

College/School: College of Arts and Sciences

Department: This is a University-wide initiative with no home department. We are requesting the program be housed for now in the College of Arts and Sciences.

PROPOSED: _____ major
 minor
_____ program
_____ sequence
_____ degree

APPROVED

A&S Executive Committee
10-10-13

A&S Faculty 3-28-14

Dean of the College 4-1-14

TITLE: Social Justice Minor

EFFECTIVE: ~~Fall~~ (semester)

2014?
~~2013~~ (year)

DESCRIPTION:

See Attached Social Justice Minor Rubric

Is this minor: _____ new
_____ modification
_____ replacement

If modification or replacement please elaborate: NA

Does this change in minor involve other departments? _____ Yes _____ No

If yes, which departments? As specified in the rubric, approved courses for the Minor are housed in eight departments and two programs in the College: History, Ethnic Studies, Philosophy, Women's and Gender Studies, Modern Languages and Literatures, English, Religious Studies, Sociology, and Political Science. In addition, two approved courses are located each in the School of Management's Organizational Behavior Department, as well as the Master's of Public Health Program in Medicine.

Proposal resubmitted 9-23-13

SIGNATURES:

Program Director for Social Justice Institute: Rhonda Williams DATE 12/6/2012

Department Chairs: (SEE ATTACHED SIGNATURE PAGES)

Program Curriculum Committee Chair: Jusan W. King 12/6/12

College/School Dean(s): [Signature] 4/1/14

UUF Curriculum Committee Chair: _____

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
 Other: FSCUE, R. Williams & S. Pinz - Social Justice Program

Department Chair, English

Maya

12/4/12

Program Chair, Ethnic Studies

Ch/2

12-6-12

Department Chair, Modern Languages and Literatures

Antonio Candia

12/4/

Department Chair, Philosophy

James E. Hengstler

12-4-12

Department Chair, Political Science

Joseph White

12/5/12

I approve inclusion of POSC 322/422 and POSC 346/446 in The Social Justice Minor

Department Chair, Public Health

Erin Jones

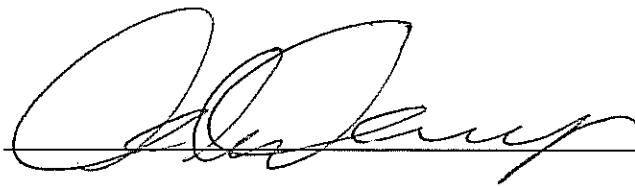
12/5/12

Department Chair, Religion

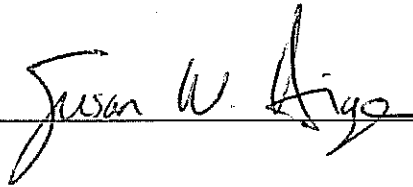
Peter Hades

12/05/2012

Department Chair, Sociology

 12/4/12

Program Chair, Women's and Gender Studies

 12/4/12

Dec 5 (1 day ago)

Jonathan Sadowsky

to Marissa, me

I'm home with sick child. But I am prepared to sign. You could fish out of my mailbox and get signature from Marissa Ross, whom I empower to sign for me with this e-mail. JS

Department Chair, History





Ronald E. Fry, Chair of the Department of Organizational Behavior

----- Forwarded message -----

From: Ronald Fry <rf15@case.edu>

Date: Tue, Dec 4, 2012 at 5:14 PM

Subject: Re: TIMELY: Social Justice Institute Minor Program: Approval Needed

To: Lila Robinson <lila.robinson@case.edu>

Cc: Rhonda Williams <ryw@case.edu>, "Susan,W Hinze" <susan.hinze@case.edu>

Rhonda and Susan,

I am away with our MPOD students on a study tour in Europe and not returning until the 14th.

I approve the inclusion of Professor Susan Case's course in the new curriculum for the Social Justice minor.

either of you can sign for me if a signature is required.

Thank you,

Ron fry



Social Justice Institute

Case Western Reserve University
10900 Euclid Avenue
Clark Hall 101
Cleveland, Ohio 44106-7243
216 368-7568 - office
216 368-8763 - fax

September 23, 2013

Re: Resubmission of Social Justice Minor Program for Approval

This memo serves as notice of resubmission, for approval by the College of Arts & Sciences, of the Social Justice Minor Program. The Institute desires its Minor Program to be operational in Spring 2014. Original documents from our December 2012 submission are attached as Appendix A (Proposed New Minor for CAS) and Appendix B (Justification for Minor in Social Justice).

After assessing reviews and comments from the curriculum, budget, and executive committees, and engaging in follow-up conversations and meetings with the CAS Executive Committee, CAS Dean Cyrus Taylor, and Provost Bud Baeslack, the Social Justice Institute's Curriculum Development Team has confidence that it has addressed the questions and concerns raised. Please find a synopsis below.

Thank you for your time, attention, and support of the Social Justice Minor Program.

