The Social Justice Institute strives to create a just world. We examine the root causes of social injustice and develop innovative solutions by supporting creative research, scholarship, and pedagogy; social justice leaders on and off campus; and relationships within the university and into the community. We work to eradicate all systems of oppression by redistributing and expanding resources and opportunities while exalting human dignity.

We believe in:

• action
• community involvement
• education
• empathetic relationships
• equity
• human dignity
• inclusiveness
• intergenerational collaboration

The Social Justice Institute believes that university communities should be educators and leaders in advancing an inclusive and just society that raises awareness of social injustice; enhances moral courage; promotes critical thinking about power, privilege and equity; and encourages action and equitable solutions.

Undergraduate students from across the university have the opportunity to pursue a minor in Social Justice that prepares them to address local, national and global inequities. An interdisciplinary and flexible approach allows students majoring in the humanities or in STEM fields to address crucial issues in diverse voices. The curriculum emphasizes the history, theory and practice of social justice work; the distribution of power, resources and opportunities; and appropriate individual and collective remedies for social injustice.

**Academic Program Faculty**

Timothy Black, PhD
Associate Professor, Department of Sociology; Interim Director, Social Justice Institute

Susan Dominguez, PhD
Lecturer, Department of English

John H. Flores, PhD
Associate Professor, Department of History; Academic Coordinator, Social Justice Institute

B. Jessie Hill, JD
Judge Ben C. Green Professor of Law; Associate Dean for Academic Affairs, School of Law

Sana Loue, PhD, JD
Professor, Department of Bioethics; Vice Dean for Faculty Development and Diversity, School of Medicine

Marilyn Sanders Mobley, PhD
Professor, Department of English; Vice President for Inclusion, Diversity & Equal Opportunity

Diana L. Morris, PhD, RN, FAAN, FGSA
Florence Cellar Associate Professor of Gerontological Nursing, Frances Payne Bolton School of Nursing; Executive Director, University Center on Aging & Health

Dana Prince, MPH, PhD
Assistant Professor, Jack, Joseph and Morton Mandel School of Applied Social Sciences

**Founder/Inaugural Director**

Rhonda Y. Williams, PhD

The Social Justice minor is a total of 15 credits, including the required core course (SJUS 100 Introduction to Social Justice). In addition to the required course, students must take one course from each Focus Area below, plus one additional elective from any Focus Area.

The courses listed below are accepted toward the minor. Approved electives are added every year; students may request that relevant SAGES seminars be applied for elective credit.

**Focus Area 1: Ethics, Politics and Economics**

Are existing arrangements just? To what extent are current thought systems amenable to change? What are the preferred alternatives and how can they be realized?

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSTY/ETHS 393</td>
<td>Advanced Readings in the History of Race</td>
<td>3</td>
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<tr>
<td>PHIL 316</td>
<td>African Political Thought</td>
<td>3</td>
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<tr>
<td>PHIL 325/425</td>
<td>Philosophy of Feminism</td>
<td>3</td>
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<tr>
<td>PHIL 334/ POSC 354/454</td>
<td>Political and Social Philosophy</td>
<td>3</td>
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<tr>
<td>PHIL 384</td>
<td>Ethics and Public Policy</td>
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**Focus Area 2: Social Inequality, Power and Privilege**

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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<tr>
<td>ETHS/WGST/FRCH/ WLIT 335/435</td>
<td>Women in Developing Countries</td>
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<td>HSTY 208</td>
<td>Social History of Crime</td>
<td>3</td>
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<td>HSTY 257</td>
<td>Immigrants in America</td>
<td>3</td>
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<tr>
<td>HSTY 259</td>
<td>Introduction to Latina/o Studies</td>
<td>3</td>
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<tr>
<td>HSTY/WGST/ETHS 318</td>
<td>History of Black Women in the U.S.</td>
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<tr>
<td>HSTY 363/463</td>
<td>Gender and Sexuality in America</td>
<td>3</td>
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<tr>
<td>MPH 101</td>
<td>Introduction to Public Health</td>
<td>3</td>
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<tr>
<td>ORBH 370</td>
<td>Women and Men as Colleagues in Organizations</td>
<td>3</td>
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<tr>
<td>RLGN 338/WGST 339</td>
<td>Black Women and Religion</td>
<td>3</td>
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Focus Area 3: Social Movements and Social Change

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 knowledge and skills are necessary to implement social change?

HSTY/ETHS 280 History of Modern Mexico 3
HSTY 381 City as Classroom 3
POSC 322 Political Movements and Political Participation 3
POSC 346/446 Women, Power, and Politics 3
SASS 369 Social Networking and Community Organizing in the 21st Century 3
SOCI 328 Urban Sociology 3
SOCI 380 Social Movements and Social Change 3
SPAN 315 Latin American Cultural Conflicts 3

Courses

SJUS 100. Introduction to Social Justice. 3 Units.
Concepts of and quests for justice, and struggles against injustice, have shaped human understanding, relationships, and behavior for centuries. Individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. Probing broad questions, this signature core course will encourage students to think critically and expansively about the social world and the conditions of humanity. The course will provide a foundational exploration of social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to assess inequality and injustice and address historical and contemporary issues. Following an interdisciplinary, case-study approach, featuring faculty from different schools and departments at CWRU, this course also will provide students with multiple frameworks for understanding the interconnections between what are often perceived as disparate and disconnected fields of study and inquiry. Three primary questions guide the course: What is social justice? Why does social justice matter? What can be done? Counts for CAS Global & Cultural Diversity Requirement.

SJUS 200. Social Justice Engagement Seminar: Experiential, Community Based Learning. 1 Unit.
SJUS Engagement Seminar: Experiential, Community Based Learning. This one-credit seminar is designed to provide real life engagement with the community, and to facilitate student interaction with themes and topics related to Social Justice. 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, and emphasis will be placed on observing and analyzing the efficacy of strategies for individual resistance and social action. Prereq: SJUS 100.

SJUS 398. Social Justice Capstone Project. 3 Units.
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. Counts as SAGES Senior Capstone. Prereq: SJUS 100.