies for social workers. NY: Columbia University Press.

Miller, D. (2001). Principles of social justice. Cambridge, Mass: Harvard University Press.

Rawls J. Justice as fairness: A Restatement. E. Kelly (ed). Cambridge, Mass: The Belknap Press of Harvard University Press.

Solomon, R.C. and Murphy, M. C. (2000). What is justice? (2nd Edition). New York: Oxford University Press.

Sterba, J. P. (2003). Social Justice: Alternative Political Perspectives. (4th Ed.) Belmont, Cal: Wadsworth Publishing Company.

Recommended Books and Periodicals

Bierhoff, H. W., Cohen, R. L. & Greenberg, J. (1986). Justice in social relations. New York: Plenum Press.

Boucher, D. & Kelly, P. (Eds) (1998). Social justice from Hume to Walzer. NY: Routledge, 1998.

Clement, G. (1996). Care, autonomy and justice: feminism and the ethic of care. Boulder Colorado: Westview Press.

Dalbert, C. (2001). The justice motive as a personal resource: dealing with challenges and critical life events. NY: Plenum Publishers.

Daly, M. (1994). Communitarianism: A new public policy. NY: Wadsworth Publishing Co.

- Daniels, N. (1985). Just Health Care. NY: Cambridge University Press.
- Duncan, D. & Machan, T.R. (2005). Libertarianism: For and Against. Lanham, Md.: Rowman & Littlefield Publishers.
- Etzioni, A. (2004). The Communitarian Reader: Beyond the Essentials. Lanham, Md.: Rowman & Littlefield Publishers.
- Fishkin, J. (1983). Justice, equal opportunity, and the family. New Haven, Conn.: Yale University Press.
- _____. (1992). The dialogue of justice: Toward a self-reflective society. New Haven, CT: Yale University Press.
- Miller, D. (2007). National responsibility and global justice. NY: Oxford University Press.
- Molyneux, M. & Razavi, S. (2003). Gender justice, development and rights. NY: Oxford University Press.
- Pardeck, J. T. (2001). Children's rights. Binghamton, NY: Haworth Press.
- Pojman, L. P. & Westmoreland, R. (1997). Equality: Selected Readings. New York: Oxford University Press.
- Powers, M. & Faden, R. (2006). Social justice: The moral foundations of public health and health policy. NY: Oxford University Press.
- Ryan, A. (1993). Justice. Oxford: Oxford University Press.
- Shapiro, I. and Bulmayer, L., (Ed). (1999). Global justice. NY: New York University Press.
- Strange, H. and Braithwaite, J. (2001). Restorative justice and civil society. NY: Cambridge University Press.
- Veatch, R. M. (1986). The foundations of justice. NY: Oxford University Press.
- Walsh, A. J. (1997). A neo-Aristotelian theory of social justice. Brookfield, Vt.: Ashgate.

The Responsive Community.

Ethics.

Hastings Center Report.

Social Justice Research. It is recommended that students consult this journal for a wide range of research interests. It can be accessed on line at www.kluweronline.com.

B. Course Assignments

Learning Contract: At the beginning of the course, each student is required to develop a learning plan for the course which includes: 1) a brief self assessment their current knowledge and experience on the state-of-the-art in social justice (use the *Social Justice Self-Assessment Indicator* attached), 2) their particular interests in the course content, 3) the seminar session for which they will present a class briefing, and 4) the scholarly paper assignment and topic which they feel will best meet their professional needs.

Required readings are to be read in preparation for the class for which they are assigned. Recommended readings are intended to supplement the class content and may be particularly helpful for class assignments. In some class sessions, students will be asked to provide class briefings on particular readings.

A take home examination will be distributed in Class 9 (to be returned in Class 10) focusing on the student's understanding of the theoretical perspectives covered to date.

Scholarly paper. Each student will select a major social policy central to their professional interest and analyze, critique, and where appropriate revise the justice implications of that policy (see *Guidelines for analysis of the justice implications of a social policy* attached) OR they will develop a scholarly presentation of the justice components of a significant program, project, or direct practice intervention. Alternative assignments, within the overall purpose and goals of the course, may be planned with the instructor.

As a Final Assignment, students are required to complete the *Social Justice Self-Assessment Indicator* (attached), providing brief personalized narratives of how they have worked toward each of the course learning objectives. It is recommended that students keep a brief process journal as an aid in preparing their narrative.

