

**THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT  
BRANDEIS UNIVERSITY**

HS249f  
Social Justice, Management and Policy  
Summer 2006

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Mondays, 2:10-5pm

**Course Description:** This six-week module provides MBA students with the opportunity to explore the management implications of “Knowledge Advancing Social Justice.” We do this by examining historical and contemporary thinkers, justice issues and management activities, and by actively grappling with the daily management dilemmas faced by managers and change agents both inside and outside organizations. Case examples, illustrating MBA themes, will be drawn from active practice in the field. This module is offered in the first summer term and required for all MBA students.

Social Justice means different things to different people, in different places, and at different times. It is invoked to support and justify a multiplicity of causes that range along the entire continua of political, social, economic and environmental issues. Despite this ambiguity, its utility as a concept guiding social policy and innovations in management and leadership remains vital. In order for managers to be effective social and organizational change agents and prepared for managing in environments with value conflicts and diversity of all kinds, they must first understand what social justice means to them, how their definitions and meanings are derived, and how, why, when and where they develop their own values and meanings of social justice. In other words, we explore the management opportunities and challenges inherent in the Heller mission “Knowledge Advancing Social Justice.”

The content is organized around four primary questions:

**About Social Justice (Classes 1 and 2)**

- **What is meant by social justice?** What experience brings you to the challenge of “Knowledge Advancing Social Justice”? What are some key theories, causes, definitions and lessons from history? What are the pressing contemporary issues?

**About Knowledge (Class 3)**

- **What is knowledge?** How do we know what we know? What is the difference between what we know, what we think and what we believe? How do we use this “knowledge” to advance social justice both inside and outside organizations? Specifically, how do we use this knowledge during planning, implementation and evaluation? How do “different ways of knowing” affect what is accomplished?

**About Using Management Knowledge to Advance Social Justice (Classes 4 and 5)**

- **What management tools can the social justice change agent use both inside and outside organizations?** What do we need to know and be able to do to be effective? How do we reconcile the management paradox of being value driven and results oriented? How do we manage with diversity and create inclusive learning communities? How do we create

frameworks for moving from big ideas to practical steps and meaningful outcomes? How do we know if we are making a difference?

**About Personal and Professional Preparation for Managing Social Change – inside and outside organizations (Class 6)**

- **What are the personal challenges and opportunities for manager-change agent?** What are our theories of change? That is, what do we know, think and believe about how change happens? What assumptions do we make about the people and the conditions surrounding them? How do we select appropriate strategies? How do we focus on truly meaningful outcomes and long-term impacts under pressures to achieve short-term outcomes efficiently? What can we learn from research, practice and profiles in leadership?

**MBA Distinctive Themes:** To address these questions, management and policy frameworks and definitions are discussed and several are illustrated with real-world applications and case studies. Ultimately, students will use the concepts, tools, and techniques learned in this module to construct their own personal theories of social justice and change, and use them to explore the ways in which they can optimize their learning experiences at Heller, as well as their performance as managers.

The principal teaching and learning objective of this course is to engage students in critical thinking, dialogue and debate in order to clarify values; to identify ethical dilemmas and learn how to manage them productively; and to find their passion and match it with relevant management theory and tools. Real-time dilemmas will offer opportunities to actively grapple with daily decisions, strategies, and priorities. Students will be expected to analyze situations carefully and respond thoughtfully to what they discover. In each case we will address three points: 1) the role knowledge plays in advancing the cause, 2) the structure, practice, and principles of management and leaders, 3) challenges, conflicts and strategies for overcoming them.

