

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 313*
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Mobilizing for 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)

  

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/11/2012	Council on Academic Affairs	10/17/13
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 313 Mobilizing for 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)

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**B. The justification for this action:** Course is the fourth course in a sequence of required core courses. It builds on the concepts, and theoretical understanding developed in earlier courses and helps students assess social movements and actions designed to influence issues relevant to the major.

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

New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**SJS 313: Mobilizing for Social Justice. (3) A.** Prerequisites: sophomore standing, SJS 101. Examines the broad concept of social change through explorations of different social movements, individual actors, and various policies. The course considers strategies for change including activism, advocacy, assistance, and community organizing and looks at change on a continuum of levels, from grassroots campaigns to international diplomacy and policy work.

**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using ~~striketrough~~ 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 ~~striketrough~~ 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	313	Spring 2014	AS _____ BT _____ ED _____	HS _____ JS X UP _____
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	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: <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)				

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**Eastern Kentucky University  
College of Justice and Safety  
School of Justice Studies**

**SJS 313: Mobilizing for Social Justice**  
**3 Credit Hours      CRN: \_\_\_\_\_**  
**Spring 2013**  
**Mondays 2:00-4:45pm**  
**Stratton 434**

Professor: Judah Schept, Ph.D.  
Office: Stratton 411  
Office Hours: MW 11:15am-12:15pm  
Office Phone: 859.622.7602  
Email: [Judah.schept@eku.edu](mailto:Judah.schept@eku.edu)

**CATALOG DESCRIPTION**

**SJS 313: Mobilizing for Social Justice. (3)** Examines the broad concept of social change through explorations of different social movements, individual actors, and various policies. The course considers strategies for change including activism, advocacy, assistance, and community organizing and looks at change on a continuum of levels, from grassroots campaigns to international diplomacy and policy work.

*Pre-requirements for this class include sophomore standing and SJS 101 and SJS 250S*

**COURSE DESCRIPTION**

This course offers an interdisciplinary examination of different strategies taken and roles played in the United States in pursuit of social justice. We examine such a broad and complex phenomenon through the lenses of everyday individuals, organizations, and social movements involved in diverse struggles across time, place, and politics. Our framework for this examination comes from Bill Moyer, a longtime activist and writer, who advocated conceptualizing the pursuits of social justice and change through four roles: the citizen/helper, the advocate/reformer, the activist/rebel, and the community organizer. The class is structured around these four roles and we will subject each to critical examination. Importantly, we will also look to the ways media, law, and culture both shape and are shaped by these approaches to social justice and social change.

**TEXTBOOK INFORMATION**

Required reading materials will be provided in Blackboard for this course. There is no singular required textbook.

**STUDENT LEARNING OUTCOMES**

Through readings, lecture, discussion, guest lectures, film viewings and writing assignments:

- Students will be able to understand different roles of pursuing social justice and their respective strengths and weaknesses.
- Students will be able to identify important historical and contemporary examples of mobilizing for social justice.
- Students will be able to critically examine examples of social change and understand possible flaws in strategy and process.
- Students will demonstrate the ability to reflect on, analyze and evaluate the structural and cultural processes that construct understandings of social justice and social change.
- Students will demonstrate an advanced and critical understanding of the structural and cultural processes that can impede social justice.
- Students will demonstrate increased awareness for the existence of diverse strategies of social movements

**EVALUATION**

**Point Breakdown (see below for descriptions):**

1. Reflection Papers	10 @ 8 points each	=	80 points
2. In Class Writing Assignments	10@ 3 points each	=	30 points
3. Final Project	60 points	=	60 points
4. Participation/Attendance	30 points	=	30 points
<b>Total</b>		=	<b>200 points</b>

## 1. Reflection Papers (80 points)

At various times it is likely that you will find the literature we read and the discussions we have to be exciting, thought-provoking, problematic, obtuse, dense, boring, offensive, or perhaps, life-changing. One of the best ways to think through the material and your reactions to it is by writing. My expectations for these weekly papers are as follows:

- **Length:** 2 double-spaced pages (preferably 'eco-printing' on both sides)
- **Content:** Both summary and reflection. Think of these as journal entries, a place for you to reflect, criticize, and tease out your thoughts, questions, and general reactions to what is being discussed in class and readings and where you can tell me about what moved, frustrated, enlightened, aggravated, offended, or changed you. *You need to demonstrate both that you have thoughtfully read the material due that week and considered how it made you respond, what it made you think about, or how it relates to your own life.* For the summary component, the point is not to prove you have memorized a given set of facts, but rather to demonstrate that you are critically thinking about the material. Importantly, you do not have to respond to every reading during the weeks that there are multiple reading assignments due.
- **Structure:** You have a choice about how to write these weekly papers.
  - Option 1: Devote half of each paper to summarizing one or all of the readings due that day and half to writing about your reactions to and reflections on that reading and previous class discussion.
  - Option 2: Integrate summary and reflection into the whole paper.  
You may stick with one structure all semester or change it up each week.
- **Grading:** You get the 8 points possible per paper if your writing meets the page count, demonstrates that you have read critically and thoughtfully, and expresses your own perspectives and reactions. Specifically, this is the rubric I will use to evaluate each reflection paper:
  - **Critical Engagement with Content of Article/Chapter:** 3 pts.
  - **Critical Engagement with One's Own Reaction to Reading:** 3 pts.
  - **Clarity of Writing; Grammar; and Spelling:** 2 pts.

