

ACADEMIC PROGRAM REVIEW: SELF-STUDY REPORT

Name of Program: Democracy and Justice Studies

Program Chair: Andrew Austin

Date Report Completed: April 1, 2016

Date of Last Program Review:

Overview

Democracy and Justice Studies was inaugurated in 2011-2012 academic year. To meet the ever-changing challenges of problem-focused, interdisciplinary education, the faculty of the long-standing Social Change and Development program changed the problem focus of the unit from questions of why and how societies and cultures around the world change to exploring diverse ideals and practices of democracy and justice in the United States and our nation's relationship to the world. This shift in focus demanded a substantial revision in mission and curriculum, which in turn compelled a change in the name of the program. Also during this period, Democracy and Justice Studies underwent a significant change in personnel. The expertise and energy of new faculty inspired further changes in curriculum, direction, and emphases. This self-study report represents Democracy and Justice Studies first program review and is a comprehensive description and explanation of the curriculum, assessment tools and program outcomes, enrollment trends, student accomplishments, and faculty development. The review concludes with an eye to the future of the program.

Mission

Democracy and Justice Studies explores diverse ideals and practices of democracy and justice in the United States and the world through interdisciplinary social and historical studies.

Democracy and Justice Studies students look at how people past and present have sought in various ways to sustain and change political, economic, cultural, and social orders. We ask why and how societies develop and whether their political, economic, cultural and social relations and activities promote justice, freedom, equality, and democracy. By cultivating critical thinking and problem-focused thinking, we enable students to become engaged citizens and professionals.

Democracy and Justice Studies encourages students to put democracy and justice into action in the classroom, in internships, in research projects, in their volunteer lives, and in their eventual career choices. This program thus offers wide-ranging educational challenges and provides students with broadly applicable learning experiences useful for many career paths. Democracy and Justice Studies as a major is encouraged and appropriate for individuals interested in graduate work in the social sciences, law school, journalism, international business, and a variety of careers related to community development, social justice, social and environmental activism, women's and gender equity, and other social issues. Graduates work in a wide range of careers including business, domestic and international development, education, helping professions, journalism, law and criminal justice, library science, museum administration, philanthropy, and politics. Some have pursued advanced studies in fields such as anthropology, area studies, criminal justice, economics, education, history, international relations, law, library science, philosophy, political science, theology, and sociology.

The mission of Democracy and Justice Studies is consistent with **UW-Green Bay's Core Mission** to offer a baccalaureate degree within the context of its approved select mission (see below); offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, and through university-sponsored cultural, recreational, and extracurricular programs; offer a core of liberal studies that support university degrees in the arts, letters, and sciences; offer a program of pre-professional curricular offerings consistent with the university's mission (see DJS's pre-law cluster of courses and advising program); expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level and its approved mission statement; encourage faculty in outreach activity (see Center for History and Social Change); participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources; serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff; and support activities designed to promote the economic (and social) development of the state.

The mission of Democracy and Justice Studies is consistent with the **University Select Mission** to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. UW-Green Bay enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource. The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Democracy and Justice Studies embodies these values, in particular the select mission's identification of programming in social justice as a responsibility of the institution.

Democracy and Justice Studies embraces the **University of Wisconsin System Mission**:

The University of Wisconsin-Green Bay shares in the mission of the University of Wisconsin System. The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

Program Description and Curriculum

The Democracy and Justice Studies Major

This section presents a description of the curriculum, the core, the four emphases, subject tools, the minor, and Democracy and Justice Studies' service to the General Education program.

Most Democracy and Justice Studies students begin with the team-taught course Introduction to Democracy and Justice Studies (DJS 101).¹ Every semester a faculty member administers the course and all faculty members participate in designing the course structure, teaching its content, and evaluating student performance. Each faculty member takes a unit and lectures and leads discussion on one (or more) historical figures responsible for affecting history. Figures appearing have included Angela Davis, Emma Goldman, Margaret Haley, John Locke, Thurgood Marshall, Karl Marx, Thomas Paine, Franklin Roosevelt, Margaret Sanger, Albert Shanker, Amartya Sen, and Max Weber, and Woodrow Wilson. Students also consult with faculty members – based on faculty member's expertise – in the development of unique problem-focused assignments. The course adopts UW-Green Bay's problem-focused, interdisciplinary mission to analyze multiple and competing perspectives on democracy and justice. Additional core courses, such as American Political Thought and Historical Perspectives on American Democracy, provide theoretical perspectives, build on questions introduced in DJS 101, and apply them to the United States experience and the world context.

Students in DJS are expected to engage in their own original research around questions of democracy and justice. Useful and applied skills are important for active citizenship and successful employment. Therefore, DJS majors select one of three skill subject sets: social research skills, foreign language skills, or communication skills. DJS courses stress verbal and written communication, the paramount skills students need for employment and active civic engagement. Students are encouraged to participate in a service learning experience, which several DJS faculty embed in their courses.

At the end of their career as a DJS major, students have an integrative capstone experience, the Senior Seminar, in which they are expected to demonstrate their ability to skillfully apply what they have learned in an intensive problem-focused area (which varies depending on the instructor). Recent Senior Seminar topics have included "The Spy: Espionage, Intelligence, and National Security," "The U.S. and the World: Past, Present, and Future," "Wilderness, Conservation, and Land Ethics in America," "Why Not a *New, New Deal*," "Gender, Labor, and Migration," "Politics of Work and Love," and "Equality."

The Emphases

Democracy and Justice Studies students select from one of four faculty designed emphases with an option to design an individualized major (or fifth emphasis). The emphases were selected because of their compelling importance in the history and practice of democracy and justice, and

¹ Exceptions include transfer students, contingent upon time of transfer.

because of the areas of expertise of the faculty. When selecting an emphasis students are encouraged to consult with the DJS advisor and to examine their own career goals. Each emphasis has required supporting and upper level courses. Names and descriptions of emphases are highlighted in the box below. Course requirements are identified in the following sections.

American Studies addresses historical and contemporary political problems, public issues, social criticism and strategies for change in the United States.

Law and Justice Studies examines law and legal systems, in the United States and around the world, and their relationship to justice and democracy. Law and Justice Studies is DJS's most popular major and is associated with UW-Green Bay's Pre-law advising program.

U.S. and the World investigates the influence of the United States and essential American ideals, including democracy, equality, and social justice, abroad. U.S. and the World effectively replaces DJS's International Studies emphasis (last appearing in the 2013-2014 undergraduate catalog), which had grown out of SCD's Global Studies emphasis. The focus has been specified to sharpen the focus on United States impact on the world.

Women's and Gender Studies explores historical and contemporary perspectives on women and gender, emphasizing the ways varied and changing gender roles affect economic and social opportunity. DJS has been the historic home for Women and Gender Studies on campus (previously Women's Studies) and is responsible for main elements of the associated minor program, including Introduction to Women's and Gender Studies, which three of our faculty teach.

Individualized Emphasis. Students with defined interests may create their own 12 credit individual emphasis in consultation with the DJS advisor. However, this option is rarely used by students, which we believe indicates the popularity and strength of our current emphasis offerings.

Supporting Courses

All students take the following two supporting courses: Introduction to Democracy and Justice Studies and Expository Writing. Two additional supporting courses are tailored to prepare students for work in their respective emphases. For the **American Studies** emphasis, students take American History to 1865 and History of the United States from 1865 to the Present. For the **Law and Justice Studies** emphasis students take American Government and Politics and Freedom and Social Control. For the **U.S. and the World** emphasis students take Global Politics and Society and American Government and Politics. For the **Women and Gender Studies** emphasis students take Introduction to Women's and Gender Studies and American History to 1865 or History of the United States from 1865 to the Present or American Government and Politics, depending on their interests. Many of these courses are DJS courses, and as such are interdisciplinary courses; however, the supporting courses requirements leverage key UW-Green Bay disciplinary courses to provide students with a rich general education experience.

Students select two courses from a list of lower-level supporting courses, each list focused on their chosen emphasis. For the **American Studies** emphasis students can choose two of the following: American Government and Politics, Introduction to Women's and Gender Studies, Freedom and Social Control, Global Politics and Society, Macro Economic Analysis, Micro Economic Analysis, Varieties of World Culture, Introduction to Sociology. For the **Law and Justice Studies** emphasis students can choose two from the following list: Contemporary Ethical

Issues, Logic and Reasoning, Justice and Citizenship in the Modern World, Introduction to Women's and Gender Studies, American History to 1865, History of the United States from 1865 to the Present, Macro Economic Analysis, Micro Economic Analysis, Varieties of World Culture, Introduction to Sociology, Global Politics and Society. For the ***U.S. and the World*** emphasis students choose two of the following: Varieties of World Culture, Macro Economic Analysis, Micro Economic Analysis, American History to 1865, History of the United States from 1865 to the Present, Introduction to Women's and Gender Studies, Freedom and Social Control, Introduction to Sociology. For the ***Women's and Gender Studies*** emphasis students may choose two from the following list: Freedom and Social Control, Macro Economic Analysis, Varieties of World Culture, Introduction to Sociology, Micro Economic Analysis, Global Politics and Society. Women's and Gender Studies students can also choose American History to 1865 or American Government and Politics if they did not choose either for the previous requirements.

Skill Subjects

Although our institutional identity has historically been as a social science unit, Democracy and Justice Studies is a unique academic unit, one that bridges the social science and humanities, with roughly half the faculty trained as historians (each with distinctive areas of specialization). DJS emphasizes citizenship and public writing and speaking, and values engagement with other cultures and nations. A diversity of skills enhances the educational experience and the faculty believe this range of subject skills promotes such diversity.

Students choose from the following **Skill Subjects** areas to meet a target of at least 6 credits: ***Social Science Methods***: Social Science Statistics and Foundations of Social Research; ***Foreign Language*** (at least two semesters); and ***Communications***: Fundamentals of Public Address and Communication Problems and Research Methods. Additional skills may be recognized on an individualized basis to be determined with the departmental adviser in consultation with the Unit.

The skill subject areas were revised from their earlier iterations in the Social Change and Development and previous Democracy and Justice major. This was to reflect changes Communications faculty made to their program, compelling DJS to collapse the Media Productions and Communication skill sets and reduce the number of course options, as well as reduce foreign language credits to more closely match the number of credits in the other skill subject areas.

The Core

All students regardless of emphasis take in common four of six upper division core courses. The common core is comprised of **American Political Thought, Historical Perspectives on American Democracy, Topics in Democracy and Justice, Senior Seminar in Democracy and Justice Studies**. These courses also constitute the upper-level core of the Democracy and Justice Studies minor (discussed in a later section). Students take two additional upper-level core courses in the major, which are tailored to their respective emphasis. For the ***American Studies*** emphasis these are Power and Change in America and Social and Political Criticism. For the ***Law and Justice Studies*** emphasis these are Criminal Justice Process and Law and Society. For

the *U.S. and the World* emphasis these are History of Economic Thought and U.S. and the World. For the *Women and Gender Studies* emphasis these are Gender and the Law and Gender and Economic Justice.

Upper Level Electives

Three upper level elective options are high impact experiences: **Internship**, which enjoys a dedicated director (who is provided a course reassignment to administer the program); **Independent Study**, arranged with an instructor specializing in the relevant field; and the **Travel Course**, which has recently focused on travel to South Africa. The unit is in discussions concerning ways of elaborating the internship program to broaden the range of possible experiences (more on this in a later section). DJS faculty routinely develop **Honors Projects** with students who seek undergraduate research experiences, as well as include students as research and teaching assistants and involve them in special projects.

The other shared electives are traditional course offerings and include three theory courses – Feminist Theory, Political Theory, and Social Theory – and several offerings from across campus: Modern American Culture, First Nations Justice and Tribal Governments, Problems in American Thought, Economic and Business History of the U.S., History of Modern East Asia, History of Modern Africa, Political History of Modern Latin America, History of Sexuality in the U.S., U.S. Women's History, America in the Twentieth Century, Philosophy, Politics and Law, Community Politics, International Relations, Environmental Law, Race and Ethnic Relations, Criminology, Asian American Communities in the United States, Latino Communities in the United States.

Among these electives are DJS courses that are part of the core of each of the emphases. These courses are thus available for students in the other emphases. These are Criminal Justice Process, History of Economic Thought, Law and Society, Gender and the Law, The U.S. and the World, Power and Change in America, Gender and Economic Justice, and Social and Political Criticism. Two upper division DJS courses are offered to all DJS students, with obvious application to particular emphases: Constitutional Law and U.S. Labor and the Working Class: Past and Present. There are also DJS electives that are specific to two emphases: The US and the World emphasis includes Foreign and Defense Policies and Comparative Politics and Women and Gender Studies includes Women and Gender in First Nations Communities and Politics of Developing Areas.²

The DJS Minor

The core of the DJS minor is the same as the common core of the major: **American Political Thought, Historical Perspectives on American Democracy, Topics in Democracy and Justice, Senior Seminar in Democracy and Justice Studies**. DJS faculty believe that it is important for DJS minors to have the same core experience as experienced by students in the major. This strengthens the cohort effect we strive for in our program. For this reason, minors

² The recent PEA/URS merger will likely compel changes in DJS's urban focused offerings.

also take the team taught Introduction to Democracy and Justice Studies. Students then choose lower-level course drawn from the following list of courses: Varieties of World Culture, Freedom and Social Control, Macro Economic Analysis, Micro Economic Analysis, American History to 1865, History of the United States from 1865 to the Present, Global Politics and Society, American Government and Politics, Introduction to Women's and Gender Studies, and Introduction to Sociology.

