

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

**Part I**

<input type="checkbox"/> (Check one)	Department Name	School of Justice Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	College of Justice and Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SJS 301*
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Theories of Social Justice
<input type="checkbox"/> New Minor (Part III)	*Program Title	Social Justice Studies
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

  

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	9/11/2012	Council on Academic Affairs	10/17/2013
College Curriculum Committee	06/03/2013	Faculty Senate**	N/A
General Education Committee*	N/A	Board of Regents**	N/A
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Spring 2014
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. 2. Proposed Effective Academic Term:** (Example: Fall 2012) Spring 2014

**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 ~~strickethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~strickethrough~~ 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 ~~strickethrough~~ 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 ~~strickethrough~~ for deletions and underlines for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SJS	301	Spring 2014	AS ____ HS ____ BT ____ JS X ED ____ UP ____	CRJU
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		SOX ____	SR ____
T	3			
W	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis ____		
		Internship ____		
		Independent Study ____		
		Practicum ____		

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

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

<b>Prerequisite(s):</b> (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-.)	
Course Prefix and No.	SJS 101 and SJS 250S
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**Instructor:** Prof. Kishonna Gray  
**Office Location:** Stratton 440  
**Office Hours:** TBA

**Email:** [kishonna.gray@eku.edu](mailto:kishonna.gray@eku.edu)  
**Class Location:** Stratton 423  
**Class Time:** 1:25 - 2:15

*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-requirements 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 ECU 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 breath 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

<b>Total Course Points (out of 500)</b>	At least 450	At least 400	At least 350	At least 300
<b>Final Course Grade</b>	A	B	C	D

### READING SCHEDULE

#### Syllabus Overview and Course Introduction

*In theory, what should justice look like?*

Reading      John Rawls *A Theory of Justice*

Will Kymlicka, *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Clarendon Press, Oxford, 1995) (Selected Chps)

*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*.

Betrand, M & Mullainathan, S. (2003) "Are Emily and Greg More Employable Than Lakisha and Jamal?"

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

Smith, Andrea. (2005) "Rape and the War Against Native Women" In Ines Hernandez-Avila (ed) *Reading Native American women critical/creative representations*. (pp. 280-291).

Young, Iris Marion (1990) "Five Faces of Oppression" In *Justice and the Politics of Difference*, pp. 39-65 Princeton University Press.

*How does injustice lead to conflict?*

- Reading Pearce, W.B. and Littlejohn, S.W. (1997) *Moral conflict: When Social Worlds Collide* Thousand Oaks, CA: Sage. Chapter 1  
Howowitz, Donald L., *Ethnic Groups in Conflict*, Berkeley: University of California Press, 1985 (Second edition, 2000), Chapters 1 and 2, pp. 3-92.  
Petersen, Roger, *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Eastern Europe*, Cambridge: Cambridge University Press, 2002, chapters 1-4, pp. 1-84, Chapter 11, pp. 254-271.

*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)  
Snyder, Jack, *From Voting to Violence: Democratization and Nationalist Conflict*, NY: W.W. Norton, 2000, pp. 15-91.  
Mann, Michael, *The Dark Side of Democracy: Explaining Ethnic Cleansing*, NY: Cambridge University Press, 2005, Chapters 1-3, pp. 1-69.  
Valentino, Benjamin A., *Final Solutions: Mass Killing and Genocide in the 20th Century*, Ithaca, NY: Cornell University Press, 2004, Chapter 1, pp. 9-29 Chapter 3, pp. 66-90 and Conclusion, pp. 234-253.

Media *Unnatural Causes...is inequality making us sick?*

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

- Readings Willie Lynch Letter/Speech  
Howard Winant. 2000. "Race and Race Theory." *Annual Review of Sociology* 26:169–185

Edward Said. (1978). *Orientalism* New York: Vintage Books (Selected Chapters).