1. Outstanding Approval of Curriculum's Core Courses

- SJI's Curriculum Development Team has drafted and submitted for approval syllabi for its two core courses that had not initially been submitted. Both courses have been submitted to CEP for approval.
 - The first, SJUS 200, is its one-credit course offering a real-world seminar experience. The course encourages students to attend out-of-classroom events on campus and in the community that relate to social justice, with a particular focus on topics and themes that meet the learning objective of the Minor. Social Justice Minors are expected to attend 8 lectures, workshops, and other events approved by their advisor. (See Appendix C.)



- The second, SJUS 300, is the capstone course. Students are required to complete a capstone experience, applying the knowledge in their major field of study or within the social justice minor. The capstone experience is to be developed and administered by the major adviser and the social justice faculty adviser. The SJ capstone experience should conform to the requirements for the SAGES capstone. Given the latter requirement, the Curriculum Team co-chairs submitted the latter course to Peter Whiting for review. Peter Whiting has given his support. (See Appendix D.)

2. Sustainability & Financial Concerns

As outlined in the original Proposed New Minor document, there are not significant additional financial costs. However, please, see below the Institute's specific responses to the concerns raised.

- *SJUS 100 Introductory Course Rotation:* In a summer meeting with Dean Taylor and Provost Baeslack, the Institute was asked to submit a 3-year rotation of faculty members who would co-teach the SJUS 100 course so that the Dean and Provost could seek pre-approval for the participation of identified faculty members from the appropriate chairs and deans. The Institute did this, and Dean Taylor has proceeded to secure the requisite approval. The CAS Dean also has agreed to proactively negotiate the terms of participation, on a case-by-case basis for faculty, with support of the Provost. As the initial three-year rotation ends, the Institute will once again – as an established practice – establish its new three-year rotation and with the appropriate administrators once again seek approval from the requisite chairs and deans. This will ensure ongoing coverage of the introductory core course for the Minor Program.
- *Course Rostering & Financial Cost:* The Institute's administrator as the staff person, with help from the Institute Director and the co-chairs of the Curriculum Team (all faculty members), will make sure that the core courses are rostered. This does not require additional support, beyond the payment of staff salary already given.

The aforementioned faculty members – as members of the Leadership Team and Curriculum Team – also will continue to review and assess courses already approved for the Minor Program, as well as potential new courses that could be approved for the Minor Program.

The Director is now considering plans to identify an SJI “academic director” in FY’15 who would oversee this particular function as part of her/his responsibilities, as well as the Institute's ongoing curriculum development initiatives and pedagogical innovation.



The “academic director” will be paid a nominal stipend (about \$4-5,000 annually) either in the form of additional salary or research & travel funds. The Institute can support this for at least the next 2-3 years as we pilot the Minor Program – without additional development dollars, which is anticipated in the future.

- Range of Courses Available to Support the Minor:
 - As specified in the original proposal, the Institute already has identified and approved a critical mass of existing courses that will fulfill the Minor Program. These will be listed on the SJI website so students have a central location to consult for available courses.
 - The Institute also will launch in September a series of “calls for proposals.” The proposals will be due in December 2013, and the announcements of awards will be made in February 2014. One of these CFPs offers “Social Justice Course Re-design” opportunities. The CFP is explicitly for faculty who wish to re-design a course currently in the undergraduate curriculum to include a significant focus on social justice. These courses will maintain a home department designation, and may be cross-listed with a SJUS designation.

Sincerely,

Rhonda Williams, Director of the Social Justice Institute

Susan W. Hinze and Diana Morris, Co-Chairs of the SJI Curriculum Committee

Guidelines for College Consideration of
Proposed New Minor College of Arts and Sciences
November 30, 2012

Attached please find our proposed **Social Justice Minor Program**, complete with a justification for the development of a university-wide curriculum and signature identity for CWRU in Social Justice Studies. Our document has evolved over a two-year planning process, and is a coherent entity highlighting the process of curricular collaboration and innovation, evidence of student appeal, the mission and objectives of the planned curriculum, and details of the requirements for a Minor in Social Justice Studies.

We appreciate the questions posed by the CAS Budget Subcommittee and the CSPSC, and do our best to answer the questions in the order they are proposed in this form---CAS guidelines for college consideration of a new degree program. Please note that there is some overlap between our attached document, and the answers to the questions, below. In sum, we view the potential benefits of our proposal as outweighing potential risks, and hope we have incorporated ample information about financial issues, the attractiveness of our program to students, the potential effect on research and creative activity and reputation, and congruence with the college's strategic plan.

1. How is the proposed program important to the sponsoring department/interdisciplinary program? Discuss the relationship between the proposed new program and current programs (graduate and/or undergraduate), including its impact with respect to allocation of resources.

The proposed program is a stand alone interdisciplinary university-wide program, with no sponsoring department. The program has been developed as part of the CWRU Social Justice Institute, created from the Provost's interdisciplinary Alliance Investment Grants and in line with the University's strategic, interdisciplinary priorities. As a university wide institute, the Social Justice Institute has a mission to advance education, research and community that inspires creative, sustainable, and just solutions to social problems.

The curriculum presented here achieves the first and second goals of the Social Justice Institute: 1.) supporting innovative and synergistic research, scholarship and pedagogy; and 2.) building and supporting social justice leaders.

