Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

<table>
<thead>
<tr>
<th>Part I</th>
<th></th>
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<tbody>
<tr>
<td>(Check one)</td>
<td>Department Name</td>
<td>School of Justice Studies</td>
<td></td>
</tr>
<tr>
<td>X New Course (Parts II, IV)</td>
<td>College</td>
<td>College of Justice and Safety</td>
<td></td>
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<td></td>
<td>Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td>SJS 301*</td>
</tr>
<tr>
<td></td>
<td>Hybrid Course (“S,” “W”)</td>
<td>*Course Title (30 character limit)</td>
<td>Theories of Social Justice</td>
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<td></td>
<td>New Minor (Part III)</td>
<td>*Program Title</td>
<td>Social Justice Studies</td>
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<td></td>
<td>Program Suspension (Part III)</td>
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<tr>
<td></td>
<td>Program Revision (Part III)</td>
<td>*Provide only the information relevant to the proposal.</td>
<td>If Certificate, indicate Long-Term (University) or Short-Term (Departmental)</td>
</tr>
</tbody>
</table>

Proposal Approved by:  
Departmental Committee 9/11/2012  
College Curriculum Committee 06/03/2013  
General Education Committee* N/A  
Teacher Education Committee* N/A  
Graduate Council* N/A  

*If Applicable (Type NA if not applicable.)  
**Approval needed for program revisions or suspensions.  
***To be added by the Registrar’s Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

To add SJS 301, Theories of Social Justice as a core requirement in the Social Justice Studies B.S. program.


A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action: Course represents the third course in a sequence of core courses required for the major. Course builds on previous courses and provides the necessary theoretical context for understanding problems/issues central to the major.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SJS 301: Theories of Social Justice. (3) A. Prerequisite: sophomore standing, SJS 101, and SJS 250S. Examines social theories of justice, conflict and social change. This includes engagement with Marxist, Postcolonial, Postmodern, Poststructuralist, Critical Race, Feminist, and Queer theories. As the SJS major is dedicated to foundations in and accountability to grassroots knowledge and power, this course will consistently locate theory in concrete examples.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Academic Term (Example: Fall 2012)</th>
<th>College/Division: Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJS</td>
<td>301</td>
<td>Spring 2014</td>
<td>AS _____ HS _____ CRJU</td>
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<td>BT _____ JS X</td>
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<td>ED _____ UP _____</td>
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</table>

Credit Hrs. | Weekly Contact Hrs. | Repeatable Maximum No. of Hrs. |
3 | Lecture 3 | Laboratory ____ Other ____ |

Cip Code (first two digits only) 30

Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
1 | 3 | N | FR _____ | JR _____ |
B | 3 | | SO X _____ | SR _____ |
T | 3 | | |
W | 3 | Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable |
|   |   | Thesis | |
|   |   | Internship | |
|   |   | Independent Study | |
|   |   | Practicum | |

CoRequisites and Prerequisites **See definitions on following page**

Co-Require(s): (List only co-requisites. See below for prerequisites and combinations.)
Course Prefix and No. |
Course Prefix and No. |

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### Prerequisite(s)
(List prerequisites only. List combinations below. Use “and” and “or” literally. (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D−.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>SJS 101 and SJS 250S</th>
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<table>
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<tr>
<th>Test Scores</th>
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Minimum GPA (when a course grouping or student cumulative GPA is required)

<table>
<thead>
<tr>
<th>Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D−.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and No.</td>
</tr>
<tr>
<td>Test Scores</td>
</tr>
</tbody>
</table>

Minimum GPA (when a course grouping or student cumulative GPA is required)

<table>
<thead>
<tr>
<th>Equivalent Course(s): (credit will not be awarded for both…; or formerly…)</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix and No.</td>
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<tr>
<td>Course Prefix and No.</td>
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<tr>
<td>Course Prefix and No.</td>
</tr>
</tbody>
</table>

| Proposed General Education Element: Please mark (X) in the appropriate Element or Elements |
|---|---|---|---|---|---|---|
| 1A (3) | 2 (3) | 3A (3) | 4(6) | 5A (3) | 6 (6) | 1A (3) |
| 1B (3) | 3B (3) | 5B (3) |
| 1C (3) | or 3A/B Integrated A&H(6) |

Wellness

1A (3) 2 (3) 3A (3) 4(6) 5A (3) 6 (6)
Whenever a theory appears to you as the only possible one, take this as a sign that you have neither understood the theory nor the problem which it was intended to solve – Karl Popper

CATALOG DESCRIPTION
Examines social theories of social justice, conflict and change. This includes engagement with Marxist, Postcolonial, Postmodern, Poststructuralist, Critical Race, Feminist, and Queer theories. As the SJS major is dedicated to foundations in and accountability to grassroots knowledge and power, this course will consistently locate theory in concrete examples.