Service to the General Education Program

DJS faculty offer several First Year Seminars (DJS 198). Topics have included “Becoming Human: People, Machines, and Monsters” (Austin), “The Work of Storytelling” (Staudinger), “What's for Sale? The History and Politics of Consumer Culture” (Reilly), “Food and Politics” (Coulter),³ “We Don't Need No Education”: The Problem of the American Education System Past and Present” (Shelton), and “Reading the Times” (Kaye), “Here We Are Now Entertain US: Generation X and the 1990s” (Morgan). Several lower level courses have received a General Education designation: Democracy and Justice Studies, Freedom and Social Control, American Law in Historical Perspective,⁴ and Introduction to Women’s and Gender Studies. At the senior level, DJS’s Senior Seminar in Democracy and Justice has recently been designated general education.

There are also several disciplinary courses in the general education program that are routinely taught by DJS faculty. In **History**: American History to 1865, History of the United States from 1865 to the Present, and the History Seminar. In **Political Science**: American Government, Global Politics and Society, Comparative Politics, Political Behavior, Politics of Developing Areas, and Senior Seminar in Political Science. For **Community Sciences**: Foundations of Social Research. In **Economics**: Macro Economic Analysis, Micro Economic Analysis, and History of Economic Thought. In **Sociology**: Introduction to Sociology.

Pre-Law Advising

The University of Green Bay, like most other universities, does not have a pre-law program (one misnomer about pre-law is that it parallels pre-med). More sensibly, DJS presents a pre-law cluster of courses in the Law and Justice Studies emphasis and a rigorous advising process. DJS works closely with PEA, which also offers courses in law and policy, to enlarge opportunities for students in this area. The advising process provides guidance on what one can do with the J.D. degree and what steps one needs to take to become a law student, including preparation to take the LSAT, assistance in the application process, and involvement in the internships across three programs (DJS, PEA, and Urban and Regional Studies). DJS also sponsors Law Society, a student organization for students interested in the legal profession. Its purpose is to prepare students for attending law school and the pursuit of other legal careers. Members engage in activities such as studying for the LSATs, visiting area law schools, and observing hearings.

³ Starting Fall 2016.

⁴ Starting Spring 2017.

American Studies Emphasis

Supporting Courses		24-26
DJS 101	Introduction to Democracy and Justice Studies	
ENG COMP 105	Expository Writing ¹	
HISTORY 205	American History to 1865	
HISTORY 206	History of the United States from 1865 to the Present	
Choose two of the following courses:		
ANTHRO 100	Varieties of World Culture	
DJS 204	Freedom and Social Control	
DJS 241	Introduction to Women's & Gender Studies	
ECON 202	Macro Economic Analysis	
ECON 203	Micro Economic Analysis	
POL SCI 100	Global Politics and Society	
POL SCI 101	American Government and Politics	
SOCIOL 202	Introduction to Sociology	
Choose one of the following Skill Subjects (6 credits minimum): ²		
Subject A - Social Research (7 credits)		
COMM SCI 205	Social Science Statistics	
or MATH 260	Introductory Statistics	
COMM SCI 301	Foundations for Social Research	
Subject B - Foreign Language (two semesters) ³		
Subject C - Communication (6 credits)		
COMM 133	Fundamentals of Public Address	
COMM 290	Communication Problems and Research Methods	
Upper-Level Courses		24
DJS 349	American Political Thought	
DJS 361	Historical Perspectives on American Democracy	
DJS 362	Power and Change in America	
DJS 363	Topics in Democracy and Justice	
DJS 461	Social and Political Criticism	
DJS 470	Senior Seminar in Democracy and Justice Studies	
Elective Courses (choose 6 credits):		
ART 376	Modern American Culture	
DJS 303	Criminal Justice Process	
DJS 307	History of Economic Thought	
DJS 320	Constitutional Law	
DJS 325	Law and Society	
DJS 348	Gender and the Law	
DJS 353	The U.S. and the World	
DJS/HISTORY 365	U.S. Labor and the Working Class: Past and Present	
DJS 371	Gender and Economic Justice	
DJS 437	Feminist Theory	
DJS 497	Internship	

DJS 498	Independent Study
DJS 499	Travel Course
FNS 392	First Nations Justice and Tribal Governments
HISTORY 302	Problems in American Thought
HISTORY 322	Economic and Business History of the U.S.
HISTORY 354	History of Modern East Asia
HISTORY 356	History of Modern Africa
HISTORY 358	Political History of Modern Latin America
HISTORY 370	History of Sexuality in the U.S.
HISTORY 380	U.S. Women's History
HISTORY 402	America in the Twentieth Century
PHILOS 326	Philosophy, Politics and Law
POL SCI 312	Community Politics
POL SCI 340	Political Theory
POL SCI 360	International Relations
PU EN AF 378	Environmental Law
SOCIOL 303	Race and Ethnic Relations
SOCIOL 307	Social Theory
SOCIOL 404	Criminology
UR RE ST 323	Asian American Communities in the United States
UR RE ST 324	Latino Communities in the United States
POL SCI 370	Foreign and Defense Policies
Total Credits	48-50

Law and Justice Studies

Supporting Courses	24-26
DJS 101	Introduction to Democracy and Justice Studies
DJS 204	Freedom and Social Control
ENG COMP 105	Expository Writing ¹
POL SCI 101	American Government and Politics
Choose two of the following courses:	
ANTHRO 100	Varieties of World Culture
DJS 241	Introduction to Women's & Gender Studies
ECON 202	Macro Economic Analysis
ECON 203	Micro Economic Analysis
HISTORY 205	American History to 1865
HISTORY 206	History of the United States from 1865 to the Present
PHILOS 102	Contemporary Ethical Issues
PHILOS 103	Logic and Reasoning
PHILOS 105	Justice and Citizenship in the Modern World
POL SCI 100	Global Politics and Society
SOCIOL 202	Introduction to Sociology
Choose one of the following Skill Subjects (6 credits minimum): ²	

Subject A - Social Research (7 credits):	
COMM SCI 205	Social Science Statistics
or MATH 260	Introductory Statistics
COMM SCI 301	Foundations for Social Research
Subject B - Foreign Language (two semesters): ³	
Subject C - Communication (6 credits)	
COMM 133	Fundamentals of Public Address
COMM 290	Communication Problems and Research Methods
Upper-Level Courses	24
DJS 303	Criminal Justice Process
DJS 325	Law and Society
DJS 349	American Political Thought
DJS 361	Historical Perspectives on American Democracy
DJS 363	Topics in Democracy and Justice
DJS 470	Senior Seminar in Democracy and Justice Studies
Choose 6 credits of the following elective courses:	
ART 376	Modern American Culture
DJS 307	History of Economic Thought
DJS 320	Constitutional Law
DJS 348	Gender and the Law
DJS 353	The U.S. and the World
DJS/HISTORY 365	U.S. Labor and the Working Class: Past and Present
DJS 371	Gender and Economic Justice
DJS 437	Feminist Theory
DJS 497	Internship
DJS 498	Independent Study
DJS 499	Travel Course
FNS 392	First Nations Justice and Tribal Governments
HISTORY 302	Problems in American Thought
HISTORY 322	Economic and Business History of the U.S.
HISTORY 354	History of Modern East Asia
HISTORY 356	History of Modern Africa
HISTORY 358	Political History of Modern Latin America
HISTORY 370	History of Sexuality in the U.S.
HISTORY 380	U.S. Women's History
HISTORY 402	America in the Twentieth Century
PHILOS 326	Philosophy, Politics and Law
POL SCI 312	Community Politics
POL SCI 340	Political Theory
POL SCI 360	International Relations
PU EN AF 378	Environmental Law
SOCIOL 303	Race and Ethnic Relations
SOCIOL 307	Social Theory

SOCIOL 404	Criminology	
UR RE ST 323	Asian American Communities in the United States	
UR RE ST 324	Latino Communities in the United States	
Total Credits		48-50

US and the World

Supporting Courses		24-26
DJS 101	Introduction to Democracy and Justice Studies	
ENG COMP 105	Expository Writing ¹	
POL SCI 100	Global Politics and Society	
POL SCI 101	American Government and Politics	
Choose two of the following courses:		
ANTHRO 100	Varieties of World Culture	
DJS 204	Freedom and Social Control	
DJS 241	Introduction to Women's & Gender Studies	
ECON 202	Macro Economic Analysis	
ECON 203	Micro Economic Analysis	
HISTORY 205	American History to 1865	
HISTORY 206	History of the United States from 1865 to the Present	
SOCIOL 202	Introduction to Sociology	
Choose one of the following Skill Subjects (6 credits minimum): ²		
Subject A - Social Research (7 credits):		
COMM SCI 205 or MATH 260	Social Science Statistics Introductory Statistics	
COMM SCI 301	Foundations for Social Research	
Subject B - Foreign Language (two semesters): ³		
Subject C - Communication (6 credits)		
COMM 133	Fundamentals of Public Address	
COMM 290	Communication Problems and Research Methods	
Upper-Level Courses		24
DJS 307	History of Economic Thought	
DJS 349	American Political Thought	
DJS 353	The U.S. and the World	
DJS 361	Historical Perspectives on American Democracy	
DJS 363	Topics in Democracy and Justice	
DJS 470	Senior Seminar in Democracy and Justice Studies	
Elective Courses (choose 6 credits):		
ART 376	Modern American Culture	
DJS 303	Criminal Justice Process	
DJS 320	Constitutional Law	
DJS 325	Law and Society	
DJS 348	Gender and the Law	
DJS/HISTORY 365	U.S. Labor and the Working Class: Past and Present	
DJS 371	Gender and Economic Justice	

DJS 437	Feminist Theory
DJS 497	Internship
DJS 498	Independent Study
DJS 499	Travel Course
FNS 392	First Nations Justice and Tribal Governments
HISTORY 302	Problems in American Thought
HISTORY 322	Economic and Business History of the U.S.
HISTORY 354	History of Modern East Asia
HISTORY 356	History of Modern Africa
HISTORY 358	Political History of Modern Latin America
HISTORY 370	History of Sexuality in the U.S.
HISTORY 380	U.S. Women's History
HISTORY 402	America in the Twentieth Century
PHILOS 326	Philosophy, Politics and Law
POL SCI 312	Community Politics
POL SCI 340	Political Theory
POL SCI 351	Comparative Politics
POL SCI 360	International Relations
POL SCI 370	Foreign and Defense Policies
PU EN AF 378	Environmental Law
SOCIOL 303	Race and Ethnic Relations
SOCIOL 307	Social Theory
SOCIOL 404	Criminology
UR RE ST 323	Asian American Communities in the United States
UR RE ST 324	Latino Communities in the United States
Total Credits	48-50

Women and Gender Studies

Supporting Courses	24-26
DJS 101	Introduction to Democracy and Justice Studies
DJS 241	Introduction to Women's & Gender Studies
ENG COMP 105	Expository Writing ¹
Choose one of the following options:	
HISTORY 205	American History to 1865
HISTORY 206	History of the United States from 1865 to the Present
POL SCI 101	American Government and Politics
Choose two of the following courses:	
Student can choose HISTORY 205 or 206 or POL SCI 101 in this category if not used above	
ANTHRO 100	Varieties of World Culture
DJS 204	Freedom and Social Control
ECON 202	Macro Economic Analysis
ECON 203	Micro Economic Analysis
POL SCI 100	Global Politics and Society

POL SCI 101	American Government and Politics	
SOCIOL 202	Introduction to Sociology	
Choose one of the following Skill Subjects (6 credits minimum): ²		
Subject A - Social Research (7 credits)		
COMM SCI 205	Social Science Statistics	
or MATH 260	Introductory Statistics	
COMM SCI 301	Foundations for Social Research	
Subject B - Foreign Language (two semesters) ³		
Subject C - Communication (6 credits)		
COMM 133	Fundamentals of Public Address	
COMM 290	Communication Problems and Research Methods	
Upper-Level Courses		24
DJS 348	Gender and the Law	
DJS 349	American Political Thought	
DJS 361	Historical Perspectives on American Democracy	
DJS 363	Topics in Democracy and Justice	
DJS 371	Gender and Economic Justice	
DJS 470	Senior Seminar in Democracy and Justice Studies	
Elective Courses (choose 6 credits):		
ART 376	Modern American Culture	
DJS 303	Criminal Justice Process	
DJS 307	History of Economic Thought	
DJS 320	Constitutional Law	
DJS 325	Law and Society	
DJS 353	The U.S. and the World	
DJS 362	Power and Change in America	
DJS/HISTORY 365	U.S. Labor and the Working Class: Past and Present	
DJS 437	Feminist Theory	
DJS 461	Social and Political Criticism	
DJS 497	Internship	
DJS 498	Independent Study	
DJS 499	Travel Course	
FNS 360	Women and Gender in First Nations Communities	
FNS 392	First Nations Justice and Tribal Governments	
HISTORY 302	Problems in American Thought	
HISTORY 322	Economic and Business History of the U.S.	
HISTORY 354	History of Modern East Asia	
HISTORY 356	History of Modern Africa	
HISTORY 358	Political History of Modern Latin America	
HISTORY 370	History of Sexuality in the U.S.	
HISTORY 380	U.S. Women's History	
HISTORY 402	America in the Twentieth Century	
PHILOS 326	Philosophy, Politics and Law	

POL SCI 312	Community Politics
POL SCI 340	Political Theory
POL SCI 353	Politics of Developing Areas
POL SCI 360	International Relations
PU EN AF 378	Environmental Law
SOCIOL 404	Criminology
UR RE ST 323	Asian American Communities in the United States
UR RE ST 324	Latino Communities in the United States
Total Credits	48-50

The DJS Minor

Supporting Courses	6
DJS 101	Introduction to Democracy and Justice Studies
Choose two of the following courses:	
ANTHRO 100	Varieties of World Culture
DJS 204	Freedom and Social Control
DJS 241	Introduction to Women's & Gender Studies
ECON 202	Macro Economic Analysis
ECON 203	Micro Economic Analysis
HISTORY 205	American History to 1865
HISTORY 206	History of the United States from 1865 to the Present
POL SCI 100	Global Politics and Society
POL SCI 101	American Government and Politics
SOCIOL 202	Introduction to Sociology
Upper-Level Courses	12
DJS 349	American Political Thought
DJS 361	Historical Perspectives on American Democracy
DJS 363	Topics in Democracy and Justice
DJS 470	Senior Seminar in Democracy and Justice Studies
Total Credits	18

DJS Course Descriptions and Details

DJS 101. Introduction to Democracy and Justice Studies. 3 Credits. This course will introduce students to a variety of theories about democracy and justice and offer examples of those who have attempted to put democracy and justice into practice. Fall and Spring.

