

MEMORANDUM

TO: CAP

FROM: Steering Committee

RE: Proposed Social Justice Minor

DATE: March 2020

Background: Faculty members in the School of Humanities and Social Sciences have developed the linked [proposal](#) for a new Social Justice minor, in accordance with the [Minors Approval Process](#) policy. The next step is a review by CAP.

Charge: Steering asks the Committee on Academic Programs (CAP) to review the proposal and deliver a final recommendation that indicates concurrence or non- concurrence with the proposal.

Testimony Tier: Tier I

The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

Timeline: CAP should review this proposal by May 2020.

TCNJ Governance Processes

Step 1–Steering issues a charge

Step 2-Governance prepares a Preliminary Recommendation

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or

solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

Step 3—The Relevant Stakeholders provide Testimony

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see below) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

Step 4—Governance prepares a Final Recommendation

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must re-submit a preliminary recommendation to the campus community. When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Step 5—Steering considers the Final Recommendation

Step 6—The Provost and/or President and Board consider the Final Recommendation

Step 7—Steering notifies the Campus Community Testimony

For a complete description of all steps and of the testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21–24.




School of Humanities and Social Sciences
Jane L. Wong, Dean

March 2, 2020

TO: William Keep, Steering Committee Co-chair
Shaun Wiley, Steering Committee Co-chair

C: Jennifer Palmgren, Assistant Provost

FROM: Jane Wong, Dean, School of Humanities and Social Sciences 

RE: Proposal for a new Interdisciplinary Minor in Social Justice Studies

I am pleased to present this proposal for a new Interdisciplinary Minor in Social Justice Studies for consideration by the Committee on Academic Programs (CAP). The proposal has been reviewed and supported by the Department Chairs of each unit that could contribute to the minor. Emails from these Chairs articulating their support are attached.

Thank you in advance for your consideration. Please let me know if you should need additional information.

The College of New Jersey
New Minor Approval or Change in Minor

Name of Minor: Social Justice

Term Effective Date: Fall 2019

Home School: Humanities and Social Sciences

Home Department: African American Studies

Type of Approval

New Minor within a Department

New Interdisciplinary Minor

Modification of Existing Minor

Deactivation of Existing Minor (no replacement)

Briefly describe the minor and its requirements. For interdisciplinary minors, list other departments and schools with courses included in the minor.

The social justice minor offers students the opportunity to think critically about structural inequalities and injustices, and to develop strategies for creating and sustaining an equitable and just world. This interdisciplinary minor introduces students to the complexity of social justice issues and helps them develop an intersectional framework that recognizes ways in which various forms of oppression and privilege interact, and how oppressive systems such as racism and sexism are intricately connected. Minors will be able to recognize inequalities and will gain the skills to address unjust practices in a variety of settings. The minor is especially appropriate for students who anticipate working in advocacy roles in nonprofit organizations, in local communities, or in governmental organizations.

The proposed interdisciplinary minor combines course work with community-engaged learning experiences. A total of five courses is needed in order to fulfill the requirements of the social justice minor. The minor consists of three components: (1) an introductory course, (2) two courses that introduce intersectional approaches to social justice issues, one of which centers on gender/sexuality and the other on race/ethnicity, then 3) two courses at the 300-level from a list of approved course offerings. Minors will also fulfill a community engagement requirement, either ACEL or an equivalent experience. The ACEL requirement can be met through a course with ACEL approval, or with a CEL Council-approved individual project within a course, self-designed ACEL independent study, or other CEL Council approved experience.


The list of approved courses are housed in African American Studies, Communication Studies, Criminology, English, History, Philosophy, Political Science, Psychology, Public Health, Sociology/Anthropology, and Women's, Gender, and Sexuality Studies. Other 300 or 400-level courses across the disciplines, independent study, independent research, and internships may count towards the minor with the approval of the Social Justice minor committee.

Initial Approval

In the case of new minors, the signatures indicate that all affected units within a school have reviewed the attached proposal, and that the attached proposal includes a detailed outline of the curriculum and needed

resources such as: a. faculty and support of instruction for all units involved; b. library resources; c. equipment, laboratory support, and computer support; and d. facilities for all units involved. If the minor does not involve courses outside the home department, the proposal is submitted to the Steering Committee after this step.

Email threads indicating approval of the chairs of all departments whose courses are approved for the minor are attached. Because the chairs of African American Studies and Women's, Gender, and Sexuality Studies collaborated in the design of this minor, no email threads are included for these two departments.