The relationship between the proposed minor in Social Justice and current programs is synergistic. Our minor has two required SJUS courses: Introduction to Social Justice, and the Social Justice capstone. Hence, some faculty teaching time may need to be reallocated to the required courses from other departments. Since the SJI has already hired two faculty in Social Justice, with plans for 2-3 more, we anticipate some course coverage through the SJI hires. The other four electives are chosen from a list of thoroughly vetted courses that are housed in other departments and approved by faculty and department Chairs as electives for SJUS. We view the program design as a win-win: our SJUS students benefit from the expertise of faculty across the college and university, and the social justice program will draw students into courses housed in other departments thus boosting enrollments for home departments.

If a SJUS required course is taught by a faculty member outside the college, there is potential for a

portion of the tuition to be directed to that faculty's home department depending on the university's formula. The actual amount of monies reallocated would be minimal even in this scenario.

2. What is the perceived need or market for the program?

We share a sentiment expressed from the Office of the Provost and other forums at the University that Social Justice, as a topic and as a Minor, holds great appeal for students from different schools. Members of the curriculum committee have each related interest from students within their schools. For instance, in the School of Nursing, a significant lure for potential undergraduate students and parents is the 10-week community-based immersion experience that focuses on health policy and inequality, culture and ethics. The opportunity to incorporate nursing study in the social justice minor has the potential to be attractive to the same students. In Electrical Engineering and Computer Science within the School of Engineering, a significant cohort of students were excited and intrigued by the possibility of a Social Justice minor. During a College of Arts & Sciences Open House, students and their parents explicitly expressed enthusiasm and interest in a Social Justice program of study.

In addition to this, focus group and survey research was conducted by students in School of Management Professor Susan Case's Managing Diversity and Inclusion class. The research was designed to assess the general CWRU student body interest in social justice as an undergraduate minor and graduate certificate program. Undergraduate students were drawn from the College of Arts and Sciences, Engineering, Nursing, and Weatherhead. With regard to the Social Justice undergraduate minor, strongest interest came from students in the humanities, social sciences, nursing, and WSOM. Many of these students wanted the program to include a field experience as well as international scope. They could see how such an emphasis would be helpful to them in their current areas of study.

Finally, the signature "Introduction to Social Justice" course was taught for the first time during Spring of 2012. Co-taught by Director of the SJI, Dr. Rhonda Williams, and Cellar Professor of Nursing, Dr. Diana Morris, the course achieved full enrollment with N = 18 students and further demonstrates the appeal of the program. Students in the class were from first through fourth years, and from a range of academic backgrounds and majors. Several students were already engaged in an area of social justice, and were eager to learn more about developing problem-solving skills and strategies to their areas of interest; such needs would be addressed through completion of the Social Justice Minor. In addition, most students from the SJUS 100 course expressed an interest in pursuing additional social justice coursework.

Assessing all of this information, the planning team believes that there is substantial existing interest in a Social Justice Minor that would enhance student exposure to social justice issues in the United States and throughout the world and that would develop their skills to become leaders and advocates of change. The team also believes that there is profound potential for teaching students, not fully convinced of its pertinence, about how social justice can enhance their personal, intellectual, and professional lives – no matter what their areas of study.

The interdisciplinary team of faculty on the SJI Curriculum Committee was enthusiastic about program development and found the process intellectually valuable demonstrating faculty interest and potential for future collaborative projects across departments and units.

Beyond the interest of those faculty planning the curriculum is the interest of faculty who were invited to include their course in the review process for the minor.

3. What are the projected costs necessary to mount the program? More specifically, what are the projected needed near- and long-term resources and estimated costs for: faculty, staff, graduate student support, space, university resources (e.g., library needs).

Near term resources have been provided by seed funding from the Provost's Interdisciplinary Alliance Investment Grant (IAIG). Funds from the grant have underwritten the curricular development of the minor, as well as resources for faculty to retool courses in line with the SJ Minor objectives, or create entirely new courses. This initiative is still in process.

The Social Justice Institute has a library budget (KSL) in keeping with their support of the SJI.

In addition, the College has already agreed to support the SJI and its effort to provide an innovative curriculum and new research partnerships. The two new SJI hires (with three additional hires expected) are evidence of this significant contribution. New faculty are contributing to the curriculum by teaching existing courses (e.g., John Flores is co-teaching SJUS 100 in Spring 2013; Tim Black will co-teach in Spring 2014), developing new courses, supervising capstones, and advising students. While the faculty were SJI hires, their respective departments (History and Sociology thus far) have reaped the benefits of having new faculty to support departmental programs. Other faculty across the university have expressed interest in teaching SJUS (e.g., Diana Morris from Nursing co-taught Spring 2012 and is scheduled for Spring 2013), developing new courses, and supervising capstones.

With the exception of the signature course and the capstone experience, the minor thus far draws upon existing courses. As outlined in the attached narrative and noted above, the SJI Curriculum Committee has already engaged in a lengthy process to identify appropriate courses. Existing funds will cover curricular innovation, including the voluntary retooling of existing courses and the creation of brand new courses with an explicit social justice framework that meets the established mission and objectives of the Minor Program.