DJS 198. First Year Seminar. 3 Credits. Reserved for New Incoming Freshman.

DJS 204. Freedom and Social Control. 3 Credits. Explores definitions, concepts and theories used to explain and understand central features of social power. Themes include the struggle for social justice, the history of punishment, and the legal and extralegal management and disciplining of individuals and groups. Fall and Spring.

DJS 221. American Law in Historical Perspective. 3 Credits. Americans hold equality to be one of the central principles of our democracy. This course examines the ideal of legal equality in historical perspective, beginning with the colonial era and ending in the present day. Spring.

DJS 241. Introduction to Women's and Gender Studies. 3 Credits. Interdisciplinary introduction to the study of gender, the influence of gender on social institutions and structures, and an examination of women's lives across the globe historically and today. Fall and Spring.

DJS 299. Travel Course. 1-4 Credits. Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations. Prerequisite: consent of instructor, prior trip arrangement, and financial deposit.

DJS 303. Criminal Justice Process. 3 Credits. A study of the components, relations, and processes of U.S. criminal justice. The criminal justice system is theoretically linked to larger social arrangements, including class & race-ethnic stratification. Ethical problems, such as group disparities in arrest and sentencing, are given special attention. P: POL SCI 101 and SOCIOL 202. Fall Only.

DJS 307. History of Economic Thought. 3 Credits. Historical development of contemporary economic thought from the mercantilist period to the present emphasizing contributions of major schools of economic thought. P: Junior Status. Fall Only

DJS 320. Constitutional Law. 3 Credits. The course emphasizes the history of constitutional law in the United States through an analysis of leading Supreme Court cases that deal with government authority as well as citizen rights and civil liberties. Special attention is given to the political and historical context of major cases and the implications for public policy. P: POL SCI 101. Fall Only.

DJS 325. Law and Society. 3 Credits. Explores how the courts can either promote or inhibit progressive social, political, and economic changes in contemporary American society. There is a great deal of emphasis placed on how to use theory to better understand the relationship between law and society. P: HISTORY 206 or POL SCI 100 or 101 or SOCIOL 202. Spring.

DJS 348. Gender and the Law. 3 Credits. The changing legal status of women in relationship to other social forces; major historical landmarks in the development of women's legal rights and current status of such areas as property rights, family law and employment opportunity; legal tools in the struggle for equality. P: sophomore standing. Fall Even.

DJS 349. American Political Thought. 3 Credits. The history and development of American political thought, with attention to the thinkers and themes influential to controversies, ideologies, and institutions in American politics. P: POL SCI 101. Spring.

DJS 353. The U.S. and the World. 3 Credits. This course will explore the United States' interactions with the larger world, including its experiments with imperialism, interventionism, and multilateralism, from 1898 to the present. Through our study of both United States foreign policy and the engagement of Americans with global and transnational issues such as the spread of democracy, free trade, peace, human rights, and environmentalism, we will critical gain insights into the democratic ideals of the United States and their implications for the larger global community. P: HISTORY 206 or POL SCI 100 or POL SCI 101. Spring even.

DJS 361. Historical Perspectives on American Democracy. 3 Credits. Examination of historical thinking in scholarly work and public life and study of the making of modern American freedom, equality and democracy, past and present. P: ENG COMP 105 or 228; REC: ANTHRO 100 or SOCIOL 202; and History 100 or HUM STUD 202. Fall Only.

DJS 362. Power and Change in America. 3 Credits. Study of the dynamic relations between political economy and social structure and the formation and impact of social movements, politics and ideologies in modern America. P: POL SCI 101 or SOCIOL 202. Spring Odd.

DJS 363. Topics in Democracy and Justice. 3 Credits. Explores a single theme pertaining to democracy and justice from an interdisciplinary perspective. Variable content. P: DJS 101.

DJS 365. U.S. Labor and the Working Class: Past and Present. 3 Credits. This course introduces students to the major themes around the history of American working men and women in the nineteenth, twentieth, and twenty-first centuries. The course examines the social and political place of working people as well as cultural practices and how they impacted workers' political consciousness. Spring.

DJS 371. Gender and Economic Justice. 3 Credits. This course serves as an introduction to the field of contemporary feminist approaches to economics. Questions range from conceptualization of the economy, work, well-being, and the gendered implications of policy at both micro and macro levels. The course includes an examination of contemporary economic inequalities between men and women (also differentiated by race and class), with a focus on the United States. P: DJS/Wost 241 Spring Even.

DJS 437. Feminist Theory. 3 Credits. This course is an introduction to feminist theories from a variety of disciplinary perspectives; we will examine the development of feminist theories, their practice and contrasting viewpoints. P: DJS 241. Spring Even.

DJS 461. Social and Political Criticism. 3 Credits. Operating as a seminar, we examine the role of the American social critic and the practice of social criticism on the political left, right and center. Then, operating as a writing workshop, we compose pieces of political, social and cultural criticism for possible publication. P: DJS 360 or 361 or SOCIOL 302 or 307. Spring.

DJS 470. Senior Seminar in Democracy and Justice Studies. 3 Credits. Rigorous analysis of an important social change issue or of the work of an important social change theorist. P: DJS 361; and ENG COMP 105 or 228. Fall and Spring.

DJS 478. Honors in the Major. 3 Credits. Honors in the Major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs. P: minimum 3.50 all classes required for major and minimum GPA 3.75 all upper level classes required for major. Fall and Spring.

DJS 497. Internship. 1-12 Credits. Supervised practical experience in an organization or activity appropriate to a student's career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings. P: Junior status. Fall and Spring.

DJS 498. Independent Study. 1-4 Credits. Offered on an individual basis at student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript. P: freshman or sophomore status with cumulative GPA > or = 2.50 or junior or senior status with cumulative GPA > or = 2.00. Fall and Spring.

DJS 499. Travel Course. 1-6 Credits. Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations. Prerequisite: consent of instructor, prior trip arrangement, and financial deposit.

Learning Outcomes, Methods, and Assessment

Previous program reviews of Social Change and Development noted the absence of an adequate program assessment piece. SCD attempted program assessment in the 1990s by developing an essential knowledge instrument, a seventy item multiple-choice question survey instrument with items drawn from various key courses (supplied by the various faculty). The faculty came to doubt that this instrument was telling them anything about program efficacy, largely because the questions, while relevant in the context of particular courses, did not address the elements of the unit mission. That approach was abandoned in favor of qualitative evaluations generated by instructors of record in the interdisciplinary courses. Although this approach allowed for assessments identifying elements of the mission, it lacked precision. As the new DJS program was being developed in 2010, a series of learning outcomes were identified. After a consensus was reached on these outcomes, relevant courses in the new program were identified and measures were explored. The final specification of these measures occurred shortly after the finalization of the current curricular structure. This phase of the process was completed in 2015 by the Subcommittee on Assessment (Professors Austin, Staudinger, and Levintova) and evaluations were completed over the next several months.

Student Learning Outcomes

Our assessment plan states: Graduates of Democracy and Justice Studies will be prepared for successful professional careers and will be able to demonstrate the following at various points in their time at our institution:

Learning Outcome #1: Students will demonstrate knowledge about and describe diverse ideals and practices of democracy and justice in the United States and the world.

Learning Outcome #2: Students will demonstrate information literacy using materials, theories and methods used to explore democracy and justice.

Learning Outcome #3: Students will be able to analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.

Learning Outcome #4: Students will be able to speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.

Learning Outcome #5: Students will understand and recognize the value of the diverse cultures that have shaped the United States and the World.

Assessment Methods

The initial elements of program assessment and transmitted to the University Assessment Council involved essential knowledge testing, essay testing, internship performance, capstone course, and alumni survey (see table below). In practice, the assessment instrument changed. What follows is a discussion of the instrument, what has changed and what remains in place.

Initially, for the *essential knowledge testing* component, the instructor of DJS 101 would administer a test to evaluate students' overall abilities to meet student learning objectives 1, 3, and 5. In DJS 470, the instructor would re-administer the test to evaluate growth in student knowledge and understanding among majors. This would occur in fall and spring semesters. However, because of faculty turnover, revision of emphases, and aversion to standardized testing (many faculty members felt this approach was repeating the error of the earlier experiment involving the multiple-choice survey instrument), the unit has not agreed upon the structure and content of an essential knowledge test. Moreover, the newness of the program has meant that, even if such an instrument had been designed, there would likely not be enough data to perform a longitudinal assessment of student performance. If an essential knowledge instrument cannot be determined, the assessment instrument will be revised to remove it. Another possibility is that faculty might repurpose current assessment measures when the unit has collected sufficient data points to an across academic career assessment.

Essay testing in DJS 101 and DJS 349 uses assigned essays to gauge student abilities to meet program learning outcomes. Essay testing occurs in DJS 101 in both fall and spring semesters and in DJS 349 in the fall and spring (when appropriate) semester. This component was evaluated for program review (results presented below).

Instructors of record and site supervisors who are part of the *Internship Program* evaluate students' ability to meet DJS student learning outcomes. This occurs in both fall and spring semesters. This component was evaluated for program review (results presented below).

In the *authentic assessment* category, under the guidance of the departmental advisor or designated mentor, students evaluate accomplishments in the major, and provide evidence for meeting each of the learning outcomes. This component has been difficult to implement and is therefore not reflected in the present program assessment report. DJS has not, however, abandoned this idea. The unit has been holding discussions about the creation of a course that would serve as a vehicle for authentic assessment, likely structured along the lines of the two-part Social Change and Development Portfolio class. This course, if developed, would be aligned with the Internship program to attempt to provide a more comprehensive approach to career development.

In the unit's *capstone course* component, DJS 470 (Senior Seminar), the instructor uses essays, discussions, and classroom activities to gauge how well DJS majors have accomplished the student learning outcomes. This course occurs in the fall and spring semesters. This component was evaluated for program review (results presented below).

Finally, in addition to the university alumni survey, an *additional survey* will ask students about their experiences in the program and their perceptions of how well the program prepared them for their careers and life-long learning. The institutional senior survey will also be used to evaluate DJS's effectiveness in areas relevant to its curriculum.

Inventory of Targets and Relevant Courses

Method	Description/Target	Timeline	Person Responsible	Objectives Assessed
Essential Knowledge Testing	In DJS 101, the instructor will administer a test to evaluate students' overall abilities to meet student learning objectives 1, 3, and 5. In DJS 470, the instructor will re-administer the test to evaluate growth in student knowledge and understanding among majors.	Fall and Spring Semesters in DJS 101 and DJS 470	Instructors of Record	1, 3, 5
Essay Testing	In DJS 101 and DJS 349 instructors will use assigned essays to gauge how students have improved their abilities to meet all program learning outcomes, particularly number 4.	Fall and Spring Semesters in DJS 101; and Fall Semester in DJS 349 (and Spring when appropriate)	Instructor of Record	1, 2, 3, 4, 5
Internship Performance	Instructors of record and site supervisors will evaluate students' ability to meet DJS student learning outcomes.	Fall and Spring Semesters	Internship Coordinator	1, 2, 3, 4, 5
Authentic Assessment	Under the guidance of the departmental advisor or designated mentor, students will evaluate accomplishments in the major, and provide evidence for meeting each of the learning outcomes.	Fall and Spring Semesters	Instructor of Record and departmental advisor	1, 2, 3, 4, 5
Capstone Course	In DJS 470, the instructor will use essays, discussions, and classroom activities to gauge how well DJS majors have accomplished the student learning outcomes.	Fall and Spring Semesters in DJS 470	Instructor of Record	1, 2, 3, 4, 5
Alumni Survey	In addition to the University Alumni Survey, an additional survey will ask students about their experiences in the program and their perceptions of how well the program prepared them for their careers and life-long learning.	Spring, One, Five, and Ten years after Graduation	Program Chair	1, 2, 3, 4, 5

Outcomes-by-Methods

	Essential Knowledge Testing	Essay Testing	Internship Performance	Authentic assessment	Capstone Course	Alumni Survey
1. Describe diverse ideals and practices of democracy and justice in the United States and the world.	X	X	X	X	X	X

2. Demonstrate information literacy using materials, theories and methods used to explore democracy and justice.		X	X	X	X	X
3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.	X	X	X	X	X	X
4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.		X	X	X	X	X
5. Understand and recognize the value of the diverse cultures that have shaped the United States and the World.	X	X	X	X	X	X

Outcomes

Because DJS is a new program, program assessment primarily followed the protocol set out by the Office of Assessment, which required that each unit annually select a learning outcome and evaluate it. DJS's approach was approved by the assessment office. For program review, additional data were collected and the following reports reflects evaluation of all program outcomes.

DJS 101: Introduction to Democracy and Justice Studies (Fall 2013)

This course was team-taught in fall 2013 by all DJS faculty. The instructor of record was Jon Shelton, and the course enrolled 43 students. Introduction to DJS examines some of the many and different methods in which people in America and the United States have sought to either change or sustain cultural, economic, political, and social orders, and whether or not these actions made their societies more democratic and equitable. DJS 101 not only serves to introduce students to many different ways to consider the problems of democracy, equality, and social justice, but with lectures from and in-class discussions that include each of the members of the unit faculty, it serves to introduce students to the variety of disciplinary and interdisciplinary perspectives. Above all, the course uses critical historical and social science thinking to enable students to make rigorous analytical arguments and to become engaged citizens and professionals.

