

SOC265 Peace and Social Justice

(3 credit hours)

Course Syllabus

Course Description

This course is designed to provide an introduction and importance of social justice in the helping professions via case studies of relevant world events. Students will understand how social justice has informed society through peace and justice studies; restorative justice; and reconciliations practices. An exploration of hunger, poverty, and economic/resource inequity will be included as foundational to the study of violence and aggression. This course is intended to offer students a well-rounded view of conflict and alternative means of resolution.

Course Learning Outcomes

By the end of this course, you will be able to:

1. To examine social justice structures in their geographical, historical, psychological, and social contexts
2. To examine the importance of social justice and how it differs between and within cultures
3. To develop interpretive and critical reading skills and writing ability
4. To promote critical thinking skills through reading, discussion, and writing about social justice issues
5. To research supporting sources for further opinions about the topics

Prerequisites/Corequisites

No prerequisites required.

Required Textbook(s) and Resources

This course has no textbook. We will be using a variety of sources and the [SOC265 Library Webpage](#) to engage the latest data in the field of peace and social justice.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

The categories of assignments for this class will be discussion forums, short writing assignments, and a final project. The discussion forums will be a place to explore relevant data in peace and social justice, and review what your classmates are investigating. The weekly writing assignments will give you a more detailed opportunity to look at data, explore new ideas, and critically think about your topics. Your final project will be a culmination of these exercises and highlight your mastery of the course learning outcomes.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (25)	Discussions Activity 2.1 (25)	Discussions Activity 3.1 (25)	Discussions Activity 4.1 (25)	Discussion Activity 5.1 (25)	Discussions Activity 6.1 (25)	Discussions Activity 7.1 (25)	175
Assignments Activity 1.3 (75)	Assignments Activity 2.2 (75)	Assignments Activity 3.2 (75)	Assignments Activity 4.2 (75)	Assignments Activity 5.2 (75)	Assignments Activity 6.2 (75)	Assignments Activity 7.2 (75) Activity 7.3 (300)	825
--	Extra Credit Activity 2.3 (10)	--	Extra Credit Activity 4.3 (10)	--	Extra Credit Activity 6.3 (10)	--	(+30)
100	100	100	100	100	100	400	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Meet Your Peers
Week 1: Bellicose Natures Power Structures Identification of Conflict as Method for Profit Defining Justice & Conflict	<input type="checkbox"/> WED: Activity 1.2: Social Justice Structure – Initial Post <input type="checkbox"/> SAT: Activity 1.2: Social Justice Structure – Secondary Responses <input type="checkbox"/> SUN: Activity 1.3: Human Nature
Week 2: The Encounter of 1492 Justice Movements; Foundations of Prejudice and Discrimination	<input type="checkbox"/> WED: Activity 2.1: Encounter of 1492 – Initial Post <input type="checkbox"/> SAT: Activity 2.1: Encounter of 1492 – Secondary Responses <input type="checkbox"/> SUN: Activity 2.2: Prejudice, Discrimination and Justice/Anti-Justice <input type="checkbox"/> SUN: Activity 2.3: Reflection (Extra Credit)
Week 3: Racism; Privilege Hegemony Patriarchy Historical Trauma Transmission	<input type="checkbox"/> WED: Activity 3.1: Privilege in North American Societies – Initial Post <input type="checkbox"/> SAT: Activity 3.1: Privilege in North American Societies – Secondary Responses <input type="checkbox"/> SUN: Activity 3.2: Historical Trauma’s Interaction with Prejudice
Week 4: Sexism Genderism Feminism Discrimination Heteropatriarchy	<input type="checkbox"/> WED: Activity 4.1: Sexism in the Americas - Initial Post <input type="checkbox"/> SAT: Activity 4.1: Sexism in the Americas – Secondary Responses <input type="checkbox"/> SUN: Activity 4.2: Feminism in the Americas <input type="checkbox"/> SUN: Activity 4.3: Reflection (Extra Credit)

<p>Week 5:</p> <p>Classism and the War on the Poor</p> <p>Topic(s):</p> <p>Poverty</p> <p>Culture</p> <p>Class consciousness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1: Poverty Rates in American Communities - Initial Post <input type="checkbox"/> SUN: Activity 5.1: Poverty Rates in American Communities – Secondary Responses <input type="checkbox"/> SUN: Activity 5.2: History of Poverty as a Culture
<p>Week 6:</p> <p>Disability discrimination</p> <p>Crip Theory</p> <p>Americans with Disability Act</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1: Crip Theory vs. Mainstream Theories - Initial Post <input type="checkbox"/> SAT: Activity 6.1: Crip Theory vs. Mainstream Theories – Secondary Responses <input type="checkbox"/> SUN: Activity 6.2: Strengths & Weaknesses of the ADA <input type="checkbox"/> SUN: Activity 6.3: Reflection (Extra Credit)
<p>Week 7:</p> <p>Justice Movements</p> <p>Future of Social Justice</p> <p>Our Place in Justice Work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1: Compare/Contrast Justice Movements - Initial (and only) Post <input type="checkbox"/> SUN: Activity 7.2: Challenge a Previously Held Notion <input type="checkbox"/> SUN: Activity 7.3: 2nd Declaration of Independence

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.