Six MBA themes addressed; they are:

- Engaging People to Achieve Mission
- Community Building
- Measuring and Managing Outcomes
- Managing Diversity
- Social Entrepreneurship
- Governance and Accountability

**Management Discipline Skills and Competencies:** By the end of this module, students should know themselves better and be familiar with some of the leading ideas, vocabulary, and key management challenges and practices associated with “Knowledge Advancing Social Justice”. They should be able to read and comprehend scholarly work on the topic, make informed decisions about debates, contribute to discussions, give accurate and reliable information, and benefit from the growing body of material on this subject. They will also have experience framing management problems from complex conflictual situations; communicating clearly; engaging people who see the world differently, managing through political, organization and interpersonal change, while retaining their values and ideals; and creating a mindset that invites change, life-long learning and continuous improvement.

**Course Requirements:** This course is reading-intensive and interactive. Students are expected to read all materials before coming to class, and to reflect this fact through active participation in, and

contribution to class discussion including leading discussions and presenting cases. Three written assignments are required.

**Assignments:** Specific expectations and details regarding the written assignments will be provided in the first session. In general, the three written assignments are:

**Reading Log:** Students will keep a management log of reflections and questions on assigned readings and class discussion. This is largely done as preparation for creating their individual theory of change.

**Profile in “Knowledge Advancing Social Justice”** – an 8-10 page, double-spaced paper analyzing a historical or contemporary leader and identifying the management and leadership qualities, strategies and tactics employed.

**Theory of Change/ Management Logic Model:** Students will develop a personal theory of change and produce a logic model and narrative describing how they will incorporate “knowledge advancing social justice” into their management paradigm. This will follow a format provided by instructors and will be regarded as a work-in-progress to be revisited in the capstone course in the last semester.

**Code of Conduct:** Classes will start promptly, and every effort should be made to arrive in a timely manner. The MBA students’ code of conduct (attachment A) will be observed and respected by students and faculty alike.

**Course Reading:** A reading packet for hard copy materials will be available for purchase from Michele King, (Room 309, Heller School; mking@brandeis.edu). Students will draw on collections of selected readings, including the work of philosophers, scholars, grassroots activists, thought leaders/ opinion leaders, policy makers, and executives/ managers in non-profits and for-profit organizations as well as government. The readings will be interdisciplinary, multi-cultural and have implications of management and leadership.

**Provisions for Evaluation and Feedback:** Professors will be available by appointment. Students are expected to arrange a meeting with one of the two instructors at least once before the end of the module to discuss their assignments and the teaching and learning experience. Grades will be apportioned as follows:

Attendance and Participation:	36%
Analytical Profile Paper	25%
Reading Log:	18%
TOC/Logic Model	21%

Class participation grades reflect our assessment of your total contribution to the learning environment. This reflects not only the frequency of your contribution in class, but also their quality (ability to draw on course materials and your own experience productively, ability to advance or sharpen in-class discussion and debate, willingness to take risky or unpopular points of view, use of logic, precision and evidence in making arguments), and the professionalism of your conduct (attendance, punctuality, preparedness, and showing respect to all classmates and their class contributions).

**Academic Integrity:** Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of

another person – be it a world-class philosopher or your lab partner – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the sources of any phrases, sentences, paragraphs, or ideas found in published volumes, on the internet, or created by other students. Violations of university policies on academic integrity, described in Section 3 of Rights and Responsibilities, may result in failure in the course or on the assignment and could end in suspension from the University. If you in doubt about the instructions for any assignment in this course, you must ask for clarification.

If you are working in a group that we authorized, we will expect your answers to resemble those of your partners; otherwise we expect you to do your work separately from your friends, classmates, family members and so on. You are not permitted to have anyone other than your professors' help you on written assignments outside of class. If you have questions on the type of help you may receive, please ask one of us before you seek the help from someone else.

**Notice:** If you have a documented disability on record at Brandeis University and require accommodations, bring it to the instructor's attention prior to the second class meeting.



