

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 325
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Social Justice and Film
<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.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)	To add SJS 325 Social Justice and Films as an elective course in the Social Justice Studies B.S. program.
<b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2012) Spring 2014	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b>	One of seven elective courses designed for the major. Complements core courses and allows students an opportunity to analyze and develop possible strategies for addressing a range of social problems through the medium of film.
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b>	None
<b>Operating Expenses Impact:</b>	None
<b>Equipment/Physical Facility Needs:</b>	None
<b>Library Resources:</b>	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 325: Social Justice and Film. (3) A.** Prerequisites: sophomore standing, SJS 101. Examines issues of justice, conflict, and social change through the lens of documentary and popular films and videos. Students are required to view, analyze, discuss, and critique themes and lessons garnered through their viewing experiences and assess how their experiences contribute to their understanding of justice, conflict, and social change.

**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	325	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 _____	Cip Code (first two digits only)	
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.	
<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.	
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)				

**Eastern Kentucky University  
School of Justice Studies  
Social Justice Studies  
Course Syllabus – SJS 325: Social Justice and Film**

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Course: SJS 325	Term: Fall 2012
Credit Hours: 3	Days/Time: Tuesday 6:00-8:45
CRN: 16038	Bldg/Rm: Stratton 434
Professor: Preston Elrod, Ph.D.	Office: Stratton 412B
Phone: 622-1169	Office Hours: T, Th, 9:30-10:30, 2-4:00p.m.
email: <a href="mailto:preston.elrod@eku.edu">preston.elrod@eku.edu</a>	Other times by appointment

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### **CATALOG DESCRIPTION**

SJS 325 Social Justice and Film. (3) Examines issues of social justice, conflict, struggle and social change through the lens of documentary and popular films and videos. Students are required to view, analyze, discuss, and critique themes and lessons garnered through their viewing experiences and assess how their experiences contribute to their understanding of justice, conflict, and social change.

### **REQUIRED READINGS**

Students will be required to read a series of articles during the term that are related to the films we will view in class. Each of these articles will be placed on the Blackboard site for the course.

### **STUDENT LEARNING OUTCOMES**

At the culmination of this course students will be able to identify and discuss major themes, assess ideas and information presented and develop logical oral and written conclusions based on information from each of the films/videos examined in the course. The films/videos explore the following content areas:

1. The American economy
2. The economic crisis of 2008
3. Corporations
4. Class and race
5. Gender, patriarchy, and misogyny
6. Media and the social construction of reality
7. Labor struggles
8. Civil rights struggles
9. 911 and the search for truth
10. Resistance and struggle

### **IMPORTANT DATES DURING THE TERM**

Class dates: August 20 to December 7  
Add/Drop deadline: August 26  
Last day to withdraw from full semester class: September 16  
Last day to withdraw from the university: October 28

### **STUDENT PROGRESS**

Students will be notified of their progress prior to the midpoint of the course.

### **EVALUATION OF STUDENT PERFORMANCE**

Student performance in the course is based on class participation, oral presentations, and written assignments. In addition, students will have an opportunity to earn additional points for good attendance. Any student

who misses an oral presentation where they are the assigned presenter must have prior approval of the professor, present a doctor's excuse, or have an approved university excuse to avoid receiving a 0 for the assignment.

In determining students' grades, class participation will account for 50% (150 points) of the final grade, an oral presentation will account for 20% (60 points), and performance on written papers will account for the remaining 30% (90 points) of the grade. In addition, students who have attended at least 90% of the classes where attendance is taken will be awarded 5 bonus points at the end of the course. The total points that may be earned in the course is 300. Thus, the following scale will be used to determine your final grade:

### Total Points

270 - 300 = A  
240 - 269 = B  
210 - 239 = C  
180 - 209 = D  
<180 = F

### **ATTENDANCE**

Unless students have prior approval from the professor or have a valid doctor's excuse, students are expected to attend punctually *all* scheduled class sessions. Poor attendance almost always results in poor or failing grades. If you do have to miss a class, you should arrange to get notes from a classmate. Remember that 50% of the course grade is based on class attendance and that 5 bonus points will be awarded for good class attendance. There will be no other opportunities for extra credit in the course.

### **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 [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

It is expected that all students adhere to the policies regarding academic honesty at EKU. Violations of these policies will **not** be tolerated. Consequently, all students in this course should familiarize themselves with the EKU Honor Code and Pledge. This information can be found online at <http://www.academicintegrity.eku.edu>. In preparing the course paper, it is imperative that students' work be their own and that they properly cite their sources. Helpful information about citations using APA format can be found below under "Paper Requirements."

At a minimum, students who violate class or university policies related to academic integrity will receive an "F" (0 points) for the work in question which almost always results in grade of "F" in the course. In addition, other penalties may be imposed.

