

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 490	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Identity, Culture and Power	
<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:	Date		Date
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 490 Identity, Culture and Power 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 upper division elective courses. It examines the role of culture in the creation and response to social problems and complements core and other elective courses.	
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 490: Identity, Culture, and Power. (3) A. Pre-requisites: sophomore standing and SJS 101 and SJS 301 and SJS 313. Examines culture as a contested site of power relations. Looking at media, economics, education, law and other areas of cultural (re)production, this class explores the diverse and even clandestine ways that power operates and that subordinated populations resist.

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	490	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) 30	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO X _____ SR _____	
1	3	N		
B	3			
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.	SJS 101 and SJS 301 and SJS 313
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)				

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

**SJS 490: Identity, Culture and Power
Spring 2013
Time and Day: TBA (Stratton)
3 credit hours CRN: _____**

Professor: Tyler Wall, Ph.D.
Office: Stratton 311
Office Hours: MW 11:15am-12:15pm
Office Phone: 859.622.7603
Email: tyler.wall@eku.edu

CATALOG DESCRIPTION

SJS 490: Identity, Culture, and Power. (3) Examines culture as a contested site of power relations. Looking at media, economics, education, law and other areas of cultural (re)production, this class explores the diverse and even clandestine ways that power operates and that subordinated populations resist.

Pre-requirements for this class include sophomore standing and SJS 101 and SJS 301 and SJS 313.

COURSE DESCRIPTION

This course offers an interdisciplinary examination of culture as a contested site of power relations. The class explores the diverse and even clandestine ways that power operates and is yet also subject to contestation, negotiation, improvisation, and transformation. Included in such study is the geographical, cultural and epistemological production of difference, the relationship between such difference and the role of privilege, the power of representation, and the everyday struggles for autonomy and self-determination in which oppressed populations engage. Therefore, a major emphasis of the readings, lectures, discussions, and films will be on the cultural politics of “otherness” – or the ways in which people, places, ideas, and behaviors or actions are framed as “different”, “strange”, “exotic”, and “inferior” compared to one’s own sense of identity, purpose, and life. Inevitably then, major attention will be given to the dynamic roles race, class, and gender play in the cultural politics of identity.

COURSE MATERIALS

There are four required texts for this class. In addition, there will be some weeks where I assign supplemental readings either in the form of a handout or posted on Blackboard. Your four books are:

- Stuart Hall (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks, CA: Sage Publications
- Allan G. Johnson (2001) *Power, Privilege and Difference*, Mountain View, CA: Mayfield Publishing
- David Sibley (1995) *Geographies of Exclusion: Society and Difference in the West*, New York, NY: Routledge
- James C. Scott (1990) *Domination and the Arts of Resistance: Hidden Transcripts*, New Haven, CT: Yale University Press

STUDENT LEARNING OUTCOMES

Through readings, lecture/discussion, guest lectures, and writing assignments, students will demonstrate the ability to analyze, evaluate, and synthesize

- The importance of culture, power and identity in asymmetrically structuring everyday life and possibilities of social justice.
- How cultural understandings of “difference” and “otherness” are saturated with power relations that are shot through with political consequences and hence implications for social justice.
- How identity can usefully be understood as a social construction - subject to negotiation, transformation, contestation, and improvisation.
- How cultural representation – the ability to depict others’ identity in discourse, symbols, and language – is a key site of political struggle and cultural analysis.
- The significance of race, class, and gender analysis to contemporary struggles for social justice.

ASSIGNMENTS

Attendance & Participation (10 points total): Attending class regularly is required and attendance will be recorded

regularly. Only legitimate and documented reasons for an absence will be excused. If you have any questions if a particular absence would be excused or not, please see me as soon as possible to discuss the matter. Any assignments missed due to an unexcused absence will not be allowed to be made up under any circumstances. Therefore, it is important for you to consistently attend class and keep in regular contact with classmates and the professor.

Reflection Papers (70 points total): 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 7 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:** 2 pts.
 - **Clarity of Writing; Grammar; and Spelling:** 1 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.