## Course Schedule Readings

### **Class 1: Roots and Possibilities of Social Justice**

#### **Required Readings**

- Austrian, S. “Developmental Theories Through the Life Cycle: Adolescence,” New York, Columbia University Press, 2003.
- Gil, D. “Challenging Injustice and Oppression, *CYD Journal*, 2001.
- Morris, P.M., “The Capabilities Perspective: A Framework for Social Justice,” in *The Journal of Contemporary Human Services*, July-August 2002, v83 (4) p. 365-73
- Sanchez, T. “Law and the Possibilities for Justice: Speak Your Mind, Even if Your Voice Shakes,” *CYD Journal*, 2001.

#### **Case Examples/Application of MBA Themes**

- Video: Overview of key philosophers including Aristotle, Kant, Rawls, William James, John Dewey, Kierkegaard, others OR excerpts from “Gandhi”.
- Professor David Gil will discuss his essay “Perspectives On Social Justice”

### **Class 2: Diversity and Social Justice**

#### **Required Reading**

- Readings from “Diversity and Social Justice: An Anthology on Racism, Sexism, Anti-Semitism, Heterosexism, Classism, and Ableism” by Maurianne Adams (Editor), Warren J. Blumenfeld (Editor), Rosie Castaneda (Editor), Heather W. Hackman (Editor), Madeline L. Peters (Editor), Ximena Zuniga (Editor), pages 9 to 60, Routledge, 2000
- Batts, V. Modern Racism: New Melody for the same Old Tunes. EDS Occasional Papers, May 1998
- Chatterjee P, D’Aprix A., “Two Tails of Justice” in *The Journal of Contemporary Human Services*, July-August 2002, v83 (4) p. 374-86.

#### **Case Examples/Application of MBA Themes**

Video: Excerpts from “Citizen King; Gandhi”

#### **Optional Readings for Classes 1 and 2**

- Ayers, W., et al. (eds). *Teaching for Social Justice*. New York: Teachers College Press, 1998. (Selected historical essays)
- Curnan, Lacava, and Crane. “In the Face of Hate Crimes” *CYD Journal*. Fall 2001. (pp.6-15)
- Forum for Youth Investment. “International Insights on Youth and Communities”. *CYD Journal*. Fall 2001. (pp.54-63).
- Freire, P. *Pedagogy of the Oppressed*. New York: Continuum Publishing, 1964.

- Greene, M. *A Light in Dark Times*. New York: Columbia University, 1998.
- hooks, b. *Teaching to Transgress*. New York: Routledge, 1994.
- Zinn, H. *A People's History of the United States*. New York: Harper and Row, 1980.

### **Class 3 : Different Ways of Knowing and the Social Construct of Knowledge.**

#### **Required Readings**

- Berger PL, Luckman T, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, Chapter I, Doubleday, 1966
- Zaltman, G. "Chapter 2: A Voyage to New Frontiers" in *How Customers Think*, Harvard Business School Press, 2003.
- Zaltman, "Chapter 6: Come to Think of It" in *How Customers Think* Harvard Business School Press, 2003
- Ramachandran VS, Blakeslee S, *Phantoms in the Brain*, Preface, Quill William Morrow, 1998
- Argyris C, *Teaching Smart People How to Learn*, in *Harvard Business Review on Knowledge Management*, 2000

#### **Case Examples/Application of MBA Themes**

- Video: "Race in the Classroom: The Multiplicity of Experience"

#### **Optional Readings**

- Goldberger, N. et. al (eds.). *Knowledge, Difference and Power*. New York: HarperCollins Publishing Inc., 1996.

### **Class 4: Managing Change: Theory and Practice**

#### **Required Readings**

- Atkisson, A. *Believing in Cassandra: An Optimist Looks at a Pessimist's World*. White River Junction, VT, Chelsea Green Publishing, 1999.  
Part II, Chapter 7, "The Future in a Word," pp.133-152  
Chapter 8, "The Proof of the Possible," pp.153-174.
- Curnan, S. "Social Justice and the "Power of Disbelief". *CYD Journal* Vo.1 No.4, Fall 2000, p.52.
- Langer, E.J. *Mindfulness*. Addison-Wesley, 1990. pp.61-80

- Curnan, S. P. and LaCava, L. (eds). “The Evaluation Handbook”. *WK Kellogg Foundation*, 1998.