Department Chair

4/30/19

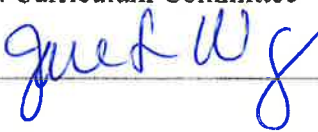
Date



School Curriculum Committee

2/17/2020

Date



Dean

2/18/2020

Date

ENDORSEMENTS FOR SOCIAL JUSTICE MINOR PROPOSAL

Alan Dawley Center for the Study of Social Justice

From: **Li, Rebecca S. K.** <lirebecc@tcnj.edu>
Date: Mon, Feb 4, 2019 at 6:27 PM
Subject: Re: DRAFT - proposal for Social Justice minor
To: Brown-Glaude, Winnifred <wbrown@tcnj.edu>

Hi Winnie,

I think the proposal looks really good. The curriculum looks solid. I can see that some of the courses in the interdisciplinary concentration, such as those from Business and Economics, would not fit into any one of the domains and I think it makes sense. I think it looks good! Thanks for putting this together. I look forward to having this minor for our students!

Best,
Rebecca

On Mon, Jan 28, 2019 at 11:49 AM Brown-Glaude, Winnifred <wbrown@tcnj.edu> wrote:

Dear Rebecca,

Happy New Year!

As you know, Janet Gray, Michael Nordquist and I have been working on a proposal for a Minor in Social Justice. The goal is to accompany or replace (with your permission, of course) the social justice concentration with this minor, which will have an intersectional focus. Mary Connito Coville (AAS/Criminology) has graciously agreed to develop an "Introduction to Social Justice" course which will be a 100 level course and serve as one of the core courses.

Attached you will find the draft proposal. Please review and let me know your thoughts. I would like to present this proposal to the HSS curriculum committee this spring so your feedback is greatly appreciated.

Best,

Winnie

--

Winnifred Brown-Glaude, PH.D.

Chair, Department of African American Studies

Associate Professor of African American Studies and Sociology & Anthropology

Office: Social Science Building room 310

Communication Studies Department

This is my course! I'm very happy that you have picked COM 411. You have my full approval :) Also, it's really cool that you are proposing a social justice minor. So important and timely!

BTW, this course fulfills both BSCP and Race/Ethnicity requirements.

Thank you!

Yifeng

--

"Drink tea, feel better."

Yifeng Hu, Ph.D.

Associate Professor

Chair, Department of Communication Studies

Kendall Hall, Room 238

The College of New Jersey

2000 Pennington Road

Ewing, NJ 08628-0718

Tel: 609-771-2373

Criminology Department

On Thu, Feb 7, 2019 at 11:45 AM Leigey, Margaret <leigeym@tcnj.edu> wrote:

Absolutely



On Thu, Feb 7, 2019 at 10:51 AM Brown-Glaude, Winnifred <wbrown@tcnj.edu> wrote:

Dear Maggie,

We are attaching a proposal we have developed for a minor in Social Justice, to be housed in the African American Studies Department. As you will see in the proposal, students need to select two 300-level electives from departments across the School of Humanities and Social Sciences. In order to proceed with the proposal, we need the approval of the chairs of these departments. We have selected the following courses from your department, based on their relevance to social justice topics and their potential availability to students:

CRI 352 Race and Crime

Do we have your approval? If you have reservations or foresee any problems with including these courses, please let us know.

With thanks,

Winnifred Brown-Glaude
Janet Gray
Michael Nordquist

English Department

Dear Glenn,

We are attaching a proposal we have developed for a minor in Social Justice, to be housed in the African American Studies Department. As you will see in the proposal, students need to select two 300-level electives from departments across the School of Humanities and Social Sciences. In order to proceed with the proposal, we need the approval of the chairs of these departments. We have selected the following courses from your department, based on their relevance to social justice topics and their potential availability to students. While all of these courses are cross-listed with either WGS or AAS, some are housed within your department, and their availability will depend upon your department's scheduling.

CMP 321/WGS 321 Gender and Disability: Literary Perspectives

LIT 313/WGS 341 Queer Literature

LIT 315/WGS 320 Men and Masculinities: Literary Perspectives

LIT 316/WGS 376 Global Women Writers
LIT 334/WGS 360 Literature by Latinas and Latin American Women
LIT 377/AAS 377 African American Literature to 1920
LIT 378/AAS 378 African American Literature 1920-1980
LIT 379/WGS 379 Asian American Literature

Do we have your approval? If you have reservations or foresee any problems with including these courses, please let us know.