Reflection papers are due most weeks. If you do not bring one hard copy to class on the date it is due, I will accept it late the following class for partial credit. You have **10** to complete over the course of the semester, which means there will be a few weeks where there is not a writing assignment to complete. **On those days, please know that I expect that you will still both come to class and have read the material.** We'll spend time discussing these during the first week of the course.

## 2. In-Class Writing Assignments (30 points)

Throughout the semester, I will ask you to spend a few minutes during class writing in response to a question from me. These ten short assignments will be unannounced and will be in response to one of three items:

- The reading due that day
- A film we have recently watched in class
- A short reading or film clip that I will post to Blackboard.

## 3. Final Paper/Project (60 Points)

Your final project allows you to engage creatively and more deeply with some of the material covered in class, and to apply that knowledge to an issue, example, or movement of your choosing. You may write a paper or you may put together a presentation. For the paper option, I expect something in the range of 10-12 pages. For the presentation option, I expect a high quality and engaging project put together through PowerPoint, as a poster, or as a report that you will deliver to the class. I am also open to this being a group project between two or more of you, though that would entail a rise on the page minimum and an expectation of deeper engagement with your study. Regardless of format and topic, I expect these projects to explore social change through asking some of the same foundational questions and exploring some of the same themes as this course. My hope is that you find new questions to ask and guide you along the way. We will spend time during our first few weeks together discussing this assignment in greater detail.

## 4. Attendance/Participation (30 Points)

This class is largely discussion-based and simply will not work if you don't show up. To achieve the 30 points available for this section, you need to be in class and contribute as both an active participant and listener. After three absences, you will need to present documentation of illness or emergency in order to avoid losing three attendance points per additional absence.

Being present requires more than just your physical attendance. I consider both your written work and your activity in class as indicators of your participation. Please do not text, talk on the phone, sleep or read the paper during class time. We are all adults, and I hope that we all will play active roles in the discussions.

## Grading Scale

90-100% = A    80-89% = B    70-79% = C    60-69% = D    59% and below = F

### **Student Progress**

You should regularly check the course Blackboard site to see your current academic standing in the course. I will upload grades to Blackboard regularly. You will then be able to monitor the points per assignment you have earned but also your current overall class grade at that point in time. Please alert me immediately if you think there are any inconsistencies or discrepancies.

### **CLASS DISCUSSION AND CLASSROOM ENVIRONMENT**

I hope you will consider this class as a time to critically engage with the topics and readings. I believe we are all experts in one way or another, and I'd like this class to be a time where we examine these important issues and consider their relevance to our own lives.

I do not pretend to be objective. Frankly, I don't see the benefit of pretending that I don't have an opinion, or attempting to leave those opinions at the door when it is class time. Like you, I hold views that have been shaped over the years by my own experiences. That said, the last thing I ever want to do is force, coerce, or shame you into agreement. I strive to be honest and transparent about my beliefs, while also doing my absolute best to honor and value your own.

### **Classroom Environment and Group Agreements**

At the risk of sounding cliché, my hope is that our time together feels more like a community of learning than a traditional class. Given that we will be discussing controversial issues, and that all of us will be taking risks by offering our own perspectives or experiences, I propose the following group agreements:

1. **One Mic:** One person speaking at a time
2. **Respect and value diversity of opinion**
3. **Language or behavior that is sexist, racist, homophobic, or xenophobic, will not be tolerated.** I reserve the right to ask anyone who violates this to leave the class.
4. **Step up/Step back:** Some people feel more comfortable speaking in class than others. I don't want to put anyone on the spot, but I ask that we all challenge ourselves to "step up" if we incline towards staying quiet, and to "step back" if we find ourselves talking a lot. Let's recognize that being an active participant in the discussion includes listening, discussing and coming prepared with all reading and assignments completed.

### **ADDITIONAL INFORMATION**

#### **Last day to drop:**

Please refer to the *Colonel's Compass* to find this date.

#### **Disability Statement**

*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](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

#### **Academic Integrity**

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu/>. Questions regarding this policy may be directed to the Office of Academic Integrity.