The cost of the program over the longer term will be partially absorbed by the Social Justice Institute in the form of SJI faculty who are expected to teach approved social justice courses, and SJI staff who can help coordinate Minor matters. Since the College of Arts and Sciences is the lead school in this University-wide initiative, we expect continued support from administration, staff, and faculty for our innovative curricular development. In sum, costs to the college, beyond what has already been promised, are fairly limited for mounting and maintaining the Minor Program. In the future, we do hope to expand the Minor to a Major, as well as offer graduate and professional curricular opportunities. The director is in regular contact with the Dean of the College, as well as central development, as SJI works on a development strategy, plan, and "wish list" (such as undergraduate social justice scholarships) that, if secured, will support the expansion of curricular opportunities in the future.

4. What is the projected income associated with the new program? Identify likely sources and assess the near- and long-term likelihood of raising funds to support the program in such categories as external and internal grants, philanthropy and other non-grant external funding, and tuition.

A Social Justice Minor puts us ahead of the curve relative to our peer institutions (see #5, below) and

could attract potential students. Integrating our social justice mission through the Minor may enhance the overall attractiveness of the Social Justice Institute to potential donors.

5. What are the national and international competitive programs and their resources?

A survey of our peer institutions (Brandeis, Carnegie Mellon, Emory, NYU, University of Chicago, University of Rochester and Washington University) reveals social justice programmatic initiatives but only one curriculum program. Brandeis offers a 15 hour (plus 1 internship) Minor in Social Justice and Social Policy. The others offer a range of programs, including The Center for Social Concern at Johns Hopkins and the Social Justice Center at Washington University.

Implementing a Minor Program at CWRU sets us apart from our peers in a distinctive manner; integrating our Social Justice commitment into the curriculum makes it foundational and provides opportunity for students to “get” social justice at a deeper, broader level than they would if they were simply involved in an occasional social justice program.

In **Appendix A**, we provide detail about program and curricular offerings in social justice in select peer institutions. We also provide information on innovative social justice programs springing up on the national scene. For example, Miami of Ohio, Northeastern Illinois University, ASU and James Madison offer some form of a Minor and/or Major in Justice Studies. Many of these programs and initiatives are housed in specific departmental- or school-based units. For instance, while ASU has a School of Social Transformation that serves as an umbrella and home for an MS in Justice Studies and MA in Social and Cultural Pedagogy, as well as doctoral degrees in Gender Studies and Justice Studies, it is housed in the College of Liberal Arts and Sciences. Miami University’s program is based out of the Sociology Department. The University of Illinois at Chicago recently founded a Social Justice Initiative, complete with plans for faculty cluster hires. Finally, a grant of \$23 million from the Arcus Foundation is funding the Center for Social Justice Leadership at Kalamazoo College. The program is an aspirational model for us, with four full-time staff members, endowed faculty chairs, fellowships for undergraduates and faculty, as well as comprehensive social justice programming for the college community.

6. How does the proposed program: a.) move the college’s strategic plan forward in regard to the goals for undergraduate and/or graduate education; b.) strengthen the discipline through scholarship; c.) foster collaboration across disciplines?; d.) increase attractiveness of the department and college?

The CAS strategic plan highlights our mission of creating skilled and informed citizens who can serve local and national communities through collaboration and service. The Social Justice minor is designed to educate students about the meanings of social justice and how to promote it as informed citizens through their chosen career and life paths. The structure of our program promotes the growth and development of social change leaders. And the content of our Minor fosters collaboration across disciplines. Finally, the social justice minor enhances the attractiveness of the College and University by promoting a program dedicated to creating a democratic society that is diverse, inclusive and equitable.

7. How does the proposed program relate to the university's strategic plan?

The Social Justice Alliance/Institute is one of the four pillars of the 2008 Strategic Plan, and the Minor is an outgrowth of the Social Justice Institute. As a multidisciplinary, multi-school program, the minor includes faculty and students from medicine, dentistry, public health, engineering, law, social work, and the social sciences and humanities. Central to our mission is educating students to become change agents in local, national and international arenas. The Director of the Institute is in conversation with other directors or leaders in social justice at other universities. We view the Minor as a key component of the SJI with the potential to increase diversity on campus and strengthen institutional resources.

8. How will the program contribute to CWRU's reputation regionally, nationally, and internationally?

As outlined in our Social Justice Institute precis, an interdependent 21st century world requires exploration of the social, political, economic, technological, and scientific developments of our diverse and global society. Our academic program requires students to ponder hard questions: what are the impacts of these developments on all people, those with privilege and those without? What kind of society do we want to live in? What is social justice? While Social Justice centers and institutes are springing up at colleges and universities elsewhere, we believe our interdisciplinary curricular approach to the questions raised is truly distinctive. As our signature core course makes clear, we bring multiple views and academic perspectives to the academic table. Students are exposed to cross-disciplinary ways of thinking.

Furthermore, developing a new curricular model in social justice has potential application nationally and internationally. SJI is currently engaged in regional and national networking and development of new models for social justice-related work in higher education. The Minor is an important component of the Institute, and the distinctive interdisciplinary design has potential to enhance the reputation of the college and university. The SJI is the basis of a Case Study to be included in an anthology by Michael Austin in 2013. The chapter, by Rhonda Williams, is titled "A Case Within a Case: Social Justice for Active Citizenship." Finally, students who minor in Social Justice will be conducting applied research and become producers of knowledge, further contributing to CWRU's reputation on the regional, national and international social justice scene.