With thanks,

Winnifred Brown-Glaude
Janet Gray
Michael Nordquist

Steinberg, Glenn <gsteinbe@tcnj.edu>

You have my approval. I have no reservations and foresee no problems with including these courses in the Social Justice minor.

Philosophy Department

Dear Janet and Winnie,

Yes, my department does approve the inclusion of PHL 375/Law and Ethics into the social justice minor.

With best wishes,
Pierre

Political Science Department

On Thu, Feb 7, 2019 at 11:18 AM Bowen, Daniel <bowend@tcnj.edu> wrote:
Hi Winnie,

Absolutely! Those are good suggestions. I would also recommend POL 321 Civil Rights and Civil Liberties, which, while somewhat technical, deals extensively with how US law has evolved over time on core issues related to social justice (racial, gender, and religious discrimination, freedom of expression, and government restrictions on property and land use, among other important topics).

Best wishes to you on the minor!

best,
Dan

To: Bowen, Daniel <bowend@tcnj.edu>

Oh Wonderful! I will add it and thanks for your support!

Winnie

Daniel Bowen
Associate Professor and Chair
Department of Political Science
The College of New Jersey
219B Social Sciences Building
bowend@tcnj.edu
609.771.2747

On Thu, Feb 7, 2019 at 10:58 AM Brown-Glaude, Winnifred <wbrown@tcnj.edu> wrote:

Dear Dan,

We are attaching a proposal we have developed for a minor in Social Justice, to be housed in the African American Studies Department. As you will see in the proposal, students need to select two 300-level electives from departments across the School of Humanities and Social Sciences. In order to proceed with the proposal, we need the approval of the chairs of these departments. We have selected the following courses from your department, based on their relevance to social justice topics and their potential availability to students:

POL 328 State and Local Government in New Jersey 1 course unit
POL 372 History of American Political Ideas 1 course unit
POL 323 Law and Society

Do we have your approval? If you have reservations or foresee any problems with including these courses, please let us know.

With thanks,

Winnifred Brown-Glaude
 Janet Gray
 Michael Nordquist

History Department

From: Paces, Cynthia <paces@tcnj.edu>
 Date: Thu, Feb 7, 2019 at 2:55 PM
 Subject: Re: Courses towards a newly proposed Social Justice Minor
 To: Brown-Glaude, Winnifred <wbrown@tcnj.edu>

That sounds great, Winnie. Congratulations on an amazing event last night. I still have chills.

Cynthia

On Thu, Feb 7, 2019 at 10:44 AM Brown-Glaude, Winnifred <wbrown@tcnj.edu> wrote:

Dear Cynthia,

We are attaching a proposal we have developed for a minor in Social Justice, to be housed in the African American Studies Department. As you will see in the proposal, students need to select two 300-level electives from departments across the School of Humanities and Social Sciences. In order to proceed with the proposal, we need the approval of the chairs of these departments. We have selected the following courses from your department, based on their relevance to social justice topics and their potential availability to students:

HIS 375 Race and Gender in the Antebellum South
 HIS 384/WGS 303 Women in the 20th Century US
 HIS 385/WGS 302 Women in the US to 1900
 HIS 397/WGS 340 Gay and Lesbian History
 HIS 388 Environmental History
 HIS 367 From Civil Rights to Human Rights in US History

Do we have your approval? If you have reservations or foresee any problems with including these courses, please let us know.

With thanks,

Winnifred Brown-Glaude
 Janet Gray
 Michael Nordquist

Psychology Department

On Thu, Feb 7, 2019 at 10:56 AM Dahling, Jason <dahling@tcnj.edu> wrote:
Yes, very happy to support! Please share when the minor is approved so that I can publicize to PSY majors.

Best,
Jason

On Thu, Feb 7, 2019, 10:54 AM Brown-Glaude, Winnifred <wbrown@tcnj.edu> wrote:
Dear Jason,

We are attaching a proposal we have developed for a minor in Social Justice, to be housed in the African American Studies Department. As you will see in the proposal, students need to select two 300-level electives from departments across the School of Humanities and Social Sciences. In order to proceed with the proposal, we need the approval of the chairs of these departments. We have selected the following courses from your department, based on their relevance to social justice topics and their potential availability to students:

PSY 350 Psychology of Women
PSY 355 Psychology of Power, Oppression, and Privilege

Do we have your approval? If you have reservations or foresee any problems with including these courses, please let us know.