### **COURSE OUTLINE AND TENTATIVE SCHEDULE**

**Note: The exact dates noted in this outline and schedule are tentative and could change slightly over the course of the term.**

<u>Week</u>	<u>Dates</u>	<u>Topics</u>	<u>Reading Assignments</u>
1	Aug. 20-24	Course intro	Blackboard assignment
2	Aug. 27-31	Video: <i>Capitalism: A Love Story</i>	Wolff, Economic inequality and US politics; Real costs of executives' money grabs; Twenty years of widening inequality
3	Sept. 4-7	Capitalism discussion Oral presentations	Prepare paper 1

4	Sept. 10-14	Video: <i>The Corporation</i> <b>Paper 1 due</b>	Ermann & Lundman, Corporate and governmental deviance: Origins, patterns, and reactions
5	Sept. 17-21	Video: <i>Inside Job</i>	Wolff, Policies to avoid economic crises; Regulations do not prevent capitalist crises.
6	Sept. 24-28	Discussion on the role of corporations in the political economy Oral presentations	Prepare paper 2
7	Oct. 1-5	Video: <i>The American Ruling Class</i> <b>Paper 2 due</b>	Simon, The nature of elite deviance.
8	Oct. 8-12	Video: <i>Generation M: Misogyny in Media and Culture</i>	Johnson, Patriarchy, the system
9	Oct. 15-19	Discussion on class and gender Oral presentations	Prepare paper 3
10	Oct. 22-26	Video: <i>Matewan</i> <b>Paper 3 due</b>	Zinn, Robber barons and rebels
11	Oct. 29- Nov.2	Video: <i>Soundtrack for a revolution</i>	Zinn, "Or does it explode?"
12	Nov. 5-9	Discussion on labor and civil rights struggles Oral presentations	Prepare paper 4
13	Nov. 12-17	Video: <i>9/11 Press for Truth</i> <b>Paper 4 due</b>	Simon, National defense, multinational corporations, and human rights
14	Nov. 19-20	Video: <i>Manufacturing consent: Noam Chomsky and the media</i>	Cohen & Fraser, The new American dictatorship
15	Nov. 26-30	Discussion: The media role in creating reality Oral presentations	Prepare paper 5
16	Dec. 3-7	Video: <i>The most dangerous man in America: Daniel Ellsberg and the Pentagon papers</i> <b>Paper 5 Due</b>	Glazer, Ten whistleblowers, What they did and how they fared
**	Final	Course conclusion: Resistance	Elrod, Why we all need to experience OWS

### ORAL PRESENTATION REQUIREMENTS

Each student will be required to give an oral presentation in class on one of the topical areas covered during the term. As noted above, the oral presentation accounts for 20% of the course grade. A separate handout on the

oral presentation schedule will be distributed during the second class meeting and placed on Blackboard.

## **PAPER REQUIREMENTS**

Each student is required to write a series of 5 short papers during the term. As indicated above, these papers will account for 30% of the final grade. The purpose of these papers is to assist you in developing your critical thinking and writing skills and to assist you in developing a more informed perspective on the topics covered in the course.

Each paper must be:

1. Typed (processed) on standard 8 ½ by 11 paper, in 12 pt. font and it should have 1 inch margins.
2. Approximately 5 pages in length, excluding title page and references. Pages should be numbered and the numbers placed in the top right hand corner of the page.
3. Double-spaced.
4. Written in a concise and clear manner.
5. Well-organized.
6. Characterized by neatness, solid mechanics, correct spelling, and appropriate word usage.
7. Written with a minimum of direct quotes.
8. Written so that it contains enough relevant detail to allow the reader (me) to understand what the writer (you) wishes to convey.
9. Written so that it follows the citation and reference format listed below and found in the latest edition of the *Publication Manual of the American Psychological Association*.
10. Written so that it does not detract from the message you are attempting to convey to your audience.
11. It should have a title page and it should be stapled once in the top left hand corner (do not use a cover of any kind). The title page should have a title that describes the topic presented in the paper, and contains the author's name, course number, instructor's name and date.
12. It must be your work. Cite all sources correctly. When citing the work of others you should paraphrase.
13. It should be based on scholarly sources. Be careful about the use of internet sources.

## **Course Paper Format and Guidelines**

The following is a general outline that you should follow in preparing your paper. Additional instructions on completing the paper assignment will be provided. The paper should contain a clear explanation of the problem you wish to address and its significance, an assessment of why the problem exists, and a conclusion that follows logically from your assessment that includes any solutions based on your assessment. In writing your paper, you should employ the following headings:

### **Introduction**

This is a key section of the paper. The purpose of this section is to introduce the reader to the problem or issue that you will address. In presenting the problem to the reader be sure to cite examples of problems or cite statistics that demonstrate that the problem is worthy of attention. This should be done in the introductory paragraph of the paper. Also, be sure to include a clear thesis statement in your introduction. This statement should make clear the purpose of your paper and spell out the major ideas or themes that you will develop. The thesis may be stated in one sentence or you might use a paragraph to lay out your intentions. However, do not provide detail here that you will also use later. This will produce redundancy which you will want to avoid.

### **Discussion of Assessment**

(Your headings will, of course, reflect your paper topic)

In this section of the paper, you need to present a discussion that includes an assessment of *why* the problem that you have identified exists. A key to this section of the paper is good organization. Think of the most effective way to organize your ideas and present them clearly to the reader. Support your arguments by citing relevant literature.