Pre-requisites for this class include sophomore standing and SJS 101 and SJS 250S.

COURSE OVERVIEW
Theories are frameworks that help us understand larger complex issues in digestible formats – in essence, they answer why or how. This course will ultimately attempt to answer why injustices exist and explore what has been done to alleviate the conflict. Traditional theories of justice can help provide frames of reference to understand the ideal condition (e.g. veil of ignorance) but they rarely help explain the persistence of injustice. So this class is three fold: 1) to help students theorize why injustice exists and persists; 2) to interrogate students’ conception of justice; and 3) to help students formulate their own critical orientation towards understanding injustice.

STUDENT LEARNING OUTCOMES
At the conclusion of this course and through active participation, students should be able to:

- Describe the major paradigms, theories, and concepts in understanding injustice
- Utilize different theoretical approaches to make sense of inequality and injustice
- Express their own personal paradigmatic preference and defend it coherently
- Construct an argument combining theory and evidence

REQUIRED COURSE MATERIAL
Textbooks: Course Reader available in Bookstore (or EKU Libraries)
Software Requirements: You must be able to access the internet, read PDF documents, view and use Power Point, use basic word processing (WORD compatible) and spreadsheets (EXCEL compatible), and view streaming audio and video. Contact your personal technical support for assistance.

COURSE REQUIREMENTS
1. Participation/Attendance
   a. You are expected to have read the assigned material prior to class and come prepared to actively engage with others. Both readings and class attendance are important.

2. Weekly Reflective Essays
   a. Given the breadth of fields that will be covered in this class, it is important that you are able to identify the main ideas and overall arguments of each reading. Please do not get bogged down on details unless they really interest you. This course aims for critical thinking, not coverage.
   b. To ensure that everyone is prepared for an informed discussion, each week, you are required to write a 1-2 page reflective essay that 1) annotates the main ideas of the readings and 2) analyzes some dimension of the authors argument.
   c. The focus of your paper should be on the author’s arguments. I am especially interested in seeing a dialogue among the main ideas of the author(s) and your interpretation and/or assessment of those ideas. My expectation is that your diligence in thinking through the readings will translate into better performance on your part in classroom discussion.
   d. The annotation and analysis of these reflective essays are designed to help you get your ideas on paper, sharpen your thinking and stimulate your creativity and imagination. Your essays do not have to be elegant, just sincere and hopefully, interesting.
   e. Beyond the basic requirement that you annotate the reading’s main ideas, this is your space to experiment. You might compare how two different readings from the course grapple with one theme. You might select an issue that is missing in the reading and examine how its absence weakens the author’s overall arguments. You may select one theme that particularly interests you and follow it throughout several weeks of the course. Your goal is to place the readings in some sort of interpretive framework that makes sense to you.
3. Weekly Presentations
   a. Each week, at least two students will start off each week’s discussion by presenting the ideas from their reaction papers and/or from themes that they identify in that week’s reflective essays. Because your classmates will be reviewing your essays to prepare for the following day’s class, it is imperative that you submit your reflective essays on time (Sunday prior to class in Blackboard).

4. Final Project
   a. Your project can be either:
      i. A research project
      ii. An action project
      iii. Working with an existing change group on an issue of interest
      iv. Working with a group of your fellow classmates to help raise awareness of an issue and to create change
      v. Working as an individual to raise awareness and create change related to your issue
   b. Some project ideas will be posted in Blackboard, but you may propose anything that you feel fits within the above categories. Project choices are subject to instructor approval. You will present the results of your project to the class.

5. Final Presentation
   a. You will present your final project to the class

COURSE GRADING SYSTEM
1. Participation/Attendance – 50 points
2. Weekly Reflective Essays – 200 points
3. Weekly Presentations – 100 points
4. Final Project – 100 points
5. Final Presentation – 50 points

<table>
<thead>
<tr>
<th>Total Course Points (out of 500)</th>
<th>At least 450</th>
<th>At least 400</th>
<th>At least 350</th>
<th>At least 300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Course Grade</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

READING SCHEDULE

Syllabus Overview and Course Introduction

In theory, what should justice look like?

Reading

John Rawls A Theory of Justice


In reality, what does justice look like?

Reading

Richard J. Herrnstein and Charles Murray, Part I and Chapters 1 & 2 (pages 25-61) of The Bell Curve: Intelligence and Class Structure in American Life.


Shelley Correll, Stephen Bernard, and In Paik, “Getting a Job: Is There a Motherhood Penalty?”