Website: <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf>

**Case Examples/ Application of MBA Themes**

- Video The ST. Thomas Irish Channel Community Change Story
- WICS Logic Model Process and Product

**Class 5: Social Impact Management**

**Required Readings**

- Gentile, M.C. *Social Impact Management* (Series of Papers). Aspen Institute, business and Society Program, New York, 2002.
- Stone, D, “Chapter 1: The Market and the Polis,” in *Policy Paradox: The Art of Political Decision-making*, W.W. Norton, 2001.
- Stone, D., “Chapter 2: Equity,” in *Policy Paradox: The Art of Political Decision-making*, W.W. Norton, 2001.

**Case Examples/ Application of MBA Themes**

Video: Business Enterprise Trust

**Optional Readings for Classes 4 and 5**

- Readings from *Business Ethics: Concepts and Cases* (5<sup>th</sup> edition), Manual G. Velasquez Prentice Hall, 2001.
- Covey, S. *Principle-Centered Leadership*. New York: Simon and Schuster Fireside, 1991.
- hooks, b. *Teaching Community: A Pedagogy of Hope*. New York, Routledge, 2003.
- Lippitt, M. *The Leadership Spectrum*, Palo Alto, CA: Davies-Black Publishing, 2002.
- Senge, P. *The Fifth Discipline*. New York: Doubleday, 1990.

**Class 6: Constructing Your Management Paradigm**

**Required Readings**

- Block, P. *Stewardship: Choosing Service over Self Interest*. San Francisco, Bennett-Krehler Publishing, 1993.
  - Chapter 1, “Replacing Leadership with Stewardship,” pp.3-22
  - Chapter 2, “Choosing Partnership Over Patriarchy,” pp.23-32
  - Chapter 13, “Recreating Our Organization,” pp.203-220
  - Chapter 14, “Cynics, Victims and Bystanders,” pp.221-232

- Carter, S.. *Integrity*. New York, Harper Perennial, 1997.
- Curry, L. et. al. (eds.), *Educating Professionals: Broadening the Concept of Scholarship in the Professions*. Carnegie Foundation, 1996.
- Lawrence-Lightfoot, S. *Respect*. Cambridge, Perseus Books, 2000.
- De Pree, M. *Leading Without Power: Finding Hope in Serving Community*. San Francisco, Jossey-Bass, 1997.

Chapter 5, “The Language of Potential,” pp.69-86

Chapter 11, “The Function of Hope,” pp.149-162

Chapter 12, “Elements of a Legacy,” pp.163-178

Chapter 13, “Moral Purpose and Active Virtue,” pp.179-186

- Sen, A, *Development as Freedom: Chapter I*, Anchor Books, 1997

### **Case Examples/ Applications of MBA Themes**

Sample Logic models and value statements from active businesses and NGO’s.

### **Optional Readings**

- Readings from *Business Ethics: Concepts and Cases* (5th Edition) Manuel G. Velasquez  
Prentice Hall; 2001
- Centre for Economic and Social Inclusion: Rights and Responsibilities, Social Inclusion, and Social Exclusion. <http://www.cesi.org.uk>
- D’Toqueville, “Democracy in America”
- Loeb, Paul R. *Soul of a Citizen*. New York: St. Martin’s Press, 1999.
- A Report Card on Diversity: Lessons from Business From Higher Education: Bowen WG, Bok D, Burkhardt G; Harvard Business Review, Jan-Feb 1999, 139-149
- Report of the World Summit for Social Development, pages 1 through 21  
[gopher://gopher.undp.org/00/unconfs/wssd/summit/off/a](http://gopher://gopher.undp.org/00/unconfs/wssd/summit/off/a)
- UNDP. 2000. “Using Indicators for Human Rights Accountability”, in Human Development Report 2003, pp. 89-107.