Key assessments in this iteration of the course included two in-class essay exams and one “issue” essay, in which students had to apply their knowledge regarding the constitution of democracy and social justice to analyze an issue of contemporary political interest and to write as an engaged citizen on the topic. Students also engage in both on-line and in class discussions.

Method of selection: Each student was assigned a number and subjected to random selection to obtain an N = 15 (this selection method was applied in all freshmen seminar classes).

Performance is represented by the following designations: below expectations for student's level of training and experience = “1”; consistent with student's level of training and experience = “2”; exceeds expectations for the student's level of training and experience = “3.” Where the outcome does not apply or no determination could be made will be represented by “N/A.”

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Defines and analyzes different forms of democracy and justice	2	7	6	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	2	9	4	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills	3	9	3	
Conducts rigorous research on an important current even, using proper documentation and appropriate methods.	2	12	1	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Exam answers demonstrate how political actors influence the practice of democracy and social justice	1	9	5	
Student links historical and theoretical ideas to current political and social events.	1	8	6	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	3	8	4	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	3	10	2	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).		7	8	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	8	4	

DJS 101: Introduction to Democracy and Justice Studies (Spring 2014)

This course was team-taught in Spring 2014 by all DJS faculty. Jon Shelton was the instructor of record. The course enrolled 61 students. Assessments in this iteration of the course included one in-class essay exams and one “issue” essay in which students had to apply their knowledge regarding the constitution of democracy and social justice to analyze an issue of contemporary political interest and to write as an engaged citizen on the topic. The final project incorporated the issue essay into a creative group presentation. Students also engaged in both on-line and in class discussions. Method of selection: Each student was assigned a number and subjected to random selection.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Defines and analyzes different forms of democracy and justice	1	11	3	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	3	8	4	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills	3	8	4	
Conducts rigorous research on an important current even, using proper documentation and appropriate methods.	2	11	2	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Exam answers demonstrate how political actors influence the practice of democracy and social justice	1	9	5	
Student links historical and theoretical ideas to current political and social events.	3	9	3	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	4	7	4	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	3	8	4	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	1	9	4	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	9	3	

DJS 101: Introduction to Democracy and Justice Studies (Fall 2014)

This course was team-taught in fall 2014 by all eight DJS faculty. The instructor of record was Jon Shelton, and the course enrolled 55 students. Key assessments in this iteration of the course included one in-class essay exams and one “issue” essay, in which students had to apply their knowledge regarding the constitution of democracy and social justice to analyze an issue of contemporary political interest and to write as an engaged citizen on the topic. The final project incorporated the issue essay into a creative group presentation. Students also engage in both on-line and in class discussions.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Defines and analyzes different forms of democracy and justice	1	9	5	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	1	10	4	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills		13	2	
Conducts rigorous research on an important current even, using proper documentation and appropriate methods.		13	2	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Exam answers demonstrate how political actors influence the practice of democracy and social justice	2	7	6	
Student links historical and theoretical ideas to current political and social events.	2	10	3	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	2	9	4	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	1	7	7	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).		9	6	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	9	3	

DJS 101: Introduction to Democracy and Justice Studies (Spring 2015)

This course was team-taught in Spring 2015 by all eight DJS faculty. The instructor of record was Jon Shelton, and the course enrolled 52 students. Key assessments in this iteration of the course included one in-class essay exams and one “issue” essay, in which students had to apply their knowledge regarding the constitution of democracy and social justice to analyze an issue of contemporary political interest and to write as an engaged citizen on the topic. The final project incorporated the issue essay into a creative group presentation.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Defines and analyzes different forms of democracy and justice		12	3	
Demonstrates an understanding of democracy and justice as they pertain to American history and politics	1	11	3	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills		11	4	
Conducts rigorous research on an important current even, using proper documentation and appropriate methods.		12	3	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Exam answers demonstrate how political actors influence the practice of democracy and social justice		11	4	
Student links historical and theoretical ideas to current political and social events.	2	11	2	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Essays are thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	10	4	
Student can communicate clearly and deeply on the issues he or she has chosen, linking them to policy and politics.		12	3	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).		11	4	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	8	4	

DJS 349: American Political Thought

This course, taught in spring 2013 by Alison Staudinger, enrolled 12 students. The course catalog describes the courses as follows: “The history and development of American political thought, with attention to the thinkers and themes influential to controversies, ideologies, and institutions in American politics.” Dr. Staudinger identified course objectives as reading, interpreting, and critiquing texts and speeches in the American context, identifying the distinct concerns and approaches of American political thought, defending or refuting the claim that morality is central to American political development, and increasing skill level in reading, writing and critical argumentation.

The class was highly engaged in the question of whether the United States is “exceptional,” and students mounted a spirited defense (and critique) of the idea. Students in general developed notable public speaking skills, and Dr. Staudinger was particularly impressed by an activity in the semester where students wrote manifestos for their generation modeled after the Port Huron Statement, as well as manifestos on the center and the right. Dr. Staudinger rated students individually using the scale below, through an embedded evaluation of the main paper for the course. The paper required that students use primary sources in American political thought to refute or support a secondary argument about what constitutes “America.” Performance is represented using the scheme as above.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Describes and analyzes the historical context of U.S. political development	1	7	4	
Demonstrates an understanding of democracy and justice as they pertain to american political thought	1	9	2	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills	2	3	7	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	4	6	2	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.		4	8	
Student links historical and theoretical ideas to current political and social events.		3	9	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	3	5	4	

Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics.		4	8	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	1	6	5	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	5	6	1	

1 = performance is below expectations for student's level of training and experience

2 = performance is consistent with student's level of training and experience

3 = performance exceeds expectations for the student's level of training and experience

N/A = not applicable

DJS 349: American Political Thought

This course, taught in spring 2014 by Alison Staudinger, enrolled 8 students. Dr. Staudinger retained the same objectives with the addition of a fifth objective: "Use the blog format to link ideas to political life." With this fifth objective in mind, her students created a powerful online community using the blogging service WordPress, engaging seriously with ideas and their contemporary applications. Students were particularly drawn to ways to apply and use ideals of democracy and justice through community organizations and political participation.⁵ Instructor rates students individually using the scale below, through an embedded evaluation of the main paper for the course. This paper requires that students use primary sources in American political thought to refute or support a secondary argument about what constitutes "America."

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Describes and analyzes the historical context of U.S. political development	1	4	3	
Demonstrates an understanding of democracy and justice as they pertain to American political thought	1	5	2	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills	2	3	3	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	2	4	2	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.		2	6	

⁵ Two members of this class are currently running for City Council in the City of Green Bay in 2016.

Student links historical and theoretical ideas to current political and social events.		3	5	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	3	4	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics.		3	5	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	1	3	4	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	3	5		

DJS 349: American Political Thought

This course, taught in spring 2015 by Alison Staudinger, enrolled 20 students. Dr. Staudinger elaborated the fifth objective to read: “Use the blog format to link ideas to political life and develop digital literacy.” This course was diverse, both in terms of demographics and the ideological makeup of participants. Most students seem to enjoy in-class debate and discussion, and improved markedly in their use of textual evidence during the course. Strong linkages between historical events and the contemporary experiences of racial and class inequality were central to the course. This class in general excelled in discussing current events with a mix of civility and intensity. Discussions saw sophisticated application to historical ideas to contemporary events, without de-historicizing them. While their formal writing was still a work in progress, their blog writing was impressive and engaging.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Describes and analyzes the historical context of U.S. political development	1	14	5	
Demonstrates an understanding of democracy and justice as they pertain to American political thought	2	14	4	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills	4	11	5	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	8	10	2	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	3	10	7	

Student links historical and theoretical ideas to current political and social events.		9	11	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	2	13	5	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics.	6	8	6	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	4	7	8	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	5	10	5	

Senior Seminar: DJS 470: Wilderness

This course, taught by Eric Morgan and enrolling 19 students, explored the place of wilderness in the American experience, the development of conservation and environmentalism in the nineteenth and twentieth centuries, and the idea of land ethics as articulated by Wisconsin's own Aldo Leopold. Through readings, discussions, films, civic engagement, and excursion to the Leopold Center, Dr. Morgan's seminar thought deeply about — and debated the importance of — wilderness and conservation in the United States, exploring the responsibility of Americans to act ethically towards the land. To accomplish this goal, students engaged in a semester-long project with the Baird Creek Preservation Foundation, learning about and engaging with organizing and activism within a democratic society. Students completed four book reviews on the course readings along with a final reflective essay on the civic engagement project. The essays discussed the student roles and development throughout the entire process of the project from initial discussions and research through the formalization of the campaign and its execution. Ultimately students were tasked with successfully demonstrating the role they played in their campaign, also offering insights on the larger questions of this course, particularly the proper relationship between humans and wilderness as well as the importance of engaged citizenship in our democratic society.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.		7	12	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.		7	12	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.		7	12	

DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.		7	12	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.		7	12	

1 = performance is below expectations for student's level of training and experience
2 = performance is consistent with student's level of training and experience
3 = performance exceeds expectations for the student's level of training and experience
N/A = not applicable

Senior Seminar: DJS 470: The Politics of Work and Love

This course, taught in fall 2014 by Alison Staudinger, and enrolling 19 students, explored the policies, ideals and politics of social and economic policy relating to family, gender and the workplace. Student groups led discussions on topics from labor unions in Wisconsin to sex work to two-income household economics. The class developed into a close cohort that became very comfortable discussing issues independently. Student led presentations were generally good and occasionally outstanding, with creative assignments and engaging questions. Student papers were strong, and the paper workshop was a pleasure. The evaluation below is based on in-class performance including leading a seminar, a mid-term argumentative paper, and a final scholarly book review that was work-shopped in the course and, in some cases, submitted for publication.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Describes and analyzes the historical context of U.S. political development		10	9	
Demonstrates an understanding of democracy and justice as they pertain to history, ideas and policy.	1	5	13	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills	0	18	1	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	3	15	1	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	2	10	7	
Student links historical and theoretical ideas to current political and social events.	0	4	15	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				

Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	4	12	3	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics, including leading class discussion.	0	15	4	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).		1	18	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	0	4	15	

Senior Seminar: DJS 470: Gender, Labor and Migration

This course, taught in spring 2015 by Yunsun Huh, and enrolling 16 students, was designed to understand interdisciplinary perspectives on gender, labor and migration in contemporary feminist approaches. Students explored a gendered examination in understanding of economic systems and analyzed the history of international migration and current policy issues related to labor and migration in the U.S. and the world. Each student led two seminar presentations for the theoretical backgrounds and a topic proposal for his/her own research. All students chose their own topic related to current issues in either gender or immigrations and submitted a final written paper reflecting class discussion on their topic presentation. Everyone actively participated in discussions on seminar and topic proposals presented to the class, sharing their knowledge, idea and own experiences. Students' papers were sharp and strong, and their skills for oral and PowerPoint presentations improved over the semester.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Describes and analyzes the historical context of U.S. political development		11	5	
Demonstrates an understanding of democracy and justice as they pertain to history, ideas and policy.	1	7	8	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills		5	11	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.	3	11	2	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.	0	9	7	
Student links historical and theoretical ideas to current political and social events.	0	12	4	

DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	0	13	3	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics, including leading class discussion.	0	11	5	
DJS Learning Objective 5. Understand diversity & develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	0	0	16	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	0	4	12	

Senior Seminar: DJS 470: Equality

Taught in fall 2015 by Alison Staudinger, and enrolling 20 students, this course explored the concept and practices of equality focusing on race, gender and class, while also considering disability, nationality and ability. In its most impressive feat, the class started a campus-wide conversation about free speech, safe spaces, as well as the issues of racial motivated police violence and sexual assault. In this event, students conducted themselves with dignity and passion, including approaching the Chancellor directly and holding a two-hour meeting with him on the topic. Many presenters lead their classes by illustrating the ideas from the reading in how they conducted their classrooms, which found pedagogically exciting. The evaluation below is based on in-class performance, including leading of a seminar class, along with active learning assignments, class discussion, a mid-term argumentative paper on the question “What is Equality?” and a final service-learning project and reflection.

EVALUATION AREA	1	2	3	N/A
Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Describes and analyzes the historical context of U.S. political development	2	15	3	
Demonstrates an understanding of democracy and justice as they pertain to history, ideas and policy.		3	17	
Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate oral and written argumentative skills		17	3	
Conducts rigorous research on an important question, using proper documentation and appropriate methods.				X
Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Argumentative paper considers the agency of relevant actors and the structural nature of oppression.		7	13	

Student links historical and theoretical ideas to current political and social events.		10	10	
Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, & equality, and connect them to the issues of the day.				
Argumentative Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	16	3	
Student can speak clearly and deeply on the issues he or she has chosen, linking them to policy and politics, including leading class discussion.	3	14	3	
Learning Objective 5. Understand diversity & develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to issues at hand (e.g., race/ethnicity, social class, gender, sexual orientation, religion).	2	5	13	
Demonstrates an awareness of own values/beliefs/ideology and their limitations.	4	15	1	

Internship Program

The Democracy and Justice Studies internship program is rooted in the idea that the modern university in a democratic society should play a role in preparing students to participate actively in shaping their communities. Internships encourage students to think seriously about what they have learned in the classroom in the context of everyday activities meant to bring about progressive social change. Through its students, the university increases its presence in community life. Internships provide access to local politics so that students may feel that they can make a difference. Moreover, the internship program helps students prepare to take their place in society upon graduation from UW-Green Bay. Students, by working directly with community organizations, develop ideas about where they want to work in the future, and they can develop further the skills and experiences that will prove useful throughout their careers.