### **Conclusion**

In this section you will want to conclude your presentation. Always develop a strong conclusion. Note the significance of the problem you have addressed and present any logical solutions that logically follow from your discussion in the previous section.

## **Citation and Reference Format for Papers**

It is important that students appropriately cite all information and ideas taken from the work of other writers. Failure to properly cite work is considered academic dishonesty and will result in a "0" for the paper and may result in other disciplinary action.

If you have questions regarding citations please refer to the material below or a recent issue of a scholarly journal that uses APA format. For specific questions, you should refer to the most recent addition of the *Publication Manual of the American Psychological Association*. Most issues regarding the citation of research materials can be found in the APA manual. Also, you may consult with me.

The following are some examples of the format you should use when citing the work of others and in completing your reference page.

### Citations In The Body of Your Paper

1. When citing the work of another author in the body of a sentence where you are paraphrasing or summarizing that author's ideas, use the following format:

Example: According to Johnson (2012), little effort was made to ....

2. When citing an author at the end of a sentence or a paragraph:

Example: Unfortunately, little effort was made to carefully evaluate the effectiveness of these social programs (Easley, 2010).

3. When citing multiple authors the first time in your paper use all the authors' names:

Example: FAIR provides a valuable public service because it strives to hold the media accountable (Thompson, Doolittle & Brady, 2009).

4. After multiple authors have been used the first time, use "et al.":

Example: Fair noted that NPR regularly produced reports about the Iraq war that reflected the administration's position (Thompson et al., 2009).

5. Two authors at the end of a paragraph or sentence should be cited as:

Example: The idea that media is overwhelmingly liberal is not supported by the facts (Smith & Jones, 2009).

6. When directly quoting an authors work you need to enclose the quote in "" and indicate the specific page number where the quote can be located after the date:

Example: "The justice system is far from perfect" (Jones & Smith, 2012, p. 35).

**Note:** You should avoid using long or numerous direct quotes. It is much better to paraphrase in your own words and cite the author. In those rare events that long quotations are absolutely necessary, you should employ block quotes which should be single spaced.

7. When citing information which comes from more than one source you should alphabetize the sources:

Example: There is an inverse relationship between age and crime (Jones & Maxwell, 1999; Kendrick & Abbott, 2003; Smith, 2007).

### Citations Listed On The Reference Page (Bibliography)

8. References which closely follow the American Psychological Association format should be used. Types of reference formats are found below. For reference formats not found below consult the *Publication Manual of the American Psychological Association*.

### Reference Formats

**Note:** the second and subsequent lines are indented.

- 1) Books:



Bernstein, T. M. (2008). *The careful writer: A modern guide to English usage*. New York: Atheneum.

2) Edited Books:

Jones, S., & Davis, D. R. (Eds.). (2010). *The crime manual*. New York: St. Martin's.

3) An Article From An Edited Book:

Harvey, L. T. & Thompson, G. M. (2002). Contemporary issues in political economy. In G. W. Davis (Ed.), *Contemporary Political Economy* (pp. 12-24). Los Angeles: Sage.

4) Periodicals:

Johnson, E. L., Post, D. L., & Wells, H. G. (1980). Community crime prevention. *Journal of Criminal Justice*, 9(2), 435-440.

### HOW TO BE SUCCESSFUL IN THIS COURSE

There are several things that you can do to increase the probability of above average to exceptional performance in this course. First, **study** all of the assigned materials, and examine the materials *carefully*. Moreover, it is often helpful examine materials more than once in order to have a sound grasp of the information. Your reading should focus on developing an in-depth *understanding* of the material. The goal is to master the material and be able to apply your knowledge!

Second, attend class and take detailed class notes. Material will be provided in class which is not contained in your reading or the videos/films. Consequently, you will need to be present to obtain this material. Keep in mind that obtaining notes from someone else is never as good as taking those notes yourself. In addition, others often tire of being a note taker for someone else. Moreover, my experience (and I've been doing this for a while) suggests that poor attendance is often related to poor class performance.

Third, ask questions and be a participant. I encourage students to be active participants in the learning process and to become engaged with the material. Moreover, participation and engagement are related to one's enjoyment of the class. If material seems confusing, or if you have ideas you would like to share, speak up! If you have questions, ask! I cannot promise that I will always have an answer to your questions, but I'll give it my best shot, try to find out, or indicate how you might find the answer.

Fourth, make an *effort!* I believe that your effort level is the primary determinant of your grade. Although some students may have to put more effort into the class than others to achieve a particular grade, like most things in life, the more you put into this class, the more you will get out of it. Further, if you are willing to make an effort, I promise to do everything I can to assist you in achieving the grade you would like.

Fifth, produce good quality drafts of your papers and edit these drafts until you have a polished final product. This can be easily accomplished if you give yourself sufficient time to construct a good final paper.

Finally, do not hesitate to visit my office if something is unclear, if you want to explore material related to the course, or if you just want to talk about jobs, graduate school, current events, or other topics. I'm around most of the time, and I enjoy communicating with students.

**Welcome to SJS 325**