9. To what extent does the new program reflect a change of departmental priorities and subsequent reallocation of resources?

Since the Minor program is a multi-school interdisciplinary program, the reallocation of resources for one specific department is minimal. However, the SJI Minor program relies upon college level support and benefits for the institute and its proposed goals.

Social Justice Institute Curriculum Development Document
SJ Minor Rubric

JUSTIFICATION FOR MINOR IN SOCIAL JUSTICE

In the Spring of 2010, the CWRU Social Justice Institute (SJI) received funding from the Provost's Interdisciplinary Alliance Investment Grants which were created to advance the University's strategic, interdisciplinary priorities. SJI is a university wide institute whose mission is to advance education, research and community that inspire creative, sustainable, and just solutions to societal problems. The goals of SJI include:

- supporting innovative and synergistic research, scholarship and pedagogy;
- building and supporting social justice leaders;
- forging productive relationships across boundaries within the university and into the community.

In order to achieve the first and second goals, a key component of SJI's IAIG proposal was to address pedagogy and curriculum development in order to develop future social justice scientists, scholars, and leaders. To that end, recruitment of members to the Social Justice Institute's curriculum planning team began during Spring and Summer 2010. The planning team, which has representation from the SJI leadership team, the College, and six of the seven schools, began its work September 2010 and met almost every 2-3 weeks thereafter. The committee includes: Rhonda Y. Williams, SJI Director (CAS, History); David Crampton (MSASS); Susan Case (WSOM); Susan Hinze (CAS, Sociology); Marilyn Mobley, Vice President, Inclusion, Diversity & Equal Opportunity (SJI Leadership Team member and CAS, English); Marc Buchner (CSE); Elliot Posner (CAS, Political Science); John Flores (SJI Leadership Team member and CAS, History); Jennifer Madden (Graduate Student, WSOM); Diana Morris (SON); Scott Frank (SOM); Jonathan Entin (Law).

The proposed Social Justice Minor is the first phase of the broader effort to develop a university-wide curriculum, and by extension a signature identity, for CWRU in social justice studies at the undergraduate and graduate levels. Educating future leaders throughout the university is central to the vision and mission of the Social Justice Institute and its alliance-based work.

Curricular Collaboration & Innovation

Influenced by, and integrated with, the Social Justice Institute's other initiatives and collaborative approach, the foundation of the newly established Social Justice Minor is a cross-disciplinary, team-taught core course that will introduce students to social justice from a range of perspectives. While we have discovered commitment to and expertise in social justice across the schools, we have also come to realize that there are multiple views and academic perspectives on the meanings of social justice and how to promote it. An innovative component of this curriculum is the featured "signature core course," which will introduce students to this cross-disciplinary way of thinking at the outset and promote an intellectual culture of collaboration. This course will weave together the richly diverse contributions of scholars from different disciplines and schools.

Student Appeal

We share a sentiment expressed from the Office of the Provost and other forums at the University that Social Justice, as a topic and as a Minor, holds great appeal for students from different schools. Members of the curriculum committee have each related interest from students within their schools. For instance, in the School of Nursing, a significant lure for potential undergraduate students and parents is the 10-week community-based immersion

Social Justice Institute Curriculum Development Document

SJ Minor Rubric

experience that focuses on health policy and inequality, culture and ethics. The opportunity to incorporate nursing study in the social justice minor has the potential to be attractive to the same students. In Electrical Engineering and Computer Science within the School of Engineering, a significant cohort of students who were excited and intrigued by the possibility of a Social Justice minor. Recently, during a College of Arts & Sciences Open House, students and their parents explicitly expressed enthusiasm and interest in a Social Justice program of study.

In addition to this, focus group and survey research was conducted by students in School of Management Professor Susan Case's Managing Diversity and Inclusion class. The research was designed to assess the general CWRU student body interest in social justice as an undergraduate minor and graduate certificate program. Undergraduate students were drawn from the College of Arts and Sciences, Engineering, Nursing, and Weatherhead. With regard to the Social Justice undergraduate minor, strongest interest came from students in the humanities, social sciences, nursing, and WSOM. Many of these students wanted the program to include a field experience as well as international scope. They could see how such an emphasis would be helpful to them in their current areas of study.

Finally, the signature "Introduction to Social Justice" course was taught for the first time during Spring of 2012. Co-taught by Director of SJI, Dr. Rhonda Williams, and Cellar Professor of Nursing, Dr. Diana Morris, the course achieved a full enrollment with N = 18 student and further demonstrates the appeal of the program. Students in the class were from the first through fourth years, and from a range of academic backgrounds and majors. Several students were already engaged in an area of social justice, and were eager to learn more about developing problem-solving skills and strategies to apply in their areas of interest; such needs would be addressed through completion of the Social Justice Minor. In addition, most students from the SJUS 100 course expressed an interest in pursuing additional social justice coursework.