We encourage students to find internships they wish to pursue and then work closely with the department to arrange the field work and other internship components. There are four reasons for this. There is a better match between student interests and the needs of external organizations when students seek out opportunities; students know themselves, their interests, and the capabilities. By student's personally establishing contact with an organization/activity of their interests, the working relationship is strengthened. There is a great diversity of interests among Democracy and Justice Studies majors; students often have more knowledge of opportunities than do their instructors because students are intimate with their field of interests. Searching for and obtaining internship opportunities prepares students for life beyond college, where success depends on knowledge and initiative.

The basic requirements for doing an internship in Democracy and Justice Studies are as follows: Students must be majors in Democracy and Justice Studies to potentially secure an internship. Internships must be compelling and relevant to the major. Internships are negotiated in advance and organized through the office of the internship coordinator. Qualified students must have a minimum of 45 credit hours prior to doing an internship. Students must perform 45 hours of service for each hour of academic credit, up to a maximum of six credit hours. Internships may

be undertaken during either the Fall or Spring semesters and must be arranged prior to the semester in which they occur. Students and field Supervisors will negotiate and complete an "Internship Learning Contract" which will state the learning objects, hours, and goals of the internship, with the assistance of the Internship Coordinator. Students are expected to create an online photo-essay using medium that documents their experience, including both a research and a reflective component. Students will be required to post 5 times per semester to a D2L discussion board; 2 times on research, and 3 times on their ongoing experiences and challenges as interns. There will be 3 "meet ups" per semester that can substitute for these posts. The field supervisor will submit a written evaluation of the student's performance in the internship, per the learning contract.

Internship: DJS 497 (2013-2014)

In Fall of 2013, students interned in domestic violence shelters and community organizations supporting local women. They demonstrated a strong commitment to social justice and advocacy linked to empirical research. In Spring 2014, Interns learned about local law enforcement procedures and about running a political campaign through the Brown Country Republican Party. The Internship director rates interns individually using the scale below, by evaluating internship portfolios. Portfolios include the following items: field supervisor evaluation, issue oriented-research paper, reflection paper, and journal of daily activities. Performance is represented by the following designations: below expectations for student's level of training and experience = "1"; consistent with student's level of training and experience = "2"; exceeds expectations for the student's level of training and experience = "3." Where the outcome does not apply or no determination could be made will be represented by "N/A."

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Understands the goals and mission of the internship site			5	
Demonstrates an understanding of democracy and justice as they pertain to the internship.		2	3	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate workplace and advocacy skills		1	4	
Conducts rigorous research on an important question, through a research paper tied to the internship.		5		
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Internship Portfolio considers the agency of relevant actors and the structural nature of oppression.		4	1	

Student links internship experience to current political and social events.			5	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Research Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	4		
Student can speak clearly and deeply on the issues he chosen, linking them to policy and politics.	1	3	1	
DJS Learning Objective 5. Understand diversity & develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to population served (e.g., race/ethnicity, social class, gender, sexual orientation, religion)	3	2		
Demonstrates an awareness of own values/beliefs and how they could influence work with colleagues or service recipients	1	3	1	

Internship: DJS 497 (2014-2015)

In Fall of 2014, Interns learned off campus through Green Bay Community Internship Programs and in a neighboring county. In Spring 2015, they worked in diverse settings, from on-campus in the Pride Center and building a resource center for parents to in Milwaukee with the District Attorney and with the local police. One student wrote: “I was able to link many discussions from my DJS classes to the current events impacting students who frequent the Pride Center. I was able to challenge what was being said in a supportive way, similar to how professors challenge us to think critically in my classes, in order to pull more depth out of certain conversations.” The Internship director rates interns individually using the scale below, by evaluating internship portfolios. Portfolios include the following items: field supervisor evaluation, issue oriented-research paper, reflection paper, and journal of daily activities.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Understands the goals and mission of the internship site		4	5	
Demonstrates an understanding of democracy and justice as they pertain to the internship.		5	4	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate workplace and advocacy skills	1	4	4	

Conducts rigorous research on an important question, through a research paper tied to the internship.	1	5	3	
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Internship Portfolio considers the agency of relevant actors and the structural nature of oppression.	1	5	3	
Student links internship experience to current political and social events.	1		8	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Research Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.	1	3	5	
Student can speak clearly and deeply on the issues he chosen, linking them to policy and politics.	2	5	2	
DJS Learning Objective 5. Understand diversity & develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to population served (e.g., race/ethnicity, social class, gender, sexual orientation, religion)		2	7	
Demonstrates an awareness of own values/beliefs and how they could influence work with colleagues or service recipients	1	5	3	

Internship: DJS 497 (2015-2016)

Fall 2016, DJS interns worked with the Office of International Education and then as a government affairs intern. Both were exceptional interns whose supervisors raved about their performance and thoughtfulness. One, who wrote about the Wisconsin Idea as it applies to adult learners, concluded: “My internship have me the opportunity to think of problems that surround our government employees, such as the strict laws, lack of funding, and absence of community engagement. Leaving this semester, I understand the importance of education and job training, as well as the work that the University of Wisconsin—Green Bay is doing to contribute to improve peoples lives outside of the classroom” The Internship director rates interns individually using the scale below, by evaluating internship portfolios. Portfolios include the following items: field supervisor evaluation, issue oriented-research paper, reflection paper, and journal of daily activities.

EVALUATION AREA	1	2	3	N/A
DJS Learning Objective 1. Describe diverse ideals and practices of democracy and justice in the United States and the world.				
Understands the goals and mission of the internship site			2	
Demonstrates an understanding of democracy and justice as they pertain to the internship.			2	
DJS Learning Objective 2. Demonstrate information literacy using materials, theories and methods regarding the exploration of democracy and justice.				
Develops appropriate workplace and advocacy skills			2	
Conducts rigorous research on an important question, through a research paper tied to the internship.		2		
DJS Learning Objective 3. Analyze the means by which peoples past and present have sought in various ways to sustain and change political, economic, cultural, and social orders.				
Internship Portfolio considers the agency of relevant actors and the structural nature of oppression.		1	1	
Student links internship experience to current political and social events.			2	
DJS Learning Objective 4. Speak and write as an engaged citizen on questions of democracy, justice, freedom, and equality, and connect them to the issues of the day.				
Research Paper is thesis-driven, uses appropriate methods and reflects information literacy and college level writing.		2		
Student can speak clearly and deeply on the issues he chosen, linking them to policy and politics.			2	
DJS Learning Objective 5. Understand diversity and develop cultural competencies.				
Demonstrates a sensitivity to multicultural and gender issues relevant to population served (e.g., race/ethnicity, social class, gender, sexual orientation, religion)			2	
Demonstrates an awareness of own values/beliefs and how they could influence work with colleagues or service recipients		2		

The Institutional Senior and Alumni Surveys

UW-Green Bay administers graduating senior and alumni surveys. On the senior survey, out of fifteen items on the Rating the Major survey, DJS had twelve scores of 3.1 or higher (on a 4-point grading scale), scoring most strongly in quality of teaching by faculty in major (3.4), knowledge of expertise of the faculty in major (3.7), faculty encouragement of educational goals

(3.4). The weakest score was in frequency of courses available in major (2.1), but this is likely due to the fact that DJS was rebuilding its faculty during these years and periodicity suffered. This is no longer a problem and students who regularly meet with the unit adviser usually encounter few problems. More than 60% of seniors surveyed said they would take the same major if they would start college over. Crucially, DJS graduates were twice as likely as the UWGB average (16% versus 8%) to report that they were already admitted to graduate school/professional study.

In nine of thirteen categories concerning General Education preparation, DJS students surpassed the UWGB average by wide margins in self-reported proficiency, most notably on these following items: critical analysis skills (76%); understanding social, political, geographic, and economic structures (79%); understanding the impact of social institutions and values (86%); understanding contemporary global issues (69%); understanding the causes and effects of stereotyping and racism (79%); and written communication skills (67%).⁶ In terms of contributions to General Education, DJS scored most highly in understanding social, political, geographic, and economic structures; understanding the impact of social institutions and values; understanding the significance of major events in Western civilization; understanding contemporary global issues, understanding the causes and effects of stereotyping and racism; and written communication skills. DJS’s scores on the institutional alumni survey are similar to the senior survey, although, as we will see, the usefulness of the alumni survey is problematic. In gauging their educational experiences, DJS majors most significantly reported the following (agreeing or strongly agreeing with the following): viewing learning as a lifelong process (83%); encouraged to think creatively and innovatively (79%); afforded a “competitive edge” over graduates from other institutions (66%); provided a strong, interdisciplinary, problem-focused education (86%); and commitment to gender equality (75%). DJS students were more likely to report being part of a student organization, serving in an internship, and performing community service than the UW-Green Bay average. On the institutional alumni survey DJS scored highly (a grade of A or B) on quality of teaching (100%); knowledge and expertise of the faculty (100%); faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views) (98%); advising by faculty (e.g., accuracy of information) (87%); availability of faculty (e.g., during office hours) (100%), and overall grade for the major (not a sum of the above) (93%).

Graduating Senior Survey: 2010, 2011, 2012, 2013 & 2014

	Graduation Year	DJS	UWGB Overall
Graduates:	2010	17	1106
	2011	16	1185
	2012	13	1293
	2013	14	1229
	2014	17	1233
Response Rate*	2010-2014	43/77 (56%)	2841/6046 (47%)

* Note: % response misses double-majors who choose to report on their other major.

⁶ Some of the other categories aren’t relevant to DJS.

Table 1: Rating the MAJOR
(A = 4, B = 3.0, etc.)

	Unit of Analysis	2010-2014						
		N	mean	A	B	C	D	F
Clarity of major requirements	DJS	43	3.1	51%	30%	2%	7%	9%
	UWGB	2836	3.5	58%	34%	6%	1%	1%
Reasonableness of major requirements	DJS	43	3.4	61%	28%	7%	2%	2%
	UWGB	2831	3.5	56%	36%	6%	1%	<1%
Variety of courses available in your major	DJS	43	3.2	46%	37%	7%	5%	5%
	UWGB	2821	3.0	35%	42%	17%	5%	1%
Frequency of course offerings in your major	DJS	43	2.1	7%	35%	33%	14%	11%
	UWGB	2819	2.7	22%	41%	26%	8%	3%
Times courses were offered	DJS	41	2.8	32%	39%	15%	7%	7%
	UWGB	2769	2.9	28%	41%	22%	6%	2%
Quality of internship, practicum, or field experience	DJS	20	3.1	65%	10%	5%	10%	10%
	UWGB	1609	3.3	57%	28%	10%	3%	2%
Quality of teaching by faculty in your major	DJS	43	3.4	58%	33%	7%	0	2%
	UWGB	2817	3.4	52%	38%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	DJS	42	3.7	76%	21%	2%	0	0
	UWGB	2834	3.6	69%	27%	3%	<1%	<1%
Faculty encouragement of your educational goals	DJS	41	3.4	61%	22%	12%	2%	2%
	UWGB	2800	3.4	56%	30%	11%	2%	1%
Overall quality of advising received from the faculty in your major	DJS	41	3.1	56%	22%	10%	2%	10%
	UWGB	2706	3.2	53%	25%	12%	5%	4%
Availability of your major advisor for advising	DJS	41	3.3	66%	17%	7%	2%	7%
	UWGB	2693	3.3	60%	24%	9%	4%	3%
Ability of your advisor to answer university questions	DJS	38	3.2	68%	11%	8%	3%	10%
	UWGB	2649	3.4	63%	22%	9%	4%	3%
Ability of your advisor to answer career questions	DJS	31	3.1	52%	19%	19%	3%	7%
	UWGB	2376	3.2	52%	28%	13%	4%	3%
In-class faculty-student interaction	DJS	42	2.8	38%	26%	14%	21%	0
	UWGB	2657	3.1	44%	30%	13%	12%	<1%
Overall grade for your major (not an average of the above)	DJS	43	3.2	51%	28%	16%	2%	2%
	UWGB	2801	3.4	49%	42%	8%	1%	<1%

Table 2. Job related to major while completing degree?