C. Class Attendance and Participation

In view of the complexity of social justice issues and the dearth of social work literature from a philosophical perspective in this area, students are encouraged to draw on their experiences and related literature in order to think creatively and analytically about the justice components integral to current problems and future directions. Each participant is expected to share relevant knowledge, experience, and ideas. Participation in the further development of this curriculum is built into the course as well as contribution to social work knowledge in this area of competence. Each student is expected to serve as a resource person for seminar colleagues by planning a class session with the instructor. Early on, class topics are negotiated within the context of the course objectives so as to meet the learning needs, interests, and experiences of the participants.

D. Course Expectations

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor **in advance**. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.
2. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises
3. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

Academic Honesty:

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

Accommodations:

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations of an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

E. Grading Policy

1. The university grading system will be utilized (see policy in NCSSS bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation, use of theoretical and empirical content, and completion of required assignments.

Attendance and Participation	20%
Seminar Presentation	20%
Take Home Theory Examination	30%
Scholarly Paper	30%

F. Course and Instructor Evaluation

Participants and instructor will be mutually responsible for on-going and shared verbal evaluation of the course to ensure that it will serve the learning needs of the students. NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. There will also be an oral discussion on the students' perspectives/critique of the seminar and the instructor. These evaluations will serve as a basis for ongoing course revisions.

CLASS SCHEDULE

Class 1 COURSE OVERVIEW AND THE NATURE OF SOCIAL JUSTICE

Course Overview and Class Planning

Three basic forms of justice--commutative justice, distributive justice, restitutive (restorative)/retributive justice

The principles of justice

Philosophical distinctions between equality, equity

Required Readings

Solomon, R. C. and Murphy, M. (2000). Introduction. In What is justice? New York: Oxford University Press, 3-11.

Recommended Readings

Cauthen, K. (1987). The passion for equality. Towata, NJ: Rowman & Littlefield.

Perelman, C. (1966). Part I. Concerning justice, Part II. The three aspects of justice. In The idea of justice and the problem of argument. NY: The Humanities Press, pp. 1-78.

Pieper, J. (1980). Justice. In The four cardinal virtues. Notre Dame, Indiana: University of Notre Dame Press, pp. 43-113.

Westen, P. (1990). Speaking of equality. Princeton, NJ: Princeton University Press.

Class 2 SOCIAL JUSTICE AS A CORE VALUE FOR THE SOCIAL WORK PROFESSION

The Nature and Limits of Social Justice

The place of rights, needs, and deserts in justice considerations

Natural rights vs. legal rights

Social Policy from a Justice Perspective

Lexical ordering of principles

Political and economic influences

Clinical Practice from a Justice Perspective

Self-esteem as a primary social good

Required Readings

- Dessel, A. et al. (2006). Using intergroup dialogue to promote social justice and change. Social Work, 51 (4), 303-315.
- Gil, D. G. (1998). Confronting injustice and oppression: Concepts and strategies for social workers. NY: Columbia University Press. Chapters 1-3.
- Miller, D. (1999). Principles of Social Justice. Cambridge, Mass: Harvard U. Press. Chapters 1-4, 7.
- Wakefield, J. C. (1988). Part 1. Psychotherapy, distributive justice, and social work. Social Service Review, (June), 187-210; Part 2. (September), 353-382.

Recommended Readings

- Beverly, D. P. and McSweeney, E. A. (1987). Chapter 1. Social policy and social justice. In Social welfare and social justice. Englewood Cliffs, NJ, pp. 1-15.
- Braybrooke, D. (1987). Part 4. The place of needs in reasoning about justice. In Meeting needs. Princeton, N.J: Princeton University Press, pp. 131-160.
- Gewirth, A. (1982). Essay 1. The basis and content of human rights, pp. 41-66; Essay 4. The golden rule rationalized, pp. 128-142; Essay 9. Are there any absolute rights? pp. 218-233. In Human rights.
- Hospers, J. (1982). Chapter 7. Human rights, Chapter 8. Justice. In Human conduct. pp 240-358.
- McLaughlin, A.M. (2007). Clinical social work and social justice. Dissertation Abstracts International, A: The Humanities and Social Sciences, 67 (11).
- Leighninger, L. (2006). Freud's free clinics: Psychoanalysis and social justice, 1918-1938. Journal of sociology and social welfare, 33 (4), 198-200.
- Levy, C. (1976). Justice, justice shalt thou pursue. NY: Yeshiva University.
- Reamer, F. G. (1993). Political philosophy. In The philosophical foundations of social work, pp. 2-33.
- Reid, P. N. and Billups, J. O. (1986). Distributional ethics and social work education. Journal of Social Work Education. (Winter), 6-17.