**How does injustice lead to conflict?**

**Reading**

**Historically, what has transpired to lead to injustice and conflict?**

**Reading**
- Frantz Fanon (1967) *Black Skin, White Masks* New York: Grove Press (Selected Chapters)
- Bauman, Zygmunt. 1989. Modernity and the Holocaust (Selected Chapters)

**Media**
- *Unnatural Causes…is inequality making us sick?*

**What role has race played in creating injustice and conflict?**

**Readings**
- Willie Lynch Letter/Speech
- *Race the Power of an Illusion*

**But we’ve entered a post-racial, colorblind era. How can inequalities still exist?**

**Readings**
- Wise, T. (2010). *Colorblind: The rise of post-racial politics and the retreat from racial equity*. San Francisco: City Light Books (Selected Chapters)

**How does gender help us understand origins conflict?**

**Readings**
- (Anonymous) *The Rape of Mr. Smith*
- Anne McClintock, Aamir Mufti, and Ella Shohat, Eds. *Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives* (Selected Readings)
- Esther Ngan-Ling Chow. The Feminist Movement: Where Are All The Asian-American Women?

**How does the tyranny of Heterosexuality lead to injustice and conflict?**

**Readings**
- Judith Butler (1990) *Gender Trouble* (Selected Chapters)
Class struggles often lead to conflict. Why?

Readings

- Quick, “The Class Nature of Women’s Oppression," Tong chp 3 (Marxist and Socialist Feminism)

Media

- Nickel and Dimed (Video)

What happens when we embody multiple identities that are marginalized or oppressed?

Reading

- Kimberlé Crenshaw “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”
- Audre Lorde. Age, Race, Class, And Sex: Women Redefining Difference.

What has been done to reduce inequalities and conflict?

Reading

- Sylvia Strauss, "Traitors to the Masculine Cause:" The Men's Campaigns for Women's Rights (Greenwood Press, 1982), chs. 6 and 7, pp. 168-233.

Media

- Screaming Queens: The Riot at Compton’s Cafeteria

How can we ensure a liberatory future for all people?

Readings

- Writer, J. H. (2002). Terrorism in Native America: Interrogating the past, examining the
Roeder, Philip G. and Rothchild, Donald, eds., *Sustainable Peace: Power and Democracy After Civil Wars*, Ithaca: Cornell University Press, 2005, Chapter 1

**COURSE POLICIES**
Students are responsibility for reviewing and complying with all EKU policies which can be found in your student handbook:

**Academic Dishonesty Statement:** Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding this policy may be directed to the Office of Academic Integrity. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Academic dishonesty includes cheating on tests as well as parallelism and plagiarism. Any student in violation of this policy will automatically fail this course. DO YOUR OWN WORK AND DO NOT CHEAT.

**Disabled Student Policy:**
A student with a “disability” may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.
If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

**Diversity Policy:** College is about broadening horizons and looking at societal issues from an academic perspective. With this in mind, students enrolled in this class are encouraged to bring their own life experiences and viewpoints into classroom discussion and assignments. But along with the freedom to express oneself comes the responsibility to respect other’s perspectives. No student will be discriminated against on the basis of race, ethnicity, gender, age, religion, sexual orientation, marital status, or political ideology.

**Class Attendance Policy:** Class attendance is NOT mandatory; however, your grade will be negatively impacted should you miss class. There is no need contacting me if you are going to miss. I will know if you don’t arrive. If you miss a class, it is your responsibility to obtain lecture notes and assignments from another student. Please do not ask me to provide them.

**Student Progress:** You should regularly check the course Blackboard site to see your current academic standing in the course. You will be notified of your progress prior to the midterm of the course.
**Communication Policy:** I will make every effort to reply to your voice message or email within 24-48 hours of receipt except for weekends and holidays. When communicating with me, please include the course name and number in the subject line of all email messages. Failure to do so could result in a delayed response or no response at all.

**Late Work Policy:** Late work will NOT be accepted without proper documentation.

**Course Withdrawal Policy:** It is your responsibility to adhere to all deadlines set forth in the academic calendar. Please check the Colonel’s Compass for dates and deadlines.

**Technology Policy:** Feel free to use your laptop as long as you restrict yourself to course related documents and websites. Please do not check your email or social networking sites in my class. You can check tweets and news feeds after class. This is distracting behavior and constitutes disrespect towards me and classmates. You will be asked to leave and risk disciplinary action if you continually violate this policy.

**Food/Drink/Tobacco Policy:** Feel free to bring small food items, coffee, or other non-alcoholic drinks. Please clean up after yourself. Do not use tobacco of any kind of my class – this includes dip, snuff, etc. I can smell it and I hate that spit cup thing. GROSS!

**Cordiality Policy:** Respect yourself, me, and each other. Respect the opinion and viewpoints of others even if these perspectives contradict your beliefs.

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