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2010-2014 percent	DJS	43	5%	0	26%	9%	60%
	UWGB	2827	15%	<1%	33%	6%	46%

	Unit of Analysis	N	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2010-2014 percent	DJS	43	61%	9%	9%	19%	2%
	UWGB	2824	68%	13%	13%	5%	1%

	Unit of Analysis	N	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2010-2014 percent	DJS	32	16%	13%	59%	12%
	UWGB	2161	8%	12%	63%	17%

	Unit of Analysis	N	Bachelor’s	Master’s	Specialist’s	Professional	Doctoral
2010-2014 percent	DJS	43	33%	39%	0	21%	7%
	UWGB	2827	32%	49%	2%	5%	12%

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	DJS	42	76%	2.8	42	24%	2.1
	UWGB	2661	64%	2.6	2591	33%	2.2
Problem-solving skills.	DJS	43	70%	2.7	41	20%	2.0
	UWGB	2658	70%	2.7	2583	34%	2.2
Understanding biology and the physical sciences.	DJS	42	10%	1.7	40	20%	1.8
	UWGB	2580	27%	2.0	2460	26%	2.0
Understanding the impact of science and technology.	DJS	40	28%	2.0	38	29%	2.0
	UWGB	2591	36%	2.2	2483	27%	2.0
Understanding social, political, geographic, and economic structures.	DJS	42	79%	2.7	41	51%	2.4
	UWGB	2606	35%	2.2	2532	30%	2.1
Understanding the impact of social institutions and values.	DJS	42	86%	2.8	41	54%	2.4
	UWGB	2622	50%	2.4	2541	38%	2.2
Understanding the significance of major events in Western civilization.	DJS	42	62%	2.6	39	51%	2.4
	UWGB	2593	33%	2.2	2505	32%	2.1
Understanding the role of the humanities in identifying and clarifying values.	DJS	42	52%	2.5	41	32%	2.2
	UWGB	2616	39%	2.3	2537	35%	2.2
Understanding at least one Fine Art.	DJS	41	37%	2.2	40	30%	2.0
	UWGB	2597	39%	2.2	2498	34%	2.1
Understanding contemporary global issues.	DJS	42	69%	2.6	40	45%	2.3

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
	UWGB	2605	34%	2.2	2505	27%	2.0
Understanding the causes and effects of stereotyping and racism.	DJS	42	79%	2.8	41	44%	2.2
	UWGB	2625	61%	2.6	2539	41%	2.2
Written communication skills	DJS	42	76%	2.7	41	59%	2.6
	UWGB	2637	67%	2.6	2573	44%	2.3
Public speaking and presentation skills	DJS	41	44%	2.3	41	34%	2.1
	UWGB	2612	45%	2.3	2498	30%	2.1
Computer skills	DJS	42	33%	2.2	40	20%	1.8
	UWGB	2620	55%	2.5	2483	29%	2.0

The Institutional Alumni Survey Report and its Problems

The Institutional Alumni Survey data are presented here; DJS faculty, however, have little confidence in the usefulness of these tables for determining the success of the program for two reasons. First and foremost, of the 105 alums from the period in question, all of them graduated with degrees in Social Change and Development. SCD students are not the proper subjects for an assessment of the long-term success of Democracy and Justice Studies. Indeed, the categories are mislabeled. Second, of these 105 alums, only 15 graduates (a mere 14% of the total) were actually surveyed. Even if this were an assessment of Social Change and Development, the sample size is too small to draw any inferences from the responses.

Following presentation of these data tables, a list of students who graduated in the period shortly before the creation and then following the institution of the Democracy and Justice Studies program and their known occupations are listed. These data come from the Alumni Association and supplemented by an investigation conducted by the author of this report. This data set is still incomplete because of the difficulty in reaching students (alumni data sets typically are substantially incomplete); nonetheless, the data gathered represents a substantial proportion of the total and is a much better reflection of the long-term success of both programs.

Alumni Survey: 2010, 2011, 2012, 2013 & 2014

	Survey year	Graduation Year	DJS	UWGB Overall
Graduates:	2010	2006-2007	34	1148
	2011	2007-2008	18	1162
	2012	2008-2009	17	1133
	2013	2009-2010	22	1295
	2014	2010-2011	14	1309
Response Rate*	2010-2014		15/105 (14%)	874/6047 (14%)

* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance
 ▪ Preparation by UWGB (5-pt. scale; 5 = excellent)
 ▪ Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	DJS	12	50%	3.8	11	82%	4.5
	UWGB	682	59%	3.6	664	76%	4.2
Problem-solving skills.	DJS	12	67%	3.9	10	80%	4.5
	UWGB	682	61%	3.7	659	78%	4.3
Understanding biology and the physical sciences.	DJS	9	11%	2.8	10	20%	2.7
	UWGB	652	45%	3.4	629	31%	2.7
Understanding the impact of science and technology.	DJS	11	18%	2.8	11	46%	3.5
	UWGB	656	47%	3.4	646	43%	3.2
Understanding social, political, geographic, and economic structures.	DJS	12	83%	4.1	11	55%	3.7
	UWGB	667	56%	3.6	654	53%	3.5
Understanding the impact of social institutions and values.	DJS	12	75%	4.3	11	64%	3.9
	UWGB	670	60%	3.7	650	56%	3.6
Understanding the significance of major events in Western civilization.	DJS	12	75%	4.1	11	36%	3.2
	UWGB	659	51%	3.5	626	31%	2.8
Understanding a range of literature.	DJS	12	42%	3.5	11	18%	2.9
	UWGB	657	48%	3.4	632	33%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	DJS	12	58%	3.8	11	46%	3.2
	UWGB	661	52%	3.5	634	41%	3.1
Understanding at least one Fine Art, including its nature and function(s).	DJS	12	67%	3.5	11	36%	2.6
	UWGB	662	55%	3.5	622	29%	2.7
Understanding contemporary global issues.	DJS	12	75%	4.0	10	50%	3.6
	UWGB	663	51%	3.5	640	50%	3.4
Understanding the causes and effects of stereotyping and racism.	DJS	11	73%	4.2	11	55%	4.0
	UWGB	663	57%	3.6	642	51%	3.4
Written communication skills.	DJS	12	67%	3.9	11	82%	4.6
	UWGB	675	69%	3.9	653	78%	4.2
Public speaking and presentation skills.	DJS	12	67%	3.6	11	91%	4.6
	UWGB	671	55%	3.6	656	72%	4.1
Reading skills.	DJS	12	67%	3.8	11	91%	4.7
	UWGB	673	63%	3.8	654	76%	4.2

Table 1. Preparation & Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Listening skills.	DJS	12	67%	3.6	11	91%	4.7
	UWGB	669	64%	3.8	656	79%	4.3
Leadership and management skills.	DJS	12	50%	3.6	11	82%	4.5
	UWGB	673	59%	3.6	652	78%	4.2

Table 2. Educational experiences
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	DJS	15	87%	4.4
	UWGB	869	91%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	DJS	15	60%	3.5
	UWGB	857	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	DJS	14	50%	3.5
	UWGB	853	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	DJS	15	93%	4.2
	UWGB	867	87%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	DJS	15	60%	3.9
	UWGB	859	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	DJS	15	73%	4.1
	UWGB	868	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	DJS	15	67%	3.7
	UWGB	861	73%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	DJS	15	87%	4.4
	UWGB	870	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	DJS	15	60%	3.6
	UWGB	833	57%	3.5
UWGB cares about its graduates.	DJS	15	60%	3.7
	UWGB	837	62%	3.7
I feel connected to UWGB.	DJS	15	40%	3.3
	UWGB	856	45%	3.3

Table 3. “If you could start college over”

	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2010–2014 percent	DJS	15	40%	46%	7%	7%	0
	UWGB	869	65%	22%	7%	5%	1%

Table 4. Rating the MAJOR
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2010–2014			
		n	A or B	C or D	mean
Quality of teaching.	DJS	15	100%	0	3.7
	UWGB	872	95%	5%	3.6
Knowledge and expertise of the faculty.	DJS	15	100%	0	3.7
	UWGB	870	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	DJS	15	93%	7%	3.5
	UWGB	869	91%	8%	3.6
Importance and relevance of courses to professional and academic goals.	DJS	15	73%	27%	3.2
	UWGB	863	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	DJS	15	87%	7%	3.3
	UWGB	851	87%	12%	3.4
Availability of faculty (e.g., during office hours).	DJS	15	100%	0	3.5
	UWGB	849	93%	7%	3.5
Overall grade for the major (not a sum of the above).	DJS	15	93%	7%	3.4
	UWGB	863	94%	5%	3.5

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2010-2014 percent	DJS	15	40%	20%	0	27%	13%
	UWGB	869	38%	45%	1%	5%	11%

Table 6. Graduate/professional study plans

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2010-2014 percent	DJS	10	40%	0	0	10%	50%
	UWGB	562	23%	22%	4%	3%	48%

	DJS (n = 15)	UWGB (n = 870)
Employed full-time (33 or more hours/week)	53%	78%
Employed part-time	13%	11%
Unemployed, seeking work	27%	5%
Unemployed, not seeking work	7%	2%
Student, not seeking work	0	4%

	Unit of Analysis	n	Very satisfied or satisfied	mean
2010-2014 percentage	DJS	10	60%	3.9
	UWGB	771	73%	3.9

	DJS (n = 9)	UWGB (n = 762)
High school or less	44%	19%
Certificate	11%	2%
Associate's degree	0	13%
Bachelor's degree	33%	57%
Graduate degree	11%	8%

	DJS (n = 10)	UWGB (n = 770)
Very related	20%	49%
Somewhat related	50%	31%
Not at all related	30%	19%

	DJS (n = 10)	UWGB (n = 745)
Under \$20,000	40%	12%
\$20,000 to \$25,999	0	11%
\$26,000 to \$29,999	10%	9%
\$30,000 to \$35,999	0	20%
\$36,000 to \$39,999	20%	13%
\$40,000 to \$49,999	10%	15%
\$50,000 or more	20%	20%

	Unit of Analysis	2010-2014		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	DJS	42	83%	4.3
	UWGB	2749	90%	4.4

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2010-2014		
		n	Strongly Agree or Agree	mean
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	DJS	41	56%	3.5
	UWGB	2643	46%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	DJS	42	60%	3.6
	UWGB	2634	58%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	DJS	42	79%	4.1
	UWGB	2746	82%	4.1
My education at UW-Green Bay has given me a “competitive edge” over graduates from other institutions.	DJS	41	66%	3.8
	UWGB	2629	64%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	DJS	42	86%	4.2
	UWGB	2710	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	DJS	42	57%	3.7
	UWGB	2730	72%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	DJS	41	76%	4.0
	UWGB	2742	83%	4.2
There is a strong commitment to racial harmony on this campus.	DJS	39	54%	3.5
	UWGB	2444	59%	3.7
The faculty and staff of UWGB are committed to gender equity.	DJS	40	75%	4.0
	UWGB	2545	77%	4.1
This institution shows concern for students as individuals.	DJS	42	57%	3.8
	UWGB	2689	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	DJS	41	39%	3.2
	UWGB	2606	50%	3.3

Table 8. Activities while at UW-Green Bay

	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2010-2014 percent	DJS	43	28%	57%	65%	12%	74%	19%	72%	33%
	UWGB	2834	25%	48%	55%	22%	58%	23%	56%	14%

Alumni

The following two boxes contain alumni with known occupations who graduated in the period shortly before the creation of Democracy and Justice Studies (2008-2011) and those who graduated after the institution of DJS (2011-2015). These data come from the Alumni Association and supplemented by an investigation conducted by the author of this report. The full list of alumni is available upon request. Again, alumni data are incomplete because of the difficulty in reaching students. However, the data gathered represents a substantial proportion of the total and DJS continues its efforts to reach more alums.

Pre-DJS (2008, 2009, 2010, 2011)

Class of 2008: Erin Deeley is a Public Defender in the Lake County Public Defender Office in Chicago. Ngosong Fonkem is a practicing Attorney in Green Bay. Paul Gazdik lives in Bellingham, WA and is an Emergency Manager. Lindsey Shreves lives in Delavan, WI and is an Economic Support Specialist at Walworth County Health and Human Services. Kelsey Hauskins lives in San Diego, CA and is Surface Warfare Officer for the US Navy. Kristina Hall lives in Omaha, NE and is an Insurance Account Executive for FirstComp. Kyle Scidmore is Assets Protection Leader at Target in Janesville, WI. Jenna Robinson is an Exhibition Assistant at John Michael Kohler Art Center Exhibition in Sheboygan, WI. Michelle Charles lives in Antigo, WI and is a Probation Agent for the Department of Corrections. **Class of 2009:** Brianna Fenske lives in Black Creek, WI and works as Program Instructor at Asprio. Anthony Kasten is Senior Purchasing Agent at Bay Pharmacy in Sturgeon Bay, WI. Nicholas Uebelher is a Probations and Parole Agent for the State of Wisconsin in De Pere, WI. **Class of 2010:** Alecia Waupoose lives in Sheboygan WI and is Customer Service Representative for M.A.S. Industries Inc. John Chritton lives in Arroyo Grande, CA Ameriprise Auto and Home Insurance. Johnathan Bahd works for the Veterans Service Representative for Department of Veterans Affairs in Fredonia, WI. Trevor Brandenburg is Corporate Manager for Target Corp in Minneapolis, MN. Rachael Frye lives in De Pere WI where he is Administrative Support for Schneider 7National Inc. Courtney Mikl is Administrative Assistant at Laura Mossakowski LLC. David Rodriguez is a Bilingual Kindergarten Teacher at Nicolet Elementary in Green Bay WI. Chase Hedrick is a Loan Processor at DHI Mortgage in Minneapolis, MN. Ashley Arts works for Family Services of Northeast Wisconsin in Green Bay, WI. Nicole Petruzates lives in Bonduel, WI and works as Placement Coordinator for QPS Employment Options Inc. Kalena Knapp is a Transportation Representative at C.H. Robinson Transportation Representative Green Bay, WI. **Class of 2011:** Gregory LeSage is Customer Service Representative at Lemieux in Green Bay, WI. John Paul Hartman is Assistant Story Manager at Adidas Group. Bethany Mongiat lives in Dam, WI and is Administrative Assistant at Queen of Peace. Ryan McConnell lives in Helena, Montana and is Assistant Director of Community Living at Carroll College.