Media *Race the Power of an Illusion*

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

- Readings Bonilla-Silva, E (2009) *Racism without racists: Color-blind racism and the persistence of racial inequality in America*, 3rd edition. Rowman & Littlefield Publishers (Selected Chapters)

Brown, M. I., Carnoy, M., Currie, E. Duster, T., Oppenheimer, D., Schultz, M., and Wellman, D. (2003) *Whitewashing Race: The Myth of a Color-Blind Society*. Berkeley: University of California Press (Selected Chapters)

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*

West, C. and Zimmerman, D. (1992) "Doing Gender." *Seldom Seen, Rarely Heard: Women's Place in Psychology*. Ed. Janis S. Bohan. Boulder Colorado: Westview Press, Pp. 379-403.

Wiegman, Robyn. "Unmaking: Men and Masculinity in Feminist Theory." Pp. 31-59.

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)  
Gomez, J. (2005) "But Some of Us Are Brave Lesbians." In E. Patrick Johnson and Mae G. Henderson, *Black Queer Studies: A Critical Anthology*. Duke University Press  
Judith Butler, (2001) "Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality" *GLQ: A Journal of Lesbian and Gay Studies*, 7(4): 621-636  
Michael Warner, ed. (1993) *Fear of a Queer Planet*. Minneapolis: University of Minnesota Press  
Michael Cobb. (2006) *God Hates Fags: The Rhetoric of Religious Violence*. NYU Press

(Selected Chapters)

Carla Trujillo. "Chicana Lesbians: Fear And Loathing In The Chicano Community."

*Class struggles often lead to conflict. Why?*

Readings Ehrenreich, Barbara, (2002) *Nickel and Dimed on (Not) Getting By in America* Henry Holt and Company, New York

C. Wright Mills, "The Higher Circles," "The Very Rich," "The Corporate Rich," and "The Power Elite," in *The Power Elite*. New York: Oxford University Press.

Kenneth Morrison. (2006). *Marx, Weber, Durkheim: Formations of Modern Social Thought. Second Edition*. Sage Publications (Selected Readings).

Mohanty, Chandra Talpade. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs: Journal of Women in Culture and Society* 28.2 (2003): 499-535.

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*.

Marta Cotera. (1976) *Among The Feminists: Racist, Classist Issues*

*What has been done to reduce inequalities and conflict?*

Reading Janet Zollinger Giele, (1995) *Two Paths to Women's Equality: Temperance, Suffrage, and the Origins of Modern Feminism* (Selected Chapters)  
Birkhoff, Juliana E. *Gender, Conflict and Conflict Resolution* Mediate.com 2005 Available from <http://www.mediate.com/articles/birkhoff.cfm>.

M.Annette Jaimes With Theresa Halsey. *American Indian Women At The Center Of Indigenous Resistance In Contemporary North America*.

Peteet, J. (1991) *Gender in Crisis: Women and the Palestinian Resistance Movement*. New York: Columbia University Press (Selected Chapters)

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.

Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Use of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103: 531-565.

McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92: 64-90.

McCarthy, John D. and Mayer N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82: 1212-1241.

Jenkins, J. Craig and Charles Perrow. 1977. "Insurgency of the Powerless: Farm Worker Movements (1946-1972)." *American Sociological Review* 42: 249-268.

Voss, Kim and Rachel Sherman. 2000. "Breaking the Iron Law of Oligarchy: Union Revitalization in the American Labor Movement." *American Journal of Sociology* 106: 303-349.

Carley, Michael. 1997. "Defining Forms of Successful State Repression of Social Movement Organizations: A Case Study of the FBI's COINTELPRO and the American Indian Movement," *Research in Social Movements, Conflict and Change* 20:151-176.

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*

present, and constructing a liberatory future. *Anthropology & Education Quarterly*, 33(3), 317-330.

Andrews, Kenneth T. 2004. "The Legacies of the Civil Rights Movement," chapter 9 in *Freedom Is a Constant Struggle: The Mississippi Civil Rights Movement and Its Legacy*. Chicago: University of Chicago Press.

Barndt, Joseph. *Understanding and Dismantling Racism: The Twenty-First Century Challenge to White America*. Minneapolis: Augsburg Fortress, 2007.

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 responsible for reviewing and complying with all ECU policies which can be found in your student handbook:

**Academic Dishonesty Statement:** Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.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@ecu.edu](mailto:disserv@ecu.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 in 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.