With thanks,

Winnifred Brown-Glaude
Janet Gray
Michael Nordquist

Public Health Department

Gray, Janet
<gray@tcnj.edu>
To Brenda

So we have your approval to list PBH 376?

Seals, Brenda
<sealsb@tcnj.edu>

to me

Yes, I thought I was clear but this is good, THANKS! Brenda

Sociology/Anthropology Department

From: Brown-Glaude, Winnifred <wbrown@tcnj.edu>
 Date: Thu, Feb 7, 2019 at 11:02 AM
 Subject: Re: Request to use courses towards a proposed Social Justice Minor
 To: Shakow, Miriam <shakowm@tcnj.edu>

Thank you Miriam!

W

On Thu, Feb 7, 2019 at 11:00 AM Shakow, Miriam <shakowm@tcnj.edu> wrote:
 Dear Colleagues,

I am happy to give my approval for all of these courses to count as an elective for the social justice minor.

You also have my approval as Chair to include the following ANT courses, which are taught with an emphasis on social justice, as elective options for the minor, if you see fit:
 ANT 311 Women and Migration
 ANT 315 Ethnicity, Race, and Nation
 ANT 335 Global Urbanization
 ANT 340 Social Change in Latin America
 ANT 371 Culture, Health and Illness

Take care,

Miriam

On Thu, Feb 7, 2019 at 10:48 AM Brown-Glaude, Winnifred <wbrown@tcnj.edu> wrote:

Dear Miriam,

We are attaching a proposal we have developed for a minor in Social Justice, to be housed in the African American Studies Department. As you will see in the proposal, students need to select two 300-level electives from departments across the School of Humanities and Social Sciences. In order to proceed with the proposal, we need the approval of the chairs of these departments. We have selected the following courses

from your department, based on their relevance to social justice topics and their potential availability to students:

SOC 303 Women in World Perspective
SOC 334 Gender in US Society
SOC 345 Pollution, Inequality, and the Environment
SOC 310 Urban Youth Deviance
SOC 365 Poverty and Welfare in the US
SOC 315 Racism, Power, and Privilege
SOC 340 Class, Status, and Power
SOC 345 Inequality, Pollution and the Environment
SOC 320 Community, City, and Suburb
SOC 336 Social and Cultural Change

Do we have your approval? If you have reservations or foresee any problems with including these courses, please let us know.

With thanks,

Winnifred Brown-Glaude
Janet Gray
Michael Nordquist

Proposal to Establish
A Minor in Social Justice Studies
School of Humanities and Social Sciences

Sponsoring Departments: African American Studies, Women's, Gender and Sexuality Studies,
Center for Community Engaged Learning and Research

Sponsoring Faculty: Winnifred Brown-Glaude, PhD., African American Studies
Janet Gray, PhD., Women's, Gender and Sexuality Studies
Michael Nordquist, PhD., Center for Community Engaged Learning and Research.

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The Proposed Minor: An Overview

Rationale

The scholarly exploration of the causes of inequality, oppression, minoritization, and social hierarchization has long been at the heart of the social sciences and humanities. In fact, much of the history of pre-disciplinary systematic knowledge creation was based on the observation that social hierarchies not only existed, but had a history, consequences, and could change and be changed. Plato's *Republic*, for instance, can be understood as an extended treatise not just on justice and politics, but on understanding, critiquing, and laying groundwork to change the social arrangement of difference in a community.

Since at least the 1960s, the introduction of social justice courses, certificates, minors, majors, and graduate programs has connected the study of social difference and its consequences with tools, experience, trainings, and skills to affect their arrangements. As of 2017, more than 100 institutions of higher education offer minors, majors, masters, or doctoral degrees in social justice or social justice education. These institutions include public and private, small to large, coastal and central United States, regional and global. In New Jersey, all three Rutgers campuses, Kean, William Paterson, Saint Peter's, Fairleigh Dickinson, and Monmouth all have social justice minors or majors, with Rutgers-New Brunswick offering graduate study opportunities in social justice as well.