Post-SCD (2012, 2013, 2014, 2015)

Class of 2012: Kelsey Anderson lives in Green Bay, WI, and is Probation Agent for the State of Wisconsin. Sam Krenn is a Police Office with the Glendale Police Department in Grafton, WI. Jesse Niemojuski resides in Francis Creek, WI and Scheduling Coordinator with Stancrete's and Welders. Jordan Pearlstein lives in Orlando, FL and is a Americorp Construction Crew Leader for Habitat for Humanity. **Class of 2013:** Emily Rivard resides in Green Bay, WI and is a General manager at Maurices, Green Bay, WI. Ryan Dunk is has completed his Masters in International Public Policy at UW-Madison. Melissa Childs is a Personal Banker with JPMorgan Chase. Portia Georgia is Project Coordinator with Eco-Peru. Ann Miller works in the Green Bay Area Public Schools. **Class of 2014:** Jason Carviou is a Financial Specialist with the Brown County Treasurer's Office in Green Bay, WI. Rebecca Desotell resides in Green Bay and works for Ameriprise Auto and Home Insurance. Portia Skenandore-Wheelock Green Bay WI University of WisconsinGreen Bay. Christine Bekyir is Paralegal for Brown County Corporation Counsel (attorneys that represent Brown County, specifically the Children in Need of Protective Services (CHIPS). Tess Schleitwiler is a MSW Practicum Student at National Coalition Building Institute, Missoula, Montana. **Class of 2015:** Cindy Doherty is After School Program Coordinator in the Suring School District in Shawano, WI. Tyler Rubenzer studies at Drake University Law School and is a Legal Intern at Wrongful Conviction Division. Nicholas Toyne is Maintenance Manager at YWCA Greater Green Bay in Sturgeon Bay, WI. Chloe Hansen Acrobat Coach at Power of Dance, Gymnastic Coach at YWCA Greater Green Bay and Program Coordinator at Howe Community Resource Center in Green Bay, WI. Paul Ahrens studies Industrial and Labor relations at Cornell University, Ithaca, NY. Adrian Canilho-Burke is working with the Americorp/Vista programs. Jason Just is in his third year of law school at the University of Minnesota and has accepted a position with the Green Bay division of the Corneille Law Group. Arthur Sonneland is in his third year at Marquette Law School. Portia Skenandore-Wheelock is in her first year at Syracuse University in a program that combines law/public affairs degrees. Shannon Connolly is in her first year at Portland State University, pursuing a Master's Degree in Public Policy.

The DJS Alumni Survey

The participation rate of DJS survey was lower than hoped. Presented below are the comments received. This section highlights student engagement with the ideas of the major.

Christine Bekyir is Paralegal for Brown County Corporation Counsel (attorneys that represent Brown County, specifically the Children in Need of Protective Services (CHIPS)). Christine is a DJS alum, Law and Justice Studies emphasis. *How did SCD/DJS prepare you? Work:* “DJS prepared me to understand the social dynamics that lead to the situations I deal with in my caseload (poverty, systematic racism causing unemployment/ underemployment that exacerbates an existing mental health problem are examples).” *Politics:* “I am far more active in my community's politics. I have a better understanding of how organizing for a cause can create change.” *Social:* “I have made great connections through DJS that have helped me grow as a person and be able to voice my views on certain topics with objectivity and be able to explain myself better (I have some great "debates" with friends about the future of our country).” *What would you tell students interested in majoring in Democracy and Justice Studies?* “I would tell students that this Major will best prepare you for working in a career that is responsible for helping others. You have to understand the ‘why’ or history behind many problems that are facing your community and be able to make the connection between social policy/laws and the effects they have on individuals lives.”

Jason Carviou graduated from UW-Green Bay in 2014 with majors in Democracy and Justice Studies, Political Science, and Public Administration. His emphasis in DJS was Law and Justice Studies. He is currently a Financial Specialist in the Brown County Treasurer's Office. He is planning to pursue a Master's Degree in Public Administration. He writes that “DJS is a unique major, in the sense that the skills or lessons you learn in the classes do not immediately prepare you for a job once you graduate. However, DJS taught me to challenge what I considered to be true or normal. Even if you're not interested in these fields, everyone can benefit from learning to challenge your own perceptions and expanding your reasoning ability. DJS prepared me to think for myself and to challenge anything anyone says, whether it was a Professor, co-worker, relative, or myself, especially myself. If you can challenge yourself and find the flaws in your own argument, you can strengthen your argument and reasoning.”

Nicholas Toyne graduated with a DJS major emphasizing Law and Justice Studies. He currently works as a Maintenance Manager at the YMCA of Greater Green Bay and contributes to the blog Positive Activism. He writes that “DJS revolutionized the way I [think] about the world. It forced me to question every aspect of my beliefs and look at everything as if I was seeing it for the first time. Over the course of my education I learned how societies behave, why people behave the way that they do, what influences those behaviors, and the institutions that foster and manipulate behaviors. I learned answers to questions I thought were unanswerable, and I became skeptical of things I had thought infallible.” He describes DJS as an “interdisciplinary field at the very heart of intersectional thought.” Asked about what he would tell students interested in majoring in DJS, he writes, “Be prepared to confront world views that contradict your own and do not dismiss that which you simply do not agree with. Be skeptical, be scientific, look at the evidence, but go beyond simple text book solutions.... Realize that what you are able to do is

because of what someone else fought for, so don't take it for granted, keep fighting. Be smart, be strong, and always do the right thing.”

Chloe Hansen's emphasis was American Studies. She is currently Program Coordinator at Howe Community Resource Center (and a gymnastics coach at the YWCA, acrobatic coach at Power of Dance, and temporary AC for campus). She writes, “DJS helped me be able to move into working with under-resourced populations smoothly. Specifically, understanding [how] various [social] structures impact... lives is beneficial in my work with Achieve Brown County. It has also helped me develop my skills in writing, question asking, and critical thinking. I also am continuing with my passion for social justice work in my personal life because of the program and the support of the professors.” She adds, “I think that DJS is a great and unique program. Not to mention that the professors are very personable and will go out of their way to ensure your success on all levels.” When asked about advice she would give students, she responded: “It is my hope that you take the time to explore the classes and connect with the wonderful professors.”

Adrian Burke's emphasis was Law and Justice. He is currently an AmeriCorps VISTA serving as Access to Local Food Coordinator for Food Roots in Tillamook, Oregon. He writes, “DJS prepared me with an interdisciplinary education on social issues. From knowing the history behind issues, theories, and even ‘common sense’ gave me a broad scope of understanding the contemporary political and social climate. Though I am not serving as an AmeriCorps VISTA in a field particular to my studies, DJS helped show that there are more issues besides laws and politics in urban areas that need attention. My time as a student of the DJS program taught me how to be a holistic activist in a complex world.” He notes, “It's the only bachelors degree of its kind. You'll learn about social issues in a broader sense than you would in any other social science field. But what makes the program the best is what you put into it. Expect to be in charge of your own education in this program; the professors expect excellence, and so should you.” Finally, in his advice to students, Adrian writes, “Declaring a Democracy and Justice Studies major was the happiest moment of my university experience. I struggled at balancing intellectual passion with professional and practical concerns. But you have to realize that you're not going to learn everything from a professional degree that you would need to know as a professional.” He concludes, “The greatest thing about DJS is that it introduces you to a vast breadth of knowledge that helps you grow in broader ways. Its the least restricting (i.e. most empowering) university program in terms of educational, professional, and personal development.”

Ryan Dunk constructed an individualized major focused on environmental justice. He now lives and works as a policy analyst in Portland, Oregon. He writes, “DJS gave me the ability to see beyond the surface of complex social structures and sociological constructs. My work within the program and with its wonderful professors granted me the ability to think critically about the content I consume and my ability to make change.” His advice to future DJS students: “I would tell students that DJS is unlike any other focus at UWGB. It will change the way you look at the world and your place within it. Be prepared to see the forces, both political and sociological, that shape attitudes and behaviors.” He adds, “DJS is a perfect primer for those wishing to go onto graduate school in law, sociology, political science, or public affairs.”

Students: Characteristics, Enrollments, and Successes

In addition to obtaining and analyzing institutional data on seniors and alumni, Democracy and Justice Studies organized an electronic project, utilizing both email and social media (Facebook), to reach out to alumni. The DJS Survey asked four questions: (1) What was your emphasis in SCD/DJS? (2) What are you doing now? (3) How did SCD/DJS prepare you for your work life? Political life? Social life? (4) What would you tell students interested in majoring in Democracy and Justice Studies (what used to be SCD)? The following tables are drawn from the UW-Green Bay Fact Book.⁷

Enrollments 2011-2016

Declaration	Fall					Spring				
	2011	2012	2013	2014	2015	2012	2013	2014	2015	2016
DJS Major	29	83	88	96	78	56	94	94	90	75
SCD Major	35	12	1	.	.	26	8	.	.	.
Total Majors	65	95	89	96	78	82	102	94	90	75
DJS Minor	6	16	21	21	20	11	20	22	21	23
SCD Minor	13	5	1	.	.	10	3	.	.	.
Total Minors	19	21	22	21	20	21	23	22	21	23

Disaggregating the Data: Majors and Minors

Majors, Past Five Years

Emphasis	2011	2012	2013	2014	2015
American Studies	2	8	6	8	5
Law and Justice Studies	20	54	60	69	60
U.S. and the World	7	15	17	12	12
Women's and Gender Studies	.	6	5	6	1
Individualized/Not Yet Determined	.	6	20	12	12

Enrollment Status	2011	2012	2013	2014	2015
Full-time	52	86	80	91	72
Part-time	12	9	9	5	6

Class	2011	2012	2013	2014	2015
Freshman	3	5	.	4	4
Sophomore	15	23	18	15	18
Junior	20	36	37	35	25
Senior	26	31	34	42	31
Total	64	95	89	96	78

Gender	2011	2012	2013	2014	2015
Female	42	59	54	54	44
Male	22	36	35	42	34

⁷ <http://www.uwgb.edu/oira/factbook/>

Age Category	2011	2012	2013	2014	2015
Under 25	48	78	70	82	68
25 to 29	5	10	12	7	8
30 to 39	8	3	4	6	2
40 to 49	3	4	3	1	.

Background	2011	2012	2013	2014	2015
African American	3	3	2	6	6
Hispanic/Latino	3	7	8	6	4
American Indian	.	1	1	.	2
Southeast Asian	2	3	3	4	4
White	53	76	70	76	59
Two or More	1	4	5	4	3
International	1	1	.	.	.
Unknown	1

Minors, Past Five Years

Enrollment Status	2011	2012	2013	2014	2015
Full-time	13	16	18	17	17
Part-time	6	5	4	3	3

Class	2011	2012	2013	2014	2015
Freshman	.	1	1	.	.
Sophomore	1	3	3	3	5
Junior	8	8	4	11	6
Senior	10	9	14	6	9
Total	19	21	22	20	20

Gender	2011	2012	2013	2014	2015
Female	10	12	10	13	14
Male	9	9	12	7	6

Age Category	2011	2012	2013	2014	2015
Under 25	14	13	15	15	18
25 to 29	3	5	4	3	2
30 to 39	1	1	1	1	.
40 to 49	1	2	2	1	.

Class Enrollment

Course	Sp11	Su11	Fa11	Sp12	Su12	Fa12	Sp13	Su13	Fa13	Sp14	Su14	Fa14	Sp15	Su15	Fa15
DJS 101				64		61	57		43	61		55	52		50
DJS 101			62												
DJS 198						23	5		23			24	10		25
DJS 198									23			26			25
DJS 198												28			21
DJS 198															23
DJS 198			21												
DJS 198			24												
DJS 204				50		54	59		37	63		41	42		32
DJS 204			47												
DJS 241						46*	42*		42*	45*		39*	46*		44*

DJS 241					43*	44*								
DJS 241			39*											
DJS 241													12	
DJS 283												14		23
DJS 303					8			24				17		24
DJS 303			18											
DJS 307								25*	17*			19*		25*
DJS 320					24*	24*		18*				24*		24*
DJS 320			24*											
DJS 320								8*						
DJS 325							36		27			38		
DJS 333				18		30			30					
DJS 333			18											
DJS 348						32*						28*		26*
DJS 348			27*											
DJS 349				32*			30*			25*			34*	
DJS 353										23*			30*	
DJS 361						34			30	26		25	13	24
DJS 361			27											
DJS 362				21						13				
DJS 363												21	28*	21
DJS 371										6*			9*	
DJS 375				21*										
DJS 437				25*			14*			18*			12*	
DJS 450				6										
DJS 450			6											
DJS 461							9						11	
DJS 470				18		12	12		8	19		19	16	21
DJS 497										2		1	6	1
DJS 497				1		1								
DJS 497						3	2		3			2		
DJS 497			2											
DJS 499							15*						11	

Analysis

Although the enrollment table indicates an enrollment drop in the program in 2015, this decline is anomalous with respect to the multi-year trend and is consistent with declines seen in other programs, a phenomenon likely explained by the significant drop in enrollments UW-Green Bay has experienced during the last few years. In the longer term, a recent comparative analysis of growth and teaching load found that Democracy and Justice Studies ranked second in growth (only the Nursing program was growing faster) and DJS faculty were teaching between 350-599 student credit hours per FTE (fulltime equivalent).⁸ Thus on a comparative basis, the overall trend for DJS is one of growth. Moreover, course enrollments remain strong.

⁸ Furlong, Deborah, "Growth, Size and Teaching Loads by Unit," presented at a CLAS Unit Chairs Meeting.

Disaggregating the data suggests that DJS is a program that students find later in their academic careers, which is to say that declarations increase dramatically in the junior and senior years. Most major declarations are made by full-time traditional age students. Over the five-year period, there has been a change in gender composition in the major, with the ratio from male to female trending towards a more gender-balanced population of students. Because of the enrollment declines experiences across the university, it is unclear whether the one-year drop in Women's and Gender Studies declarations is impacted by the change in gender ratio. With one-quarter of DJS's major made up of non-white minorities, the race/ethnic diversity of the program is greater in the last year assessed than in the past, a possible trend that faculty are eager to see continue.⁹

Recent or Soon-to-be Graduates

Democracy and Justice Studies graduates go on to great things. In only the last few years, several DJS students have entered law schools and graduate programs around the country. **Jason Just** is in his third year of law school at the University of Minnesota and has already accepted a position with the Green Bay division of the Corneille Law Group. **Arthur Sonneland** is in his third year at Marquette Law School. **Tess Schleitwiler** graduates this spring with her Masters of Social Work from University of Montana. **Portia Skenandore-Wheelock** is in her first year at Syracuse University in a program that combines law/public affairs degrees. **Paul Ahrens** is in his first years of graduate studies at Cornell University School of Labor and Industrial Relations. **Christian Parker** has been admitted to Marquette Law School on full scholarship. **Anastasia McCain** has been admitted to several law schools. **Tress Blake** is attending graduate school Loyola Michigan Marquette/ Masters in Higher Ed Amin. **Nate Fiene** accepted into the Masters of Public Administration program at the University of North Dakota. **Megan Jones** is pursuing her Masters degree in Educational Policy at UW-Madison. **Ryan Dunk** has just completed his Masters in International Relations at UW-Madison. **Tyler Rubenzer** studies at Drake University Law School and is a Legal Intern at Wrongful Conviction Division. **Shannon Connolly** is in her first year at Portland State University, completing her Master's Degree in Public Policy and teaching for the dynamic Chiron Studies program.

