

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 322
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Social Justice and Media
<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	10/17/2013
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 322, Social Justice and Media as an elective course 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 is one of seven elective courses developed for the major and is designed to help students recognize the importance of media in contributing to and addressing social problems. Serves as a key elective for majors.

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 322: Social Justice and Media. (3) A. Prerequisites: sophomore standing, SJS 101. Examines the cultural, economic, and political dynamics of struggles for social justice through a mediated lens. Although the media provides useful information helping us understand conflict within society, it also creates the context that influences audience perceptions of people/events. This social construction influences how we perceive equality, justice, and fairness.

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.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SJS	322	Spring 2014	AS _____ HS _____ BT _____ JS X ED _____ UP _____	CRJU
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 _____	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.	

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-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

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-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (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
Class Location: Stratton 423
Class Time: 1:25 - 2:15

COURSE DESCRIPTION

SJS 322: Social Justice and Media. (3) Examines the cultural, economic, and political dynamics of struggles for social justice through a mediated lens. Although the media provides useful information helping us understand conflict within society, it also creates the context that influences audience perceptions of people/events. This social construction influences how we perceive equality, justice, and fairness.

COURSE OVERVIEW

The purpose of this course will be to critically examine the cultural, economic, and political dynamics of societal conflict and struggles for social justice among various groups, institutions, and individuals through a mediated lens. Although the media provides facts and other useful information in how we understand conflict within society, it also creates the context that influences audience perceptions of events filtered through some medium. This social construction influences how we perceive equality, justice, and fairness. Through each medium we preview or each mediated event we study, we will attempt to answer the following questions: What is justice? What constitutes a just society? We will ask these questions while assessing the role that media has played in hindering or promoting social justice in society.

LEARNING OUTCOMES

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

- Identify the dual role of media in helping or hindering social justice
- Uncover the often hidden relationship between media and corporate/political structures as well as the conflict of interest present in this relationship
- Evaluate the realities of marginalized populations within media recognizing their lack of control of media apparatus
- Articulate issues of justice associated with the role of media in society as it pertains to equality and fairness

REQUIRED COURSE MATERIAL

Textbooks: Course Reader Available in Bookstore

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. Class Participation (100 points)
 - a. Class Discussion/Attendance: You are expected to have read the assigned material prior to class. Both readings and class attendance are important.
 - b. Blackboard Discussion: I will post some type of media each week related to a topic on social justice. There will be a prompt or some kind of questions for you to answer. You will be required to post a response, analysis, or opinion each week.
2. Written Assignments (4 @ 50 points each = 200 points)
 - a. Who am I? Describe and analyze your biological, anthropological, sociological and psychological identities. How have they affected you and your life? How have they affected how you see others who are not like you? How do media represent who you are? Your analysis should not exceed 3 pages.
 - b. Locate, research, and review a website devoted to some social movement. The site should be one that has considerable content and resources. Write a 3-5 page synopsis about the social movement, the content of the site – how the message is frame, who the target audience is likely to be, the resources, the look and feel, etc. Feel free to send any critical comments or suggestions to the webmaster. You will share these in class.

- c. Media Representations: Select a particular segment of the population, any gender, any race/ethnicity, physically or mentally disabled, religious groups, Gay/Lesbian/Bisexual/Transgendered, Socio-Economic Groups, etc. You can NOT belong to the group you choose. This project has two parts.

Part I: In 2-3 pages, complete the following:

- Explain how members of this group are portrayed in the media (TV, movies, news, magazines, etc).
- Is the group portrayed fairly? In a positive or negative manner? Would you want the group you belong to portrayed in a similar manner? Are members of that group proportionally represented in the media? (i.e. does it reflect the ratio in the general population?)
- Are they depicted in a stereotypical way?
- Do the depictions reflect positive or negative stereotypical characteristics of that group?
- Is the group intentionally portrayed in a non-stereotypical manner in order to make a point or for ulterior motives? Do such depictions indirectly make use of stereotypes?

Part II: Visual Analysis: Put together a collage, poster, powerpoint, or some kind of visual representation of your population. This visual analysis should provide an examination of how this group is portrayed in the media from your analysis. You will share these in class.

- d. Living Experiment – Social Justice Everyday

As a class, we will select one weekend to observe “Days of Social Justice.” To participate in this event, your challenge will be to live each minute of those days in as inclusive, unprejudiced, and nondiscriminatory a way as possible. In other words, for a full 72-hour period you should do your best to embody ideals such as fairness, equality, and diversity.