Ross, B. and Shireman, C. (1973). Social work practice and social justice. Washington, D.C.: NASW.

Saleebey, D. (1990). Philosophical disputes in social work: social justice denied. Journal of Sociology and Social Welfare, 2 (June), 29-40.

Sumner, L. W. (1987). The moral foundation of rights. New York: Oxford University Press.

Class 3 THE PHILOSOPHICAL ROOTS OF SOCIAL JUSTICE THEORIES

Contributions of Classical Thought--Plato, Aristotle

" " Dialectical Thought--Kant

" " the Contract Theorists--Hobbes, Locke,

Required Readings

Students are expected to read selectively from the source readings of the above listed authors on the philosophical roots of contemporary social justice theories and to lead a seminar discussion on the key contributions of one of the foundational theorists.

Solomon, R. C. and Murphy, M. (2000). Part I, Part II, Part III. In What is justice? New York: Oxford University Press, pp. 11-195.

Recommended Readings

Boucher, D. & Kelly, P. (Eds) (1998). Social justice from Hume to Walzer. NY: Routledge, 1998.

MacIntyre, A. (1988). Whose justice? Which rationality? Notre Dame, Indiana: University of Notre Dame Press.

Pojman, L. P. and Westmoreland, R. (1997). Part 1. In Equality: Selected readings. NY: Oxford University Press, pp. 1-55.

Ryan, A. (1993). Justice. Oxford: Oxford University Press.

Veatch, R. (1986). Chapter 4. The secular basis for equality, pp. 77-118; Chapter 5. What does equality mean? pp. 119-148.

Class 4

OVERVIEW OF CONTEMPORARY JUSTICE THEORIES

Overview of Major Contemporary Theories--utilitarianism, egalitarianism, libertarianism; feminist and communitarian perspectives

Overview of Theological Concepts in Judeo-Christian Thought--preferential option for the poor, social liberation, empowerment, solidarity, forgiveness

Justice in a Confucian Perspective

Justice in the Koran

Required Readings

Hodge, D. R. (2007). Advocating for persecuted people of faith: A social justice perspective. Families in Society, 88 (2), 255-262.

Maguire, D.C. (1993). Redefining justice. In The moral core of Judaism and Christianity. Minneapolis: Fortress Press, pp. 126-166.

Peerenboom, R. P. (1990). Confucian justice: achieving a humane society. International Philosophical Quarterly, 30 (March), 17-32.

Sterba, J. P. (2003). Introduction. Justice in the Koran. In Justice: Alternative political perspectives. Belmont, Cal: Wadsworth Publishing Co., pp. 2-24.

Recommended Readings

Donahue, J. R. (1977). Biblical perspectives on justice. In The faith that does justice. NY: Paulist Press, pp. 68-112.

Fikentscher, W. (1991) The sense of justice and the concept of cultural justice. American Behavioral Scientist, 34 (3), 214-334.

Lebacqz, K. (1986). Six theories of justice: perspectives from philosophical and theological ethics. Minneapolis, Minn: Augsburg Publishing House.

_____. (1987). Justice in an unjust world. Minneapolis: Augsburg Publishing House.

Masters, R. D. (1991). Naturalistic approaches to the concept of justice. American Behavioral Scientist, 34 (3), 289-313.

Veatch, R. (1986). The foundations of justice. Chapter 2. The religious basis for equality: Its history, pp. 21-64; Chapter 3. The religious basis for equality: the theological premises, pp. 65-76.

Class 5

SOCIAL JUSTICE: A UTILITARIAN ACCOUNT

Analysis and Critique of Central Concepts and Principles

The principle of social utility

Cost-benefit ratio

Maximization of aggregate good

Professional Practice in a Utilitarian Hermeneutic

Revisionist Considerations

Required Readings

Mill, J. S. (1861). Social justice and utility from Utilitarianism (Chapter V). In R. C. Solomon and M. C. Murphy (2000). What is social justice? New York: Oxford University Press, pp. 193-201; 166-173.