Assessing all of this information, the planning team believes that there is substantive existing interest in a Social Justice Minor that would enhance student exposure to social justice issues in the United States and throughout the world and that would develop their skills to become leaders and advocates of change. The team also believes that there is profound potential for teaching students, not fully convinced of its pertinence, about how social justice can enhance their personal, intellectual, and professional lives – no matter what their areas of study.

Additional Knowledge and Skills

The Minor program will provide students with opportunities to enhance their major and career choices through curricular efforts and learning experiences designed to help students develop knowledge, skills, and abilities to become thoughtful advocates and leaders of societal change.

Cross-listed Courses & Providing New Frameworks

For the social justice minor, the signature core course is the "new" foundational course. The minor will draw upon existing courses, not only cross-listing them with a social justice identified curricular designation, but strategically grouping those courses under broad areas of concentration to provide students with frameworks for understanding the interconnections between what are often perceived as disparate and disconnected fields of study and inquiry. New courses will be developed and offered as new affiliated Social Justice Institute faculty are hired (underway), and social justice curricular innovation mini-grant and "new scholars" programs are launched (in planning).

Social Justice Institute Curriculum Development Document

SJ Minor Rubric

Academic Advisement for Minor in Social Justice

As a pillar of the university's Forward Thinking strategic plan, the university wide Social Justice Institute (SJI) provides a venue and a creative model for supporting and encouraging pedagogical innovation and curriculum creation. A key component is the responsibility for academic advisement of undergraduate students pursuing a minor in social justice. Existing policy regarding academic advising roles states that academic/ departmental representatives who function as faculty advisors for majors and minors have "specific knowledge of the department; connection with faculty within a department, and knowledge of opportunities for engagement within the department; and familiarity with major/minor requirements" (<http://www.case.edu/provost/ugstudies/year1/FSEMVisitHandout.pdf>). Therefore, academic advisement of undergraduate students seeking a minor in social justice will be based in the Social Justice Institute (e.g. academic department)

The Director of the Social Justice Institute (or a duly appointed representative) will be responsible for academic advisement including the assignment of academic advisers from the Institute's participating faculty for students declaring a minor in social justice. The student will complete and sign a minor declaration form after meeting with the Director to obtain her/his signature and the name of the assigned faculty advisor. The student will then return the form to Office of Undergraduate studies in accordance with current procedures (http://www.case.edu/bulletin/09-11/undergraduate_academic_advising.htm).

The faculty advisor and student will meet (in person, by telephone, or electronically) at least once a semester to discuss the student's minor plan of study and the student's progress, including participation in Institute activities. In addition, the advisor will work with the student to plan, supervise, and evaluate a capstone experience required for the social justice minor. If a student chooses to do his/her social justice capstone concurrently with a required major capstone, the social justice academic advisor will collaborate with the student and the student's major advisor in planning, approving, and evaluating the learning objectives and completion of the capstone activities.

THE CURRICULUM: THE SOCIAL JUSTICE MINOR PROGRAM

Mission

The Social Justice Program prepares students across the university to address national and global inequities. The curriculum will emphasize 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.

Objectives

The Social Justice program will offer courses and other learning experiences designed to help students become engaged, thoughtful, knowledgeable, and skilled citizens. The curriculum will provide students with the opportunities to integrate major and career choices with concerns about social justice. The following are the objectives:

Social Justice Institute Curriculum Development Document

SJ Minor Rubric

1. Students will describe competing perspectives concerning diversity, equality, fairness and human rights in historical and contemporary local and global contexts.
2. Students will evaluate a wide range of academic literatures focused on inequity, discrimination, and exclusion based on age, (dis)ability, ethnicity, gender, immigration status, national origin, race, social class, health status, educational experience, religion, and sexual identity.
3. Students will analyze the role of political and economic systems; power and privilege; and social movements in promoting change.
4. Students will distinguish 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 demonstrate skills to facilitate social change from diverse community, academic, and professional perspectives.
7. Students will critically assess their own understanding of social justice and be sensitive to that of others. This enterprise will include grappling with different ethical, philosophical, and religious traditions. Thus, students will become aware of their place in the world and develop the capacity for critical thinking about social justice.
8. Students will demonstrate the tools necessary to become engaged citizens and active participants in shaping the social world.

Minor Requirements

19 total credits, including the required Signature Core Course, Capstone, and 1-credit "Real World Seminar Experience." Students may count 2 courses toward both their Social Justice Minor and other academic requirements.

Developing a Field of Study

Students will work with a Social Justice faculty advisor to create a program of study. Students will have an opportunity to examine the particular aspects of social justice that concerns them most. Two courses – the introductory signature core course and a capstone – are required (6 credits). For the remaining required credit hours, students will choose one course from each of the (3) three focus areas and an additional elective course from any area.

Signature Core Course: "Introduction to Social Justice: A Case Approach"

Undoubtedly, there are multiple views and academic perspectives on the meanings of social justice and how to promote it. An innovative component of this curriculum is the featured "signature core course," which will introduce students to this cross-disciplinary way of thinking at the outset. This team-taught core course features a case study and experiential learning approach that introduce students to social justice through a range of perspectives.

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Capstone Experience

Students shall complete a capstone experience, applying the knowledge in their major field of study or within the social justice minor. The capstone experience should be developed and administered by the major adviser and the social justice faculty adviser. The SJ capstone experience should conform to the requirements for the SAGES capstone.