Faculty Accomplishments and Development

With a PhD in Sociology at the University of Tennessee-Knoxville, **Andrew Austin** came to UW-Green Bay in 2000 and achieved the rank of associate professor in 2005. Dr. Austin teaches a number of courses for Democracy and Justice Studies and Sociology, including Freedom and Social Control, Introduction to Democracy and Justice Studies, Introduction to Sociology, Criminal Justice Process, Foundations of Social Research, Law and Society, Power and Change in America, Race and Ethnic Relations, Senior Seminar, and Social Theory. He has sustained high teacher evaluations over the review period, and was nominated or won various student-recognized teaching awards and was twice recognized as a Teaching Scholar at US-Green Bay. In scholarship (since the last review period), Dr. Austin has published entries in *Encyclopedia of Social Deviance*, *The Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism*, and the

⁹ Race/ethnic data was excluded from this report due to missing data.

International Encyclopedia of Men and Masculinities, book and films reviews in the *Journal of Labor History*, *Sociological Spectrum*, and *Teaching Sociology*, and an article in *Public Resistance*. Additionally, he authored a white paper reviewing the literature on problem-focused interdisciplinary education and its role in making UW-Green Bay a unique institution in higher education that saw publication on the Chancellor's web site. The latter, appearing during a campus-wide debate on the subject, reflects Dr. Austin's commitment to the mission of the institution. Dr. Austin has served as a member of numerous university and department committees, representing DJS as faculty senator for nearly a decade and currently sitting on the University Committee. He has chaired both the Department of Democracy and Justice Studies (2012–present) and the disciplinary program in Sociology (since 2006). He is a member of Women and Gender Studies faculty and sat on the Executive Committees of Nursing and Social Work. He has served on university search and screen committees for the Chancellor, the Associate Provost, and the Provost and on a host of departmental recruitments in SCD/DJS, Social Work, and Nursing. He chaired the General Education Committee, the GEC's Domain Subcommittee for the Social Sciences, and the Institutional Review Board (clarifying that body's rules in light of federal law and leading the creation of the Institutional Animal Use and Care Committee as a separate body). He served on the Invent the Future Steering Committee (and two of its working groups), the Online Education Vision Working Group, and the Interdisciplinary Education Taskforce. He currently serves on the HLC Accreditation Team, the Board of the Center for History and Social Change, and the Writing Across the Curriculum Taskforce. Dr. Austin played a significant role in the transformation of SCD into the DJS, leading curricular redesign and, alongside his colleague Dr. Kaye, rebuilding the faculty.

Kristine Coulter holds a degree in Political Science from the University of California-Irvine. She joined the DJS faculty in 2014 and was successfully retained in spring 2016. In addition to Introduction to Democracy and Justice Studies, Dr. Coulter taught American Government and Politics, Introduction to Women's and Gender Studies, Constitutional Law, Law and Society, and Gender and the Law. Dr. Coulter's passion for developing effective pedagogical approaches is reflected in her routine discussions with faculty about teaching and engagement. In her short time here, Dr. Coulter has published peer-reviewed articles in the *Ralph Bunche Journal of Public Affairs* and the *Journal of Public Policy*. She entered the program having already published two articles in *Political Science and Politics*. Her works in progress include a paper presented at the Midwest Political Science Association in April 2015 (on the influence of gender and personal experience in US Supreme Court justice) and another paper to be presented at the Midwest meetings in April 2016 (about the descriptive representation and strength of responsiveness to crises in the black community). Dr. Coulter has already established her presence in the campus community, serving as adviser for the Pre-Law program and Constitutional Day panelist (twice). She participated in Safe Ally Training, organized a law school informational meeting, and presented at a Feminist 4 Action event. She is currently faculty adviser for the Model Constitutional Convention, scheduled for June 2016.

Joining the faculty in the fall of 2011, **Yunsun Huh** holds a PhD in Economics from the University of Utah. Dr. Huh's primary teaching duties include lecture and discussion in the team-taught gateway course for the DJS major, Introduction to Democracy and Justice Studies, Microeconomic Analysis, History of Economic Thought, Contemporary Labor Markets, Gender and Economic Justice and Senior Seminar. Dr. Huh was a UWGB Teaching Scholar for the

2012-2013 academic year. Dr. Huh's student evaluations are positive and peer observation of her teaching finds her to be an effective classroom instructor. In the area of scholarship, Dr. Huh pursues research focused on immigration, labor, and international economic relations and has had articles accepted in *Feminist Economics*, the *Journal of Women and Economics*, the *Journal of Human Development and Capabilities*, and the *International Journal of Women and Gender Studies*. She currently has a paper under review at *International Migration Review* and has presented papers at Midwest Economic Association Conference, Southern Economic Association Conference, Social Science Historical Association Conference, and the Wisconsin Economics Association Conference. Dr. Huh has received a research award for "Gender, Labor and East Asian Migrants" from the Korean Women Economists Association and also presented her work at several high-profile events in her home country of South Korea, including the Korean Women's Development Institute, Economics Joint Conference, and Foreign Scholars' Seminar. Dr. Huh founded and advises the student organization "Economic Think Tank" on campus. Dr. Huh has consistently expanded her service role as her career has progressed at UW-Green Bay, most significantly chairing the Academic Actions Committee, the Recognition and Award Committee, Individualized Learning Committee, the subcommittee on Inclusive Workplace Environment, and serving as alternate faculty senator for DJS. Beyond the university, Dr. Huh serves on the board of the Wisconsin Economics Association and chaired the Gender and Labor session at the Southern Economic Association Conference.

Dr. Harvey J. Kaye is the Ben and Joyce Rosenberg Professor of Democracy and Justice Studies. He holds a Ph.D. from Louisiana State University. Trained as a sociologist, he came to the University of Wisconsin in 1978 and developed his craft to become a historian and essayist of substantial reputation (testifying to the unique character of UW-Green Bay's problem-focused interdisciplinary in promoting scholarly growth). In addition to Introduction to Democracy and Justice Studies, the team-taught gateway course for the major, Dr. Kaye taught First-Year Seminar, Historical Perspectives in American Democracy, Power and Change in America, Senior Seminar and Politics and Social Criticism. Dr. Kaye is noted for challenging his students to strive for excellence, not only demanding their best in the classroom, but also serving as a valuable mentor to students in DJS and History, working with them to prepare their personal statements in preparation for applying to graduate and law school. In scholarship, Dr. Kaye recently published *The Fight for the Four Freedoms: What Made FDR and the Greatest Generation Truly Great* with Simon and Schuster. The book was named "Most Valuable History" by *The Nation Magazine* in 2014 and has garnered significant attention and generated much discussion. This was only the latest in a string of notable books. His previous book *Thomas Paine and the Promise of America* (with Hill and Wang) was published to great acclaim. He is currently working on his ninth monograph, *Radicals at Heart: Americans Should Embrace their Radical History*. He also has numerous edited books to his credit. In addition to book length works, Dr. Kaye has published hundreds of articles, essays, and reviews in a variety of outlets, including *The Times Higher Education Supplement*, *Huffington Post*, *The Daily Beast*, *Salon*, *The National Memo*, *Campaign for America's Future*, and *Moyers and Company*. Dr. Kaye has delivered numerous lectures and presentations, including most recently the keynote, "The Struggle for Paine's Memory and American Democracy" for *Citizen of the World: The Use and Abuse of Thomas Paine*, at Manchester Metropolitan University/People's History Museum in England. The conference was inspired by Dr. Kaye's award-winning book, *Thomas Paine and the Promise of America*. His appreciation for the life and legacy of Paine continues to call him,

for instance, acting as adviser to the play *To Begin the World Over Again: The Life of Thomas Paine*, which premiered in San Francisco in 2012 and is now in production for television broadcast. Dr. Kaye's record of service to the university and the larger community is extensive and vital. He is the founder and director of UWGB Center for History & Social Change, organizing (with a small budget) the Historical Perspectives Lectures Series, which brings to the university and community distinguished scholars and performers. At the departmental level, Dr. Kaye mentors new faculty. In the community, he serves on the Wisconsin Labor History Society's board of directors and as director of the Wisconsin Labor History High School Essay Contest. He advises middle and high school students from around the United States on National History Days. His list of public lectures on *The Fight for the Four Freedoms* is impressive, among these the National Archives, Washington DC, FDR Library, Hyde Park, NY, Four Freedoms Park, Roosevelt Island, New York City, and Marist College, Poughkeepsie NY. Dr. Kaye serves as adviser for FDR Four Freedoms Park, New York City. Dr. Kaye has appeared on numerous radio and television programs, including NPR, MSNBC, PBS, WPR, FOX Business News, SiriusXM, and C-Span's BookTV.

Katia Levintova is Associate Professor of Democracy and Justice Studies. She received her PhD from Western Michigan University and has been with UW-Green Bay since 2007, with an initial appointment in Public and Environmental Affairs and Political Science. In 2015, DJS invited Dr. Levintova to join the unit, in particular because her work dovetailed with the U.S. and the World emphasis (for example in foreign and defense policy), but also because of her commitment to democracy and justice. Dr. Levintova's student evaluations are excellent and she was named a finalist for the Student-Nominated Teaching Award, an honor she has received every year since its inception. Among her many faculty development activities, Dr. Levintova was a 2013-14 UWGB Teaching Scholar program and attended the UW System Faculty College in the summer of 2014. In scholarship, Dr. Levintova published articles in the *Journal of Communist and Post-Communist Studies* and *Canadian Journal of Scholarship of Teaching and Learning*, as well as a chapter in *Big Picture Pedagogy: Finding Interdisciplinary Solutions to Common Learning Problems*. She has an article under review in *Foreign Policy Analysis* and, with colleague Dr. Alison Staudinger, a proposed volume on gender and teaching with Indiana University Press, in which she authors a chapter and co-authors two chapters. Dr. Levintova presented at International Society for Scholarship of Teaching and Learning Annual Convention in 2014, and participated in a multi-year research seminar on integrating global learning with the university experience at the Center for Engaged Learning at Elon University in 2015. Also, Dr. Levintova was appointed as editor of *The Syllabus Journal*, a peer-reviewed, open access pedagogical journal. In service, Dr. Levintova served as chair of the Political Science the Global Studies programs. Dr. Levintova sat on several university committees and councils: Committees and Nominations, Library and Instructional Technology, Personnel Council, and the 50th Anniversary Committee. She served on the planning committee for the annual American Multicultural Student Leadership Conference. In addition to advising for Political Science, she was a PEA adviser, as well as lead adviser for the Global Studies program. In 2013-2015, she served on the International Visiting Scholar steering committee (becoming co-chair in June 2015), organizing several successful events. Additionally, her expertise in her areas of research was sought by the media.

Eric Morgan holds a PhD in History from University of Colorado at Boulder. Since coming to UW-Green Bay, in 2011, Dr. Morgan has taught more than a dozen distinct lower and upper division courses in the DJS and History programs, as well as supervised several independent studies. Dr. Morgan uses an array of strategies to reach students, including lecture, discussion, field study, travel, service learning, and team teaching. His travel course to South Africa and his DJS Senior Seminar on the topic of wilderness, conservation, and land ethics demonstrate Dr. Morgan's ability to move beyond the traditional classroom format to provide real-world experiences for students. His outstanding student evaluations and peer observation testify to his effectiveness. Dr. Morgan accepted the position at UW-Green Bay with an established scholarly agenda and several publications and presentations at professional conferences. His publication and conference participation record has grown steadily and impressively since. He is currently under contract to publish two books, one with the University of George Press on anti-Apartheid activism in the United States and South Africa, the other one with Routledge concerning globalization and Africa. While pursuing these long-term projects, he has published numerous articles, book chapters, essays, and book and exhibit reviews. His standout article in *Diplomatic History*, "Black and White at Center Court: Arthur Ashe and the Confrontation of Apartheid in South Africa," was a finalist for the 2013 Stuart L. Bernath Scholarly Article Prize. Dr. Morgan's SOTL publications, in *Teaching History* and the *History Teacher*, demonstrate Dr. Morgan's passion for deepening pedagogical practice. In addition to articles and essays, Dr. Morgan has published nearly a dozen book reviews in a range of outlets and at least a half a dozen encyclopedia entries since arriving at UW-Green Bay, adding to an already impressive record. In service to his profession, in addition to his conference work, Dr. Morgan has read, refereed, and reviewed manuscripts for numerous presses and journals. In the Green Bay community he serves as a member of the editorial board for *Voyager Magazine*, as well as that magazine's review editor. Among his many institutional contributions, including service to the Technology Council and the World History recruitment committee for Humanistic Studies, Dr. Morgan's three-year term as Advisor for DJS deserves special recognition. His work in this capacity was invaluable in recruiting and retaining majors and minors during a period of departmental rebuilding. He thus played a significant part in DJS's growth into one of the most popular programs on campus. In consultations with students, Dr. Morgan demonstrated a thorough understanding, not only of the unit's curriculum, but curricula and policy across the university. The fine work he did in devising and implementing a reliable system of advising has made it much easier for the next faculty advisor to