_____. Utilitarianism. George Sher (Ed.) Indianapolis, Indiana: Hackett Publishing Company, Inc.

Sterba, J. P. (2003). The utilitarian perspective. In Justice: Alternative political perspectives. Belmont, Cal: Wadsworth Publishing Co., pp. 129-155.

Recommended Readings

Griffin, J. (1985). Some problems of fairness. Ethics, 95 (October), 100-118.

Lebacqz, K. (1986). The utilitarian challenge: John Stuart Mill. In Six theories of justice. 15-32.

Class 6

SOCIAL JUSTICE: AN EGALITARIAN ACCOUNT

Analysis and Critique of Central Concepts and Principles

Fair equality of opportunity

The difference principle

Professional Practice in an Egalitarian Hermeneutic

Revisionist Considerations

Required Readings

Rawls J. Justice as fairness: A Restatement. E. Kelly (ed). Cambridge, Mass: The Belknap Press of Harvard University Press. Particularly pp. 1-77; 80-85; 168-175; 192-198.

Sterba, J. P. (2003). IV. Liberal democratic justice: The contractarian perspective. In Justice: Alternative political perspectives. Belmont, Cal: Wadsworth Publishing Co., pp. 107-128.

Recommended Readings

Daniels, N. (1974). Reading Rawls. NY: Basic Books, Inc.

Pogge, T. W. (1989). Realising Rawls. Ithaca, NY: Cornell University Press.

Pojman, L. P. (1997). Equality: Selected readings. NY: Oxford University Press.

Rawls, J. (1999). A theory of justice. Cambridge, Mass: Harvard University Press, Chapter 1. Justice as fairness, pp. 3-46; Chapter 2. The principles of justice, pp. 46-101; Chapter 3. The original position, pp. 102-170; Chapter 4. Equal liberty, pp 171-227; Chapter 9. The sense of justice, pp. 397-449. (Read additional chapters selectively).

Rawls, J. (1993). Political liberalism. NY: Columbia University Press.

Wolff, R. P. (1977). Understanding Rawls. Princeton, N.J.: Princeton University Press.

Class 7 SOCIAL JUSTICE: A LIBERTARIAN ACCOUNT

Analysis and Critique of Central Concepts and Principles

Principle of acquisition

" " distribution

" " restitution

Professional Practice in a Libertarian Hermeneutic

Revisionist Considerations

Required Readings

Duncan, D. & Machan, T.R. (2005). Libertarianism: For and Against. Lanham, Md.: Rowman & Littlefield Publishers. Read selectively, particularly chapters 1 and 2.

Sterba, J. P. (2003). Libertarian justice. In Justice: Alternative political perspectives. Belmont, Cal: Wadsworth Publishing Co., pp. 22-68.

von Hayek, F. A. Against "social justice." In Solomon R.C. and Murphy, M. (2000). What is justice? New York: Oxford University Press, pp. 180-187.

Recommended Readings

Paul, J. (1981). Reading Nozick. Totowa, NJ: Rowman and Littlefield.

von Hayek, F.A. . “Social” or distributive justice. In Alan Ryan. (1993). Justice.
Oxford: Oxford University Press, pp. 117-158.

SOCIAL JUSTICE IN A COMMUNITARIAN PERSPECTIVE

Analysis and Critique of Central Concepts and Principles
Moratorium on individual rights
Re-emergence of virtue
Membership, citizenship and community

Required Readings

Etzioni, A. (2004). The Communitarian Reader: Beyond the Essentials. Lanham, Md.:
Rowman & Littlefield Publishers. Introduction, Chapters 1, 2, 4.

Sterba, J. P. (2003). Communitarian justice. In Justice: Alternative political
perspectives. Belmont, Cal: Wadsworth Publishing Co., pp. 97-102; 188-218.

Recommended Readings

Daly, M. (1994). Communitarianism: A new public policy. NY: Wadsworth Publishing
Co.

Galston, W. A. (1980). Justice and the human good. Chicago: The University of
Chicago Press.

Kymlicka, W. & Norman, W. (1994). Return of the citizen: A survey of recent work on
citizenship theory. Ethics, 10 (1), 352-381.