Since 2012, TCNJ has offered an Interdisciplinary Concentration in Social Justice. For fairly well-established reasons, however, interdisciplinary concentrations have not provided the flexibility and adaptability for students to integrate them into their schedules, particularly after the first year. Because of this, enrollment has been low in all concentrations (33 students overall), including the Social Justice concentration (3 students in Spring 2018) While there is a clear interest among TCNJ students in social justice, the structure of the Interdisciplinary Concentration is prohibitive.

In contrast, as of Spring 2018, 1,192 students are enrolled in minors across TCNJ. Minors have fewer classes (5 instead of 7) and as such have been more flexible for students. Additionally minors do not put additional pressure on students or faculty for capstone experiences adding to their attraction. Minors are widely recognized outside of academia, and are therefore useful in establishing the credentials of TCNJ graduates.

A Need and an Opportunity

In recognition of the limited availability of academic opportunities for students to pursue the study of social justice, the co-sponsors of this proposal have designed a social justice minor to address the growing demand for social justice education. Social justice education is implicit in TCNJ's mission of developing its students as "responsible citizens" empowered to "sustain and enhance their communities both locally and globally." Concern for social justice is institutionalized in a variety of ways through established programs at the college, including:

- The Liberal Learning requirements for Civic Responsibilities (Race/Ethnicity, Gender, and Community Engagement), which contribute to the distinctive nature of a TCNJ education;
- The Center for Community Engaged Learning and Research with its Bonner Community Scholars program, a national exemplar, and its efforts to connect TCNJ with the diverse individuals and groups in and around campus through Community Engaged Learning;
- The Alan Dawley Center for the Study of Social Justice, which to date has had limited resources for impacting student education;
- The Center for Social Justice and the Arts, an unfunded and independently managed initiative housed in the School of the Arts and Communication and facilitated by Dr. Colleen Sears;
- The Center for Ethics and Innovation, overseen by Dr. Kevin Michels, housed in the School of Business;
- The Social Justice House, an on-campus residential community that provides residents with educational and experiential social justice enrichment activities;
- The Equal Opportunity Fund, Cooperman Scholars program, Disability Support Services, and other initiatives for supporting students from underserved communities.

In more recent years, an explicit focus on Social Justice has emerged through a number of new initiatives. Most prominently, in 2017, student organizing led to the creation of the Advisory Commission on Social Justice, charged with examining the college's history "with regard to race relations and social justice," reflecting on how that history impacts educational attainment, and making sustainable recommendations. Less formal initiatives with a social justice emphasis include Sustained Dialogue groups and the Opportunity Gap Learning Community, as well as Community Conversations and the Anti-Racism and Inclusion initiative, which have helped to amplify student voices. In Student Affairs, the Diversity and Inclusion Office has begun a series of conversations--Lions Hours and Critical Conversations--designed to address ongoing and emergent social justice concerns of students, both on- and off-campus.

The Social Justice minor will provide an academic component to TCNJ's capacity to advance the study and practice of social justice, and supports the advancement of the College's mission and strategic plan. TCNJ already has a broad, transdisciplinary range of courses that address social justice; the minor will bring these dispersed curricular components together into a cohesive student experience, flexible enough for students across multiple majors to pursue, and enhanced by introductory courses offering the critical perspectives and practical skills that will empower students as change agents.

As an institution of higher education committed to empowering its students, staff, and faculty "to sustain and enhance their communities both locally and globally," establishing and offering academic opportunities to learn about and practice this is essential. By preparing students with the knowledge and skills to address some of our most pressing contemporary problems in critically informed and well-practiced ways, we will further the mission of the college while

empowering students now and in the future to create change in their personal and professional lives.

The creation of a social justice minor will provide a signal to prospective and current students regarding TCNJ's commitment to diversity, not just as an admissions priority but as a serious intellectual endeavor. The creation of a social justice minor will directly support the first priority of TCNJ's Strategic Plan, and its first goal, making "inclusiveness and diversity a part of planning and daily operations." The social justice minor will not only integrate diversity and inclusion, but will also provide an academic platform for students to learn and apply the skills and knowledge needed to work for diversification and inclusion.

The social justice minor aligns with the School of Humanities and Social Sciences 2017-2022 strategic plan and vision to "offer a rigorous education in the humanities and social sciences within a dynamic, collaborative, and inclusive community of learners." It is consistent with HSS belief in the "transformative power of a liberal arts education to develop analytical, critical, and creative thinkers, conscientious and active global citizens, and lifelong learners and leaders."