When carrying out this assignment, consider institutional as well as personal forms of injustice and privilege. That is, don't just avoid obvious acts of bias, segregation, and exclusion; think deeply about the injustices that various groups face on campus, in the local community, and in the world more generally, and try to reduce these injustices without behaving in ways that are phony or insincere. It is up to you to define what social justice is and to decide how best to realize it. So at the dinner table, at church, among your friends, you will have to embody what true social justice is – no matter how uncomfortable.

Note: To minimize any bias in social reactions, it is best if you do not tell others about the class assignment until after the experiment is over.

You will write up your experience and write a 3-5 page analysis. Use the questions below to guide your analysis:

- Explain the settings that you were exposed to during the Social Justice weekend
 - o Home, Campus, Church, Friends, Recreation, etc
- How did you define social justice, and what did you focus your efforts on?
- If your behavior was different than normal, which person did you like more: the “Social Justice you” or the “normal you”? If you preferred the “Day of Social Justice you,” what are the factors that prevent this “you” from coming out? (family embarrassment – not popular amongst friends, etc)
- What are the costs and benefits of reducing segregation on campus? In your view, do the benefits outweigh the costs?

- How did others respond to you? Do you think they noticed a difference in your behavior? What attributions did people make for your behavior, and why?
- If you wanted to encourage others to behave as you did during the Weekend of Social Justice, what techniques would you use?
- If you were to predict your behavior one month from now, do you think it will be changed in any way as a result of participating in this experiment? If so, how? If not, why not?

In carrying out this assignment, try to go beyond superficial descriptive accounts and see if you can arrive at insights that might improve your life, campus, society, or the world. For those who are willing, I will ask that some of you share your experiences with the class. I don't want to embarrass anyone so this will be strictly voluntary.

3. Midterm Editorial (100 points)

- a. For the midterm paper, you are going to write an editorial of no more than 700 words (2 pages). An editorial is a piece of writing that expresses an opinion about a current event or issue (for our purposes, this will be a historic event). The purpose of an editorial is to persuade (example: voting is important so go out and vote).
- b. Your topic will be to select a political prisoner (a list will be provided) and explain why this person has been unfairly targeted by the US Government and unjustly held in our prisons. Use the following to complete your editorial:
 - i. Step 1: Write your thesis statement. A thesis is a sentence which contains your position on an issue and contains a key concept which can be analyzed.
 - ii. Step 2: Gather details from the internet. Be sure to write down exactly where you got the original information because you **MUST** cite your references in APA format.
 - iii. Step 3: Refine your thesis. Students usually make the mistake of having a thesis statement that is too broad. Clarify the focus and acknowledge the opposing point of view.
 - iv. Step 4: Write your editorial. Use clear and accurate details throughout the piece. Be direct and certain without contradicting yourself. Do not attack other people. You should avoid absolute statements and words such as "always" or "never" because these often trap you into illogical or undesirable conclusions. Be direct in asking the public to support your recommendations.
 - v. Step 5: Get your sources correct. You **must** make it clear in the text of your editorial where your information comes from by providing a **citation** for your information. We will do this using APA style. More information will be provided on APA style later.

4. Term Project (100 points)

- a. One of the most interesting aspects of this class is the opportunity for you to explore the role of media during social conflict. The type of conflict depends largely on your interest but can include, social movements, activism, conflict in virtual worlds, historical or contemporary wars, inner city violence, Crime Mobs, Flash Mobs, Smart Mobs, cyberbullying, domestic terrorism, global terrorism, etc. As a class, we will compile a list of possible topics and continue adding to it as the course progresses. The purpose of the project is to give you an opportunity to explore the variety of ways that media can be used to help or hurt a particular cause/event. Since you will be spending a great deal of time on this project, you should pick a topic or issue that is very important and interesting to you. The final project should include information gathered both from library and other public sources, as well as information you gathered yourself through interviews, content analysis, or other first-person research. The project can be produced as a written project (10 pages maximum, plus examples) or as a five-page paper describing the issue that is accompanied by something you produce describing that issue (i.e., video, website, brochure, audio production, exhibit, etc – powerpoint does NOT count). Two students may work as a team on one project as long as it is understood that one grade will be assigned for the project and that both students will receive the same grade.

COURSE GRADING SYSTEM

1. Class Participation – 100 points
2. Written Assignments – 200 points
3. Midterm Editorial – 100 points
4. Term Project – 100 points

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

WEEKLY SCHEDULE

“Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter.” Thomas Jefferson, 1787

Part 1: What is Justice? What is Democracy? And media fits where?