Class 8 EMERGING JUSTICE PERSPECTIVES

Social justice in a feminist perspective

Dependency justice

Required Readings

Kittay, E. F. (1997). Taking dependency seriously: The Family and Medical Leave Act
considered in light of the social organization of dependency work and gender

equality. In DiQuinzio, P. & Young I. M. Eds. (1997). Feminist ethics and social policy. Bloomington and Indianapolis: Indiana University Press, pp. 1-22.

Sterba, J. P. (2003). Feminist justice. In Justice: Alternative political perspectives. Belmont, Cal: Wadsworth Publishing Co., pp. 228-275.

Recommended Readings

Bubeck, D. G. (2002). Justice and the labor of care. In Kittay, E. F. & Fedder, E. K., Eds. (2002). The subject of care: Feminist perspectives on dependency. Lanham, MD: Rowman & Littlefield Publishers, Inc., pp. 160-185.

Clement, G. (1996). Care, autonomy and justice: feminism and the ethic of care. Boulder, Colorado: Westview Press

Fineman, M. A. (2004). The autonomy myth. NY: The New Press.

Held, V. (1995). Justice and care: essential readings in feminist ethics. Boulder, Colorado: Westview Press.

Kittay, E.F. (2005). Vulnerability and the moral nature of dependency relations. In Cudd, A.E & Andreasen, R.O., Eds. Feminist theory: A philosophical anthology. Oxford: Blackwell Publishing Ltd., pp. 264-279.

Kittay, E. F. & Fedder, E. K., Eds. (2002). The subject of care: Feminist perspectives on dependency. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Postmodern Justice

Sterba, J. P. (2003). Postmodern justice. In Justice: Alternative political perspectives. Belmont, Cal: Wadsworth Publishing Co., pp. 276-287.

**Take Home Examination on Justice Theories will be distributed
at the close of this class session.**

Class 9

EMPIRICAL PREDICTORS OF PERSONAL AND COMMUNAL ATTITUDES TOWARD SOCIAL JUSTICE

Factors Influencing Professional Social Workers

Empirical indicators from the social and behavioral sciences

Implications for further research

Take Home Theory Examination Due

Required Readings

Social Justice Research. Students are required to consult this journal for a wide range of research interests. It can be accessed on line at www.kluweronline.com.

Caputo, R. . (2007). Social theory and its relation to social problems: An essay about theory and research with social justice in mind. Journal of sociology and social welfare, 34 (1), 43-61.

Conrad, A.P. (1988). The role of field instructors in the transmission of social justice values. Journal of Teaching in Social Work, 2 (2), 63-82.

Recommended Readings

Bierhoff, H. W., Cohen, R. L. & Greenberg, J. (1986). Justice in social relations. New York: Plenum Press.

Charlesworth, W. R. (1991). The development of the sense of justice. American Behavioral Scientist, 34 (3), 350-370.

Furby, L. (1986). Chapter 6. Psychology and justice. In R. J. Cohen (Ed). Justice. NY: Plenum Press, pp. 153-203.

Lerner, M.J. and Lerner, S.C. (1981). The justice motive in social behavior: adapting to times of scarcity and change. NY: Plenum Press.

Rytina, S. (1986). Chapter 5. Sociology and social justice. In R. J. Cohen (Ed) Justice NY: Plenum Press, pp. 117-151.

Soltan, K. E. (1982). Empirical studies of distributive justice. Ethics, 92 (July), 673-691.

During classes 10 through 14, students will be expected to participate with the instructor in teams or small groups to use the alternative theoretical perspectives studied thus far to: 1) analyze an issue stemming from the theme of each session; 2) identify intervention, prevention and empowerment/strengths approaches appropriate to the issue; and, 3) formulate a research agenda related to the issue.

**Class 10 INTERNATIONAL PERSPECTIVES: HUMAN RIGHTS, PEACE AND
RESTITUTION IN A GLOBAL SOCIETY**

Students will present a briefing on one of the following international documents:

Universal Declaration on Human Rights
International Covenant on Civil and Political Rights
The International Covenant on Economic, Social and Cultural Rights
The Convention on the Elimination of all Forms of Racial Discrimination
The Convention on the Elimination of All Forms of Discrimination Against
Women (CEDAM)
The Convention on the Rights of the Child
Indigenous and Tribal Peoples Convention (ILO Convention 169)

Recommended Readings

Midgley, J. (2007). Perspectives on globalization, social justice and welfare. Journal of Sociology and Social Welfare, 34 (2), 17-36.