Description

The social justice minor offers students the opportunity to interrogate and think critically about structural inequalities and injustices, and to develop strategies for creating and sustaining an equitable and just world. This interdisciplinary minor introduces students to the complexity of social justice issues and helps them develop an intersectional framework that recognizes ways in which various forms of oppression and privilege interact, and how oppressive systems such as racism and sexism are intricately connected. Minors will be able to recognize inequalities and will gain the skills to address unjust practices in a variety of settings. The minor is especially appropriate for students who anticipate working in advocacy roles in nonprofit organizations, in local communities, or in governmental organizations

The proposed interdisciplinary minor combines course work with community-engaged learning experiences. A total of five courses is needed in order to fulfill the requirements of the social justice minor. The minor consists of three components: (1) an introductory course with a FYCEL component, (2) two courses that introduce intersectional approaches to social justice issues, one of which centers on gender/sexuality and the other on race/ethnicity, then 3) two courses at the 300-level from a list of approved course offerings (see list below). Other courses across the disciplines, certain FSPs, independent study, independent research, and internships may count towards the minor with the approval of the Social Justice minor committee. Minors will also fulfill a community engagement requirement, either ACEL or an equivalent experience. The ACEL requirement can be met through a course with ACEL approval, or with a CEL Council-approved individual project within a course, self-designed ACEL independent study, or other CEL Council approved experience.

Performance Goals and Outcomes

In accordance with the *learning goals of the School of Humanities and Social Science*, students who complete the Social Justice minor will:

- Develop information literacy
- Learn how to read and think analytically
- Solve problems creatively
- Work with diverse partners
- Communicate effectively in speech and writing
- Use technology wisely

Additionally, and in accordance with the *learning goals of the Departments of African American Studies and Women's, Gender, and Sexuality Studies*, students who complete the Social Justice minor at TCNJ will have learned to use multidisciplinary perspectives to:

- Articulate how the constructs of race, gender and sexuality have been developed and used in historical and contemporary contexts to define human beings and establish hierarchical relationships between them
- Explain global constructions of race, gender and sexuality
- Describe and critique theoretical and applied models for analyzing and dismantling racialized and gendered hierarchies
- Develop strategies that address problems resulting from these racialized and gendered hierarchies
- Demonstrate knowledge of the strengths and weakness of the theoretical model, Intersectionality
- Articulate how an intersectional lens helps enhance our understanding of human experiences and challenges

Finally, in accordance with the learning outcomes of Community Engaged Learning established through the Community Engaged Learning Council, students who complete the Social Justice minor will be able to:

- Identify the causes of significant social issues
- Engage as part of diverse communities in culturally and contextually appropriate ways
- Analyze and address social issues using disciplinary and/or course-based knowledge and skills
- Identify how systems of privilege and oppression affect individual and group opportunities and experiences
- Actively contribute to sustaining and enhancing communities as members of local, regional, national, and global communities
- Demonstrate goals to live a life of critically informed community engagement

Minor Requirements

Social Justice minors will complete five courses: three core courses and two electives at the 300 level or above. Minors must also complete an Advanced Community Engaged Learning (ACEL) requirement. These components of the minor are described below.

Core Courses

Social Justice minors will complete the following core courses:

1. AAS/WGS 150 Introduction to Social Justice
2. WGS 200 Introduction to Women's, Gender, and Sexuality Studies
3. HIS 190/AAS 282 US Race Relations OR SOC 281/AAS 281 Sociology of Race in the US

Electives

Students will choose two courses at the 300 level or above, one each from two of the following domains: (1) Intersectionality: Race/Gender/Sexuality; (2) Environment/Environmental Justice; (3) Justice and the Law; (4) Class and Inequality. Approved existing courses for each of these domains are listed below. Other 300- or 400-level courses across the disciplines, independent study, independent research, and internships may count towards these domains with the approval of the Social Justice minor committee.