Critical Writing Exercises (60 points total): All students are to write 3 Critical Thinking Exercises on a topic and materials (class readings, films, current events, etc) assigned by the professor. Each paper is worth 20 points. Each paper must be 5-6 typed, double-spaced pages in length with a title page (which does not count towards the overall page count). The primary goal of these exercises is for you to demonstrate a high level of understanding and application to ideas read and discussed in the course. For instance, one exercise will most likely be a critical review of a popular Hollywood film where you discuss the politics and power of representation via course materials. More details will be given as the first exercise approaches.

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.

POINT BREAKDOWN

Attendance/Participation	10 points
Reflection Papers	70 points
Critical Thinking Exercises	60 points
Final Paper/Project	60 points
	Total: 200 points

GRADING SCALE

Note: Extra credit will not be allowed. Grades will be posted on Blackboard.

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 the status of your current academic standing in the course. As you complete assignments, your earned grade will soon be entered into the Blackboard grade book. 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.

CLASSROOM DISCUSSIONS, ENVIRONMENT & GROUP AGREEMENTS

The space of the classroom should be a communal site where people with diverse backgrounds, experiences, and worldviews can engage one another without feeling personally threatened. As you will find out early in the course, state violence and social justice topics are often controversial by their very nature. I welcome thoughtful discussion, debate, and disagreement concerning any of the substantive materials and topics covered in this course – however – personal attacks on fellow students, professors, or Graduate Assistants are not acceptable and will not be tolerated. Disagree or challenge an argument, but not the individual on a personal level. In addition, please refrain from using offensive language, including racist, sexist, and classist language. 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.

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 or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Plagiarism: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person

without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

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. Questions regarding the policy may be directed to the Office of Academic Integrity.

WEEKLY SCHEDULE

(Important Note: Schedule is subject to change.)

Week 1 (Monday January 14th). Course Introduction

Topics:

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

Week 2 (Monday January 21st). NO CLASS- MLK

I. Oppression, Privilege and Identity

Week 3 (Monday January 28th). Privilege, Power and Difference

Reading:

- Allan G. Johnson (2005) *Privilege, Power and Difference*, Introduction and Chapters 1-4

Week 4 (Monday February 4th). Privilege, Power and Difference

Reading:

- Allan G. Johnson (2005) *Privilege, Power and Difference*, Chapters 5-8

Week 5 (Monday February 11th). Privilege, Power and Difference

Reading:

- Allan G. Johnson (2005) *Privilege, Power and Difference*, Chapters 9-Conclusion

II. Exclusion, Space and Knowledge

Week 6 (Monday February 18th). Geographies of Exclusion

Reading:

- David Sibley (1995) *Geographies of Exclusion: Society and Difference in the West*, Introduction- Chapter 3

Week 7 (Monday February 25th). Geographies of Exclusion:

Reading:

- David Sibley (1995) *Geographies of Exclusion: Society and Difference in the West*, Chapters 4-6

Week 8 (Monday March 4th). Geographies of Exclusion

Reading:

- David Sibley (1995) *Geographies of Exclusion: Society and Difference in the West*, Chapters 7-Conclusion

Week 9 (Monday March 11th). Spring Break- No Class

III. Power, Representation and Identity

Week 10 (Monday March 18th). Representation

Reading:

- Stuart Hall (1997) *Representation: Cultural Representations and Signifying Practices*, Introduction- Chapter 2

Week 11 (Monday March 25th). Representation

Reading:

- Stuart Hall (1997) *Representation: Cultural Representations and Signifying Practices*, Chapters 3 and 4

Week 12 (Monday April 1st). Representation

Reading:

- Stuart Hall (1997) *Representation: Cultural Representations and Signifying Practices*, Chapters 5 and 6

IV. Domination and Resistance

Week 13 (Monday April 8th). Domination and Resistance

Reading:

- James C. Scott (1990) *Domination and the Arts of Resistance: Hidden Transcripts*, Preface-Chapter 3

Week 14 (Monday April 15th). Domination and Resistance

Reading:

- James C. Scott (1990) *Domination and the Arts of Resistance: Hidden Transcripts*, Chapters 4,5 and 6

Week 15 (Monday April 22nd). Domination and Resistance

Reading:

- James C. Scott (1990) *Domination and the Arts of Resistance: Hidden Transcripts*, Chapters 7-Conclusion

Week 16 (Monday April 29th). Domination and Resistance

Topics

- Student Presentations
- Course Wrap-up