Shapiro, I. and Bulmayer, L., (Ed.). (1999). Global Justice. NY: New York University Press.

Sterba, J. P. (1995). Chapter 7. Multiculturalism: The ideal of respect of cultural diversity. In Contemporary social and political philosophy. Cal.: Wadsworth Publishing Co, pp. 97-111.

Tang, K. & Lee, J. (2006). Global social justice for older people: The case for an international convention on the rights of older people. The British Journal of Social Work, 36 (7), 1135-1150.

Class 11. SOCIAL (IN)JUSTICE AND THE MINORITY EXPERIENCE

Racial/Ethnic Discrimination
Reverse Discrimination
The Time-Slice Principle
Equal Opportunity

Recommended Readings

Bird, R. E., Ed. (2002). The quest for community and identity: critical essays in Africana social philosophy. Lanham, Md.: Rowman & Littlefield Publishers.

Gil, D. G. (1998). Confronting injustice and oppression: Concepts and strategies for social workers. NY: Columbia University Press.

- Jackson, J. P. (2001). Social scientists for social justice: making the case against segregation. NY: New York University Press.
- Madison, A. (2007). New directions for evaluation coverage of cultural issues and issues of significance to underrepresented groups. New Directions for Evaluation, 114 (Summer), 107-114.
- Sandefur, G. D. & Pahari, A. (1989). Racial and ethnic inequality in earnings and educational attainment. Social Service Review, 63 (2), 199-221.
- Slater, J. J.; Fain, S. M.; and Rossato, C. A., Eds. (2002). The Freirean legacy: education for social justice. NY: P. Lang.
- Steinberg, S. (2001). Turning back: the retreat from racial justice in American thought and policy. Boston: Beacon Press.
- Stevenson, M. (2007). Racism, African Americans, and social justice. Social Work, 52 (1), 88.
- Van Soest, D. & Garcia, B. A. (2003) Diversity education for social justice. Alexandria, Va.: Council on Social Work Education.
- Willett, C. (2001). The soul of justice: social bonds and racial hubris. Ithaca, NY: Cornell University Press.

**Class 12 JUSTICE IN HEALTH/BEHAVIORAL HEALTH CARE:
ALTERNATIVE APPROACHES**

Daniels Life Span Account
Engelhardt and the Libertarian Perspective
Utilitarianism and Managed Care

Recommended Readings

- Ashford, J.B & Holschuh, J. (2006). Fairness issues in law and mental health: Directions for future social work research. Journal of sociology and social welfare, 33 (4), 151-172.
- Bondeson, W. B. and Jones, J. W. (2002). The ethics of managed care: professional integrity and patient rights. Boston: Kluwer Academic Publishers.
- Dalbert, C. (2001). The justice motive as a personal resource: dealing with challenges

and critical life events. NY: Plenum Publishers.

Daniels, N. (1985). Just health care. NY: Cambridge University Press.

Engelhardt, H. T. (1986). Chapter 6. Rights to health care. In Foundations of bioethics. NY: Oxford University Press, pp. 336-374.

Jacobson, N. (2007). Dignity and health: A review. Social science and medicine, 64 (2), 292-302.

Raiz, L. (2006). Health care poverty. Journal of sociology and social welfare, 33 (4), 87-104.

Rhodes, R.; Battin, M. P.; and Silvers, A. Eds. (2002). Medicine and social justice. NY: Oxford University Press.

Teays, W. and Purdy, L. M. (2001). Bioethics, justice, and health care. Belmont, CA: Wadsworth/Thompson Learning.

Class 13 SOCIAL JUSTICE AND THE FAMILY

Scholarly paper due this session

The Rights of Children
Intergenerational Issues
Rights of the Elderly

Recommended Readings

Daniels, N. (1988). Am I my parents' keeper? NY: Oxford University Press.

Fishkin, J.S. (1983). Justice, equal opportunity, and the family. New Haven, Conn.: Yale University Press.

Howse, K. (2007). Updating the debate on intergenerational fairness in pension reform. Social Policy and Administration, 41 (1), 50-64.

O'Neill, O. (1988). Children's rights and children's lives. In Ethics, 98 (4), 445-463.

Pardeck, J. T. (2001). Children's rights. Binghamton, NY: Haworth Press.

