

Social Justice
and
Communication
, COMM 227

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Office: Lewis Towers 905

Class meets: M-W-Fr. 14:45-15:35 Corboy 301
SOC
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Student drop-in hours: Mondays 4-5 p.m.

Land acknowledgement.

As we come together as a learning community, I acknowledge that the Loyola community occupies the ancestral homelands of the people of the **Council of Three Fires**. This Council was an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: **the Odawa, Potawatomi, and Ojibwe nations**. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the **Menominee, Michigamea, Miami, Kickapoo, Peoria, and Ho-Chunk** nations. The history of the entire city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the **Algonquin** language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000. See the Indigenous Tribes of Chicago.

Odawa village

Odawa village

Instructor Profile

I was born in Colombia, where I received my BA in Social Communication/ Media Studies. I came to this country with a Fulbright scholarship, to do my M.A. and my Ph.D. in Philosophy of Communication. I still go back to Colombia yearly and at one point I spent there three years as a full professor. I am honoured to have received at LUC two service awards and three teaching awards (one from SoC, one from CAS and from Loyola at large).

Course Overview

This course studies the meaning of "social justice" from a theoretical and applied perspective and relates its practice to communication. The course focuses on some key justice issues (i.e., types of justice and social movements related to race/ethnicity, gender/sex, class, and the environment) and considers the relationship between social justice and our contemporary communication 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.

Required Text

Capeheart, Loretta & Milovanovic, Dragan. (2020). *Social justice: Theories, issues and movements*.

Recommended readings and films

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

Books:

Kendi, Ibram. (2019). *How to be an antiracist*.

Kivel, P. (2017). *Uprooting racism*. Gabriola Island, CA.

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

Films:

I am not your Negro

The mask you live in

Nanette

Reel Injun

Soundtrack for a revolution

Selma

My so-called enemy

BlackKlansman

A night in Miami

A force more powerful

Pink Saris

How to start a revolution

The 13th

Get Out

Do the right thing

White like me

Circles

12 angry men

The underground railroad

Judas and the Black Messiah

Learning outcomes

Students who successfully complete this course should be able to

- Articulate their understanding of the role of communication in achieving a more just society.
- Apply the concept of Social Justice to their own lives and at the micro, meso and macro level.
- Explain the differences between four types of justice (retributive, distributive, restorative and transformative).
- Using films and concrete micro scenarios, analyze how existing communication practices impede or assist the goal of social justice and equity.

Course Requirements:

Take Home Exams	70
Presentations	15
Participation	15
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Total:	100

- Take home exams. 70%
Students will be asked to do **three out of four** exams during the semester. If you do four exams, the lesser grade will be dropped. Exams 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.
- Group Presentations. 15%
Students will give a group presentation on a specific social movement or area of social justice concern. Presentations may be pre-recorded or live. See schedule for dates.
- Participation 15%

This will be evaluated based on your overall class performance on the following aspects of participation: Oral, written or electronic contributions; group discussions and cooperation with classmates; and quality of response to assigned readings. The breakdown of participation is as follows:

- Oral participation during synchronic meetings. This includes being adequately prepared to discuss readings; 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.
- Electronic participation: Using the Sakai platform to discuss class content, do chapter activities, and answer questions.
- Group and class cooperation. Helping as secretary, timekeeper, and spokesperson in small groups; helping others within one's group; listening carefully to others' ideas; fully engaging those with whom you disagree (or agree); and doing so with respect and honesty.
- 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.
- 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.

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

Note: This is a Draft

This schedule will be modified according to the specific needs and pace of the Class. Schedule updates will be provided during the semester to specify any necessary changes.

Please have reading done by assigned date.

W1	8/30-9/1	8/28	Introduction. What is social justice?
		W2 9/4	Labor Day. No classes.
		9/6	Note: This class will be held on zoom. Read: "Communication, Social Justice and Creative Democracy" by Pestana and Swartz, 2008 (on Sakai> Resources>Readings). Watch: <i>Selma</i> (at the library or Amazon streaming)
		9/8	Discuss: "Communication, Social Justice and Creative Democracy"
W3	9/11	9/13	Communication, Social Justice, and Creative Democracy. Visit with Susan Dimock, Washington DC program. Conceptions of Justice: Classic and religious. Capeheart & Milovanovic (C&M) pp. 13-20.
	9/15		Modern Conceptions of Justice: Kant & Rousseau (C&M, p. 22-23)
W4	9/18		Postmodern conceptions of justice: Nietzsche (C&M pp. 33--35)

9/20 Justice and Communication: Habermas' Ideal Speech Situation (C&M, pp. 25-26)

9/22 Ideal Speech Situation (C&M, pp. 25-26)

9/22 Exam One due

W.5 9/25 Justice and Communication: Feminist Ethics of Care (C&M, pp. 27-29)

9/27 Ethics of care

9/29 Ethics of care

W.6 10/2 Types of Justice: **Retributive Justice** (C&M, pp. 65-77)

Watch: Twelve angry men (LUC streaming or library. **1957 version**)

10/4 Retributive Justice (C&M, pp. 65-77)

10/6 Retributive Justice (C&M, pp. 65-77)

W.7 10/9-10 Mid-semester break

10/11 Types of Justice: **Distributive Justice** (C&M, pp. 50-64)

10/13 Distributive Justice (C&M, pp. 50-64; 129-135)

W.8 10/16 Types of Justice: **Restorative Justice** (C&M, pp. 78-86; 127-129)

10/18 Restorative Justice (C&M, pp. 78-86)

10/20 Types of Justice: **Transformative justice.** (C&M, pp. 65-67).

W.9 10/23 Transformative justice. (C&M, pp. 135-143).

10/25 Transformative justice. (C&M, pp. 65-67).

10/27 Legal and Grassroots Struggles (pp. 239-245; 263-265)

10/27 Exam Two due

Legal and Grassroots Struggles: **Group Presentations**

W. 10 10/30 Legal Struggles (pp. 239-245; 263-265)

11/1 Grassroots struggles (pp. 267-273)

11/3 Indigenous Justice (177- 189; 193-197)

W. 11 11/6 Indigenous Justice (177- 189; 193-197)

11/8 Feminism, Women's Movement (pp. 247-250; 284-286)

11/10 Feminism, Women's Movement

W.12 11/13 The LGBTQA+ movement (pp. 258- 263; 286-289)

11/15 The LGBTQA+ movement

11/17 Civil Rights Movement and BLM (pp. 250-253)

11/17 Exam three due

W. 13 11/20 Civil Rights Movement and BLM

11/22-11/25 Thanksgiving Break

W. 14 11/27 Latinx struggles (pp. 253-255;
273-280)
11/29 Latin American movements (pp.
316-327)
12/1 Environmental Struggles (pp.
144-147; 155- 165)

W. 15 12/4 Environmental Struggles
12/6 Class struggles and new struggles (pp.
289-297)
12/8 Class struggles and new struggles

12/8 **Exam four due**

Note: There is no Final Exam.

Policies and Basic Courtesy

- Loyola's policy regarding AI: *To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.*
Students, you came here for your own education. With this opportunity comes an important responsibility to honor, respect, and carry forward Loyola's proud tradition of excellence in all that you do.
- 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 **three weeks** of classes (without a documented, written excuse) will automatically drop the final participation grade to a maximum C- grade. 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 missed.
- 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.