Areas of Focus

Areas of focus were delineated based on the three broad areas of concentration to provide students with frameworks for understanding the interconnections between what are often perceived as disparate and disconnected fields of study and inquiry. Existing courses were initially reviewed for the potential to meet the SJ minor objectives. Course faculty of identified courses were asked if they wanted a specific course reviewed for inclusion in the minor. If faculty had an interest, they were asked to complete a survey monkey questionnaire regarding the goodness of fit with the SJ minor objectives. The SJ curriculum committee went through several iterations to review the course syllabus and survey monkey results that included a faculty statement of willingness to list their course and designate the appropriate focus area. The curricular review process is ongoing, and we expect additional courses to be added for approval. Several are in process, and some faculty New courses will be developed and offered as new affiliated Social Justice Institute faculty are hired (new hire Fall 2012), and social justice curricular innovation mini-grant and “new scholars” programs are launched in progress.

Focus 1: “Ethics, Politics, and Economics”

Courses in this focus area draw upon classic and contemporary debates about the origins and evolution of economic, political, and societal arrangements as a starting point for addressing a series of pressing questions such as: Are the existing arrangements just? To what extent are they amenable to change? What are the preferred alternatives, and how can they be realized?

APPROVED LIST OF COURSES

HSTY/ETHS 274 -- Race: The History of an Idea

PHIL 316 Topics in Philosophy--African Political Thought

PHIL 325/425 -- Philosophy of Feminism

PHIL 334/POSC 354/454 -- Political and Social Philosophy

Focus 2: “Social Inequality, Power and Privilege”

Courses in the social inequalities focus area explore the unequal distribution of social resources, and the practice and experience of discrimination, oppression, and exclusion based upon social statuses as a starting point for addressing a series of questions such as: What is a fair distribution of resources? How do cultural practices, social relations, social structures and institutions reproduce, reduce, or eliminate inequalities? What are the consequences of social inequality for health, development, and well-being of individuals and communities? How are distributions and uses of power connected to social inequalities?

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APPROVED LIST OF COURSES

ETHS/WGST/FRCH/ WLIT 335/435 Women in Developing Countries
ETHS 352/WGST African Feminisms
HSTY 208 -- Social History of Crime
HSTY/WGST/ETHS 318 History of Black Women in the U.S.
HSTY 363/463 -- Gender in America
MPHP 306 -- History and Philosophy of Public Health
ORBH 370 - Women in Organizations
RLGN 207 Women and Religion
RLGN 338/WGST 339: Black Women and Religion
SOCI 262 -- Disability in Society
SOCI 302 Race and Ethnic Minorities in American Society
SOCI 326/WGST 326 -- Gender, inequalities, and Globalization
SOCI 349 Social Inequality
SOCI 355/455 -- Law, Social Policy, and Children's Rights
SPAN 342 Feminist Voices in Latin American Literature
WGST/SOCI 201 (x-listed ENGL/PHIL/HSTY/RLGN) -- Introduction to Women's and Gender Studies

Focus 3: Social Movements and Social Change

This focus area centers on the role of collective action in creating social change. It provides students with a foundation in social movement theory and illustrates the significance of public dialogue and civic engagement. This focus will address a series of questions such as: What are competing models of social change? What role have social movements played in U.S. and global history? How do social movements form? How have states responded to social movements? What is the relationship between democracy and social movements? How have different technological innovations advanced or impeded social movements? What are the necessary knowledge and skills to implement social change?

APPROVED LIST OF COURSES

HSTY/ETHS 280 -- History of Modern Mexico
HSTY 381/481 -- City As Classroom
POSC 322 -- Political Movements and Political Participation
POSC 346/446: Women and Politics
RLGN 325 Justice, Religion, and Society: Doing Peace and Justice in Cleveland
SPAN 315 Latin American Cultural Conflicts
SPAN 336/436 Chicano/a Literature and Identity

1-Credit Requirement: Real World Seminar Experiences (Pass/Fail)

This Real World Seminar Experience element encourages students to attend out-of-classroom events on campus and in the community that relate to social justice, with a particular focus on topics and themes that meet the learning objective of the Minor. Social Justice Minors are expected to attend 8 lectures, workshops, and other events approved by their advisor.

The Real World Seminar Experiences course requires students to attend out-of-classroom events on campus and in the community that relate to social justice, with a particular focus on topics

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and themes that meet the learning objectives of the Minor. Social Justice Minors need to attend and report on at least eight of these events over the course of their Minor experience.

Prior to each Fall and Spring semester, the Social Justice Director will appoint one of the Social Justice Undergraduate advisers to coordinate the offering of the Seminar. It is expected that this role will rotate among the Social Justice advisers. If not faculty advisor is available to perform the coordinator's role during a particular semester, then the Director will perform this role by default.

The Seminar Coordinator will work with the Director to select a variety of on-campus and off-campus events that students can use to satisfy the seminar. When feasible these events will be publicized in advance on the Social Justice Institute's website on a web page devoted to the Seminar.