Rossi, A. S., Ed. (2001). Caring and doing for others: social responsibility in the domains of family, work, and community. Chicago: University of Chicago Press.

Scott, D. & Kunselman, J.C. (2007). Social justice implications of domestic violence court processes. The journal of social welfare and family law, 29 (1), 17-31.

Class 13 cont RETRIBUTIVE/RESTITUTIVE (Restorative) JUSTICE AND THE FIELD OF CORRECTIONS

The Juvenile Court Process
Prison Conditions
Capital Punishment

Recommended Readings

Judah, E. and Bryant, Rev. M., Eds. (2004). Criminal justice: Retribution vs. restoration. Social Thought 23, 1/2. Introduction, read selectively.

Social Justice Research. (2001). Vol. 14, Issue 2. Entire issue devoted to Restorative Justice.

Solomon, R.C. and Murphy, M. C. (2000). Part IV. What is social justice? New York: Oxford University Press, pp. 205-278.

Strange, H. And Braithwaite, J. (2001). Restorative justice and civil society. NY: Cambridge University Press.

Course evaluation and feedback.

Revised 8/09 apc

SOCIAL JUSTICE SELF-ASSESSMENT INDICATOR

*Please circle the response which best indicates your assessment of your **current** skills and abilities. There are no right or wrong answers.*

		<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>
1.	My world-view of social justice & its implications is . .	1	2	3	4	5
2.	My understanding of the complexity and subtleties of human rights and global justice is . . .	1	2	3	4	5
3.	My understanding of the pluralistic nature of contemporary views of social justice is . . .	1	2	3	4	5
4.	My understanding of the philosophical, political, and economic roots of contemporary theories of social justice is . . .	1	2	3	4	5
5.	My understanding of the central principles, critiques and revisionist perspective of contemporary justice theories is . . .	1	2	3	4	5
6.	My knowledge of the empirical contributions to our contemporary understanding of social justice is . . .	1	2	3	4	5
7.	My knowledge of the need for further research on social justice is . . .	1	2	3	4	5
8.	My perception of social justice as integral to the social work profession in both its social policy and clinical practice dimensions is . . .	1	2	3	4	5
9.	My skill in identifying and articulating the multi-dimensions of social justice arguments is . . .	1	2	3	4	5
10.	My skill in analyzing and revising contemporary justice perspectives is . . .	1	2	3	4	5
11.	My skill in analyzing the practice implications of contemporary social justice is . . .	1	2	3	4	5
12.	My skill in identifying salient social and behavioral variables which influence social justice perspectives, injustice, and oppression is . . .	1	2	3	4	5

GUIDELINES FOR ANALYSIS OF THE JUSTICE IMPLICATIONS OF A SOCIAL POLICY

- A. Select a policy document for analysis that you feel has significant social justice implications. (It might be a national social policy, a regional or local policy, or an agency/organizational policy of some impact.)
1. Describe the policy by summarizing the purpose of the policy, historical context if known, the target population intended to be served by the policy, and the salient provisions in the policy.
 2. Identify the justice claim you feel this policy raises, indicating the reasons that have caused you to make this selection, and the justice/human rights principles or concerns that you believe this policy raises.
 3. Summarize any literature that provides analysis and/or critique of the justice dimensions of this policy.
- B. Interpret the justice components you have selected from at least two alternative perspectives, eg. utilitarianism, egalitarianism, libertarianism, communitarianism, feminism.
1. Identify the alternative theoretical perspectives you intend to use for your interpretations and provide a rationale for your selection.
 2. Select specific concepts or principles from each of the justice theories you have selected as appropriate tools for analyzing your policy. (For example, the concept of entitlement as used in libertarianism or the difference principle as used in egalitarianism.) Be sure to carefully define each concept or principle.
 3. Using these concepts, discuss how the provisions in your policy would be considered "just" as viewed from the two alternative perspectives you have chosen.
- C. Evaluate the usefulness of each of the alternative perspectives.
1. Discuss the strengths and weakness of each perspectives. Who is served and who is neglected or oppressed?
 2. Based on your analysis, is there a need to revise the policy? What justice principles or concepts would you include? What is your rationale for including these principles?
 3. In light of your critique, describe the policy you would now recommend.

NOTE: Be sure that your paper includes an introduction, indicating the purpose and the direction your paper will take. Include references and bibliography in APA style.