Domain 1: Intersectionality: Race/Gender/Sexuality

AAS 335/LIT 335/WGS 335 Caribbean Women Writers
AAS 375/WGS 365 Black Feminist Thought
AAS 376/HIS 365/WGS 361 African American Women's History
AAS 321/JPW 321 Race, Gender, and the News (ACEL)
ANT 311/WGS 381 Women and Migration
ANT 315 Ethnicity, Race, and Nation
CMP 321/WGS 321 Gender and Disability: Literary Perspectives
COM 411 Intercultural/Racial Communication (BSCP) (ACEL)
HIS 375 Race and Gender in the Antebellum South
HIS 384/WGS 303 Women in the 20th Century US
HIS 385/WGS 302 Women in the US to 1900
HIS 397/WGS 340 Gay and Lesbian History
LIT 313/WGS 341 Queer Literature
LIT 315/WGS 320 Men and Masculinities: Literary Perspectives
LIT 316/WGS 376 Global Women Writers
LIT 334/WGS 360 Literature by Latinas and Latin American Women
LIT 377/AAS 377 African American Literature to 1920
LIT 378/AAS 378 African American Literature 1920-1980
LIT 379/WGS 379 Asian American Literature
PSY 350 Psychology of Women
SOC 303 Women in World Perspective
SOC 315 Racism, Power, and Privilege

SOC 334 Gender in US Society
WGS 342 LGBTQ Issues in K-12 Education
WGS 343 Queer Studies
WGS 344 Transgender Studies
WGS 350 Gender Equity in Education (ACEL)
WGS 375 Transnational Feminisms

Domain 2: Environment/Environmental Justice

HIS 388 Environmental History
SOC 345 Pollution, Inequality, and the Environment
WGS 374 Ecofeminism (ACEL)

Domain 3: Justice and the Law

AAS 362/WGS 362 History of Black Lives Matter
CRI 352 Race and Crime
HIS 367 From Civil Rights to Human Rights in US History
PBH 376 Health Systems, Administration, and Policy
PHL 375 Law and Ethics
SOC 310 Urban Youth Deviance
WGS 330 Gender and Public Policy
POL 328 State and Local Government in New Jersey
POL 372 History of American Political Ideas
POL 323 Law and Society

Domain 4: Class and Inequality

ANT 340 Social Change in Latin America
ANT 335/Global Urbanization
ANT 371 Culture, Health and Illness
ANT 377 Disparities in the U.S. Health System
PSY 323 Poverty, Mental Health, and Well-Being (ACEL)
PSY 355 Psychology of Power, Oppression, and Privilege
SOC 365 Poverty and Welfare in the US
SOC 315 Racism, Power, and Privilege
SOC 340 Class, Status, and Power
SOC 320 Community, City, and Suburb
SOC 336 Social and Cultural Change

ACEL Component

Social Justice minors can meet the ACEL requirement in any of the following ways:

A course with ACEL approval
ACEL-by-Contract options (pending approval)

Courses with existing ACEL approval are identified in the list of electives above. Students should check with the instructor to assure that the ACEL component will be included during the semester for which they intend to enroll in the course.

ACEL-by-Contract is a process by which students and instructors may design an individual ACEL project either within a course or independently and receive approval and support from the ACEL Council (similar to Honors-by-Contract). See the attached “**ACEL-by-Contract Draft Proposal.**” Implementation of ACEL-by-Contract is expected by fall 2020.

Students taking ACEL courses that are not listed above may seek the approval of the Social Justice advisory committee for counting those courses, or the ACEL component, toward the Social Justice minor.

Resources

a. Faculty and Support of Instruction

The proposed minor is a truly interdisciplinary one that utilizes resources and faculty expertise from the fields of African American Studies, Women’s, Gender, and Sexuality Studies, English, History, Sociology/Anthropology, Psychology, Political Science, Philosophy, Criminology, Communication Studies, Journalism, and Public Health. Once the minor is approved, advisory committee members will be recruited from among the faculty across these disciplines who teach courses that count toward the minor.

The position of coordinator of the Social Justice minor will be a rotating service role for faculty in African American Studies. The faculty member who serves as the coordinator may receive a course release to provide coordination across multiple departments for scheduling, as well as advising current and prospective minors (and potentially self-designed majors). The administrative duties of such a coordinator do not merit a full course release each year; however, coordinating and advising difficulties in existing multidisciplinary minors indicate that some form of release could be warranted. The Coordinator, after serving for two years in that role, may apply to the Dean for a course release in the third year if documentation of the work put forth justifies such a release.

b. Library

The TCNJ Library houses the library materials and services supporting all of The College of New Jersey’s programs. Current resources are sufficient for the social justice minor.

c. Equipment, Laboratory and Computer Support

The Social Justice minor is well served by the College’s existing equipment.

d. Facilities

The minor will be housed in the department of African American Studies and would require no further facilities.