BACKGROUND
Founded in 2010, the Social Justice Institute works towards equal access to opportunity for all people through understanding and addressing the root causes of social injustice and by developing innovative solutions. One way that the Institute seeks to achieve this vision is by supporting faculty members who wish to incorporate social justice into existing courses by infusing curricula with appropriate philosophical and practical content connected to injustices and/or potential solutions.

AVAILABLE FUNDS
The Social Justice Institute is currently making funds available to tenured or tenure-track faculty members or other faculty who can demonstrate a long-term commitment to social justice at CWRU. The funds will support the re-design of a course currently in the undergraduate catalog to include a significant focus on social justice. Successful applicants will receive a stipend of $2,500 to be spent on travel, materials, and/or research assistance needed for course re-design.

AWARD CRITERIA
Award decisions will be based on how well the application demonstrates the applicant’s ability and commitment to re-design an existing course to reflect the SJI curricular mission and criteria. Our curriculum prepares students across the university to address national and global inequities, emphasizing the history, theory and practice of social justice; the distribution of power, resources and opportunities; and appropriate individual and collective remedies for social injustices. Through cross-disciplinary study, dialogue, research, active community engagement, and advocacy and leadership development, the curriculum promotes understanding of one’s place in and responsibility to community, country and planet.

All re-designed courses will carry the SJUS designation as a “slash” designation, thus indicating that it is suitable for inclusion as part of the approved Social Justice Minor program at CWRU. A more comprehensive description of the criteria for inclusion can be found below.

Successful applicants will also have demonstrated a commitment to social justice in their teaching, scholarship/research, and/or service to the university and/or wider community.
FUNDING PERIOD
The award must be used during summer or fall 2016 for travel, materials and/or research assistance needed to re-design an existing course that the applicant teaches or has previously taught. **SJI strongly encourages the applicant to teach the re-designed course during the 2016-2017 year,** if possible. However, we understand curriculum reviews and academic schedules vary across the schools and university.

APPLICATION PROCESS AND DEADLINE
The application must be submitted via email to socialjustice@case.edu by 5:00 pm on Friday, April 22, 2016. Applications will be reviewed and selected by a subcommittee of the Social Justice Institute. Awards will be announced in June. Awardees will be expected to make a presentation regarding the course re-design during an SJI event.

A complete application must include the following:

➢ A proposal of **no more than three single-spaced pages** in length (based on Arial font sized 11, ½ inch margins) that contains the following information:
  ● A description of the existing course and the most recent term in which the course was offered by the applicant
  ● A description of how the existing course could be re-designed to include a focus on social justice
  ● An explanation of how the re-designed course would fit with the mission of the Social Justice Minor program
  ● An explanation of how the re-designed course will meet at least four of the objectives required for inclusion within the Social Justice curriculum, at least one of which must be number 6, 7 or 8 (**the Criteria for Inclusion as a Social Justice Curricular Elective can be found below**)
  ● A proposed timeline and justification for implementation of the course

➢ A single budget page describing how the funds awarded would be used signed by the applicant’s department chair (or an Associate Dean in those schools that do not have a departmental structure).
  ● Total budgets cannot exceed $2,500.
  ● Provisions can be included for travel expenses, purchase of educational materials and supplies, and/or student research assistance.
  ● Budget items must confirm to the rules of the applicant’s department and school. Please note that SJI’s approval of the budget is on the basis of its appropriateness in relation to the project and should not be taken as implying that the items conform to all the rules of the university.

*This budget page is not included in the proposal’s three-page limit.*
PUBLICATION CITATION
The applicant agrees to acknowledge the Social Justice Institute on all relevant presentations and publications. For example: This publication was made possible through funding provided by the Social Justice Institute of Case Western Reserve University. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Social Justice Institute or Case Western Reserve University.

QUESTIONS
Questions regarding the grants or proposals should be directed to Institute Administrator Lisa Kollins at 216.368.7568 or lbk24@case.edu.
Criteria for Inclusion as a Social Justice Curricular Elective

Courses approved as electives for the Social Justice Minor will fit under one of the following three concentration areas:

1. Ethics, Politics and Economics
2. Social Inequality, Power and Privilege
3. Social Movements and Social Change

Each course must develop at least four of the following objectives, including #6, #7 or #8. Through selection of elective courses in the three different concentrations, students will develop the following body of knowledge and set of values and skills:

1. Students will understand competing perspectives concerning diversity, equality, fairness and human rights in historical and contemporary local and global contexts.

2. Students will be presented a wide range of academic literatures focused on inequity, discrimination and exclusion based on age, (dis)ability, ethnicity, gender, immigration status, national origin, race, socio-economics, health status, educational experience, religion and/or sexual identity.

3. Students will become familiar with the role of political and economic systems; power and privilege; and social movements in promoting change.

4. Students learn how cultural practices, social relations, social structures (e.g. the class system) and institutions (e.g. education, religion, business, medicine and law) can reproduce, reduce or eliminate inequalities.

5. Students will examine the disparate consequences of the social and physical environment and available resources on human development and wellbeing.

6. Students will develop skills to facilitate advocacy and leadership of social change from diverse community, academic and professional perspectives.

7. Students will articulate their own understanding of social justice and increase their sensitivity in interactions with diverse others. This enterprise will include learning frameworks from different ethical, philosophical and religious traditions. Through this, students will become aware of their place in the world and develop the capacity for critical thinking and ethical action about social justice.

8. Students will develop necessary tools for engaged citizenship and active participation in shaping a just social world.