## **COURSE SCHEDULE**

### **I. Introduction**

#### **Week 1 (Monday January 14<sup>th</sup>). Course Introduction**

Topics:

- Introducing ourselves
- Introducing course objectives, expectations and content
- Introducing pedagogy

#### **Week 2 (Monday January 21<sup>st</sup>). NO CLASS- MLK**

### **Week 3 (Monday January 28<sup>th</sup>). Representation and Social Justice**

#### Topics:

- Media and representation
- Media strategy and protest

#### Readings:

- Stuart Hall, 'The Work of Representation'
- Luis Gonzalez, *Policing Protest*, Chapter 6

#### Viewing:

- Media Education Foundation: Stuart Hall

### **Week 4 (Monday February 4<sup>th</sup>). Conceptualizing Social Change: The Four Roles**

#### Topics:

- Considering the meaning of social change
- Mapping social change
  - Thinking socio-culturally, -politically, -economically, and –geographically
- Roles of Social Change

#### Reading:

- Bill Moyer(2001) *Doing Democracy*, Chapters 1 and 2

### **II. Citizen/Helper**

### **Week 5 (Monday February 11<sup>th</sup>). Legal Defense, Mediation and Circles**

#### Topics:

- Social Change and Justice Through Process
- South Africa and the Truth and Reconciliation Commission
- Legal Representation

#### Readings:

- *Doing Democracy with Circles*, TBA

#### Viewing:

- *Facing the Demons*

### **Week 6 (Monday February 18<sup>th</sup>). Neighborhood interventions for justice and change**

#### Topics:

- Case study: CeaseFire

#### Reading: TBA

#### Viewing:

- *The Interrupters*

### **III. Advocate/Reformer**

### **Week 7 (Monday February 25<sup>th</sup>). Cause Lawyers**

#### Topics:

- Translating claims into change
- Role of the law in advocacy
- National Lawyers Guild

#### Readings:

- Avi Brisman (2011) Reframing the Portrait of Lynne F. Stewart
- National Lawyers Guild

Viewing:

- *Disturbing the Universe: William Kunstler*

### **Week 8 (Monday March 4<sup>th</sup>). Social Change Philanthropy**

Topics:

- Case Study: Resource Generation
- Guest Lecture (via Skype): Mike Gast, Executive Director of Resource Generation

Readings:

- TBA

### **Week 9 (Monday March 11<sup>th</sup>). Spring Break- No Class**

### **Week 10 (Monday March 18<sup>th</sup>). International Diplomacy**

Topics:

- Human Rights
- The Role of NGOs
- The United Nations
- Human Rights as Discourse

Readings:

- Rein Mullerson (1997) *Human Rights Diplomacy*
- Lisa Hajjar (2001) *Human Rights in Israel/Palestine: The History and Politics of a Movement*

## **IV. Rebel/Activist**

### **Week 11 (Monday March 25<sup>th</sup>). Cultural Resistance**

Topics:

- Music
  - Hip hop and social change
- Graffiti
  - Banksy and street art
  - Graffiti of the Intifada (Israel/Palestine)
  - No Wash Campaign (Ireland)
- Satire
  - The Yes Men

Readings:

- Jeff Ferrell, *The World Politics of Wall Painting*
- Julie Peteet, *The Graffiti of the Intifada*

(Possible) Viewing:

- Exist Through the Gift Shop
- The Yes Men
- Slingshot Hip-Hop

### **Week 12 (Monday April 1<sup>st</sup>). Direct Action and Protest**

Topics:

- The Freedom Rides
- Non-violence and 'diversity of tactics'
- Protests and Policing
- Silence and protest at Occupy

(Possible) Readings:

- Luis Fernandez, *Policing Dissent*, TBA
- David Graeber, *Direct Action: An Ethnography*, TBA



Viewing:

- Freedom Riders
- This is What Democracy Looks Like

**Week 13 (Monday April 8<sup>th</sup>). Terrorism or Freedom Fighting**

Topics:

- Property destruction
- Non-violence and the state

Reading:

- Steven Best and Anthony Nocella, *Terrorists or freedom fighters?*
- David Gilbert, *Love and Struggle: My Life in SDS, the Weather Underground, and Beyond*

(Possible) Viewing:

- If a Tree Falls: A Story of the Earth Liberation Front
- The Weather Underground

**V. Community Organizer**

**Week 14 (Monday April 15<sup>th</sup>). Case Study- ACORN**

Reading:

- John Atlas (2010) *Seeds of Change: The Story of ACORN, America's Most Controversial Anti-poverty Community Organizing Group*, TBA

**Week 15 (Monday April 22<sup>nd</sup>). Case Study- The Black Panthers**

Reading:

- The Black Panthers: An Interview with Geronimo ji Jaga Pratt, in Joy James, ed. (2005): pp. 237-246
- Churchill, Ward, *Agents of Repression*, Chapters 2 and 3, "The COINTELPRO Era" and COINTELPRO-Black Panther Party": pp. 37-62 and 63-99

**Week 16 (Monday April 29<sup>th</sup>). Case Study- Bus Riders Union**

Topics

- Student Presentations

Viewing:

- Bus Riders Union Documentary