- Week 1 Baker, C. Edwin, *Media, Markets, and Democracy* (Cambridge: Cambridge University Press, 2002), Chapter 6, “Different Democracies and their Media,” pp. 129-153.
- Week 2 Guerin, Daniel, *Anarchism: From Theory to Practice* (New York: Monthly Review Press, 1970), “Introduction” by Noam Chomsky, pp. vii-xx; and Chapter 1, “The Basic Ideas of Anarchism,” pp. 11-38.
- Goldman, Emma, *Anarchism and Other Essays* (New York: Dover, 1969), “Anarchism: What It Really Stands For,” pp. 47-67.
- Week 3 Lummis, C. Douglas, *Radical Democracy* (Ithaca, NY: Cornell University Press, 1996), Chapter 1, “Radical Democracy,” pp. 14-44.
- Huntington, Samuel P., “The United States,” in Michel Crozier, et al., *The Crisis of Democracy* (New York: New York University Press, 1975), pp. 59-118.
- Nichols, J., et al (2002). *Our Media, Not Theirs: The Democratic Struggle Against Corporate Media*. NY: Seven Stories

Part 2: Propaganda, Politics, and Censorship

- Week 4 Herman, Edward S., and Noam Chomsky, *Manufacturing Consent: The Political Economy of the Mass Media*, rev. ed. (New York: Pantheon, 2002), Introduction, pp. xi-lvii.
- Bernays, Edward L., *Propaganda* (New York: Horace Liveright: 1928), Chapter 1, “Organizing Chaos,” pp. 9-18; and Chapter 2, “The New Propaganda,” pp. 19-31.
- Week 5 Herman, Edward S., *The Myth of the Liberal Media* (New York: Peter Lang, 1999), “The Propaganda Model Revisited,” pp. 259-273.
- Gitlin, Todd, *The Whole World is Watching: Mass Media in the Making and Unmaking of the New Left* (Berkeley: University of California Press, 1980), Chapter 10, “Media Routines and Political Crises,” pp. 249-282.
- Eliasoph, Nina, “Routines and the Making of Oppositional News,” in Dan Berkowitz, ed., *Social Meanings of News: A Text-Reader* (Thousand Oaks, CA: Sage, 1997), pp. 230-253.
- Week 6 Boondocks Selected Strips and Selected Episodes (Censorship)

Part 3: Media and Social Movements

Week 7 McAdam, Doug (1986), "Recruitment to High-Risk Activism: The Case of Freedom Summer," *American Journal of Sociology* 92(1): 64-90

Media: Video Presentation: "News and the Civil Rights Movement", a video on news media coverage of the 1960s civil rights movement produced by the Newseum, Washington, D.C.

Week 8 Gelderloos, Peter (2007) *How Nonviolence Protects the State*, Chapter 1-5
Media: Zapatista Women

Week 9 Gelderloos, Peter (2007) *How Nonviolence Protects the State*, Chapters 6-7
Media: Black Panther Party

Week 10 **SPRING BREAK NO CLASS**

Part 4: Media, Conflict, and Marginalized Populations

Week 11 Dworkin, Andrea, *Life and Death: Unapologetic Writings on the Continuing War Against Women* (New York: Free Press, 1997), "Remember, Resist, Do Not Comply," pp. 169-175.

Davis, Angela, *Women, Culture, and Politics* (New York: Random House, 1989), "We Do Not Consent: Violence Against Women in a Racist Society," pp. 35-52.

Luker, Kristin (2003), "The World Views of Pro- and Anti-Abortion Activists," Pp. xx-yy in *The Social Movements Reader: Cases and Concepts*, J. Goodwin and J. Jasper, eds., New York: Wiley.

Week 12 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.

Baer, Ulrich 2002 *Contemporary Holocaust Photography and the Landscape Tradition*. In *Spectral Evidence: The Photography of Trauma* Baer, Ulrich MIT Press : pp: 61-86

Gedicks, Al (2001), *Resource Rebels: Native Challenges to Mining and Oil Corporations*, Cambridge: South End Press.

Part 5: Media and War

Week 13 Hallin, Daniel C., *The "Uncensored War": The Media and Vietnam* (Berkeley: University of California Press, 1986), Chapter 4, "The 'Uncensored War,' 1965-1967," pp. 114-158.

Kellner, Douglas, *Media Culture* (London: Routledge, 1995), Chapter 6, "Reading the Gulf War," pp. 198-228.

Week 14 Pape, Robert (2005). "The Growing Threat/Explaining Suicide Terrorism" Pp. 1-24. In *Dying to Win: The Strategic Logic of Suicide Terrorism*. NY: Random House.

Feldman, Allen 2005. The Actuarial Gaze: from 9/11 to Abu Ghraib, *Cultural Studies Spring* Volume 19, and no. 2 March. 203-226.

Week 15 Final Exam Study Week – NO CLASSES

Week 16 Final Exam Week

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. Questions regarding the 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 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: Students will be notified of their 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 see the Colonel's Compass for 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.