In addition, students may petition to have other events approved. Students will approve the following information: Event Date, Event Time, Event Location, Event Abstract, and a brief description of the Event's Relevance to the topic of Social Justice. The petitions will be forwarded to the Seminar Coordinator for approval.

It is also the Seminar Coordinator's function to maintain a student database that contains event records. The Event Records include an analysis of the event: a) justification; b) specific quotes that talk about the relevance of the program; and, c) raises questions regarding the program event. Each student's Seminar completion status and these reports will be sent to the students. Upon completion of the required eight events, the student will enroll in the next Seminar course to obtain credit.

SJUS 200: Engagement Seminar: Experiential, Community Based Learning
Case Western Reserve University
Syllabus

Course Instructor:

Professor Social Justice Institute Advisor

Contact Information:

XXX

“Being good is easy, what is difficult is being just.”

— Victor Hugo

“Truth never damages a cause that is just.”

— Mahatma Gandhi

Course Description

This one-credit seminar is designed to provide real life engagement with the community, and to facilitate student interaction with themes and topics that meet the learning objectives of the Social Justice Minor. Students will attend a set number of out-of-classroom events on campus and in the community to learn from community members, workers and leaders who are actively experiencing, educating about, and addressing social justice issues. Engagement in the community and with diverse stakeholders is necessary to developing awareness and sensitivity to the context and forms of justice and injustice within socio-political constructs. Further, direct engagement is necessary to begin to synthesize and integrate the knowledge and skills necessary to develop oneself as an active agent for change and responsible citizen. Therefore, emphasis will be placed on observing and analyzing the efficacy of strategies for individual resistance and social action.

Course Objectives

Attendance and participation at out-of-classroom events and real world experiences build on the substantive content of the minor core course, "SJUS 100 Introduction to Social Justice." In addition, student involvement at talks and events will facilitate preparation for the required Social Justice Capstone Project (SJUS 398).

A designated Social Justice Institute faculty advisor will approve 8 lectures, workshops and other events *over the course of the semester* that are deemed in line with the mission of the Social Justice Minor Program. In particular, approved events will help prepare students to address national and global inequities. Approved events will further our curricular mission: emphasis on history, theory and the practice of social justice; the distribution of power, resources and opportunities; and

individual and collective remedies for injustices. The cumulative impact of out-of-classroom experiences at local, national or international levels will promote understanding of one's place in and responsibility to community, country and planet.

Students may not receive credit for events required in other classes. On average, we expect students will spend about 16 hours total at the 8 approved events. A shorter event may have more impact than a longer event; therefore, our goal is 8 different lectures, workshops or events rather than a tally of hours. Those activities must be completed in one semester.

Grading

Students must attend an approved event, and write up a critical reflection on the event. Completion of these requirements will result in a letter grade using the scale A-F. The assignment of grades is left largely to the discretion of the faculty advisor.

SJUS 398: Social Justice Capstone Project
Case Western Reserve University
Syllabus

Course Instructor:

Professor TBA

Contact Information:

XXX

Meeting Time:

TBA

Meeting Location:

TBA

*"The good we secure for ourselves is precarious and uncertain . . . until it is
secured for all of us, and incorporated into our common life."*

Jane Addams

Course Description

SJUS 398 is the culminating, integrative course for the social justice minor. In this course, students will identify and develop a project that addresses a relevant justice issue. Students will apply knowledge from historical and theoretical justice frameworks, and emphasis is placed on critical analysis of the issue. Students will have the opportunity to engage with stakeholders in a community based immersion experience in local, national or international settings. This culmination course is designed to provide students with an opportunity to demonstrate foundational skills facilitating social change from diverse community, academic, and professional perspectives. Finally, students will work to select and perhaps implement remedies such as individual resistance, policy, advocacy and social action, and collective struggle to address the respective injustice.

Course Objectives

There are two major objectives.

First, in line with the objectives of the Social Justice Minor, the capstone is designed to facilitate and support synthesis and integration of social justice knowledge and skills through experiential learning and community engagement. Specifically, students will be aware of and incorporate objectives appropriate to their project from the following list:

1. Students will describe competing perspectives concerning diversity, equality, fairness and human rights in historical and contemporary local and global contexts.
2. Students will evaluate 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 sexual identity.

3. Students will analyze the role of political and economic systems; power and privilege; and social movements in promoting change.
4. Students will distinguish 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 demonstrate skills to facilitate social change from diverse community, academic, and professional perspectives.
7. Students will critically assess their own understanding of social justice and be sensitive to that of others. This enterprise will include grappling with different ethical, philosophical, and religious traditions. Thus, students will become aware of their place in the world and develop the capacity for critical thinking about social justice.
8. Students will demonstrate the tools necessary to become engaged citizens and active participants in shaping the social world.

Second, in line with the SAGES capstone requirements, SJUS 398 will include critical thinking, regular oversight by instructor, periodic written and oral reporting of progress, a final written report describing the project activity, and a final public presentation.

Grading

SJUS 300 is part of the General Education Requirements of the university and therefore must result in a letter grade using the scale A-F.

Required Readings: TBD.

Students are required to read foundational theoretical and methodological works relevant to their project, as well as the substantive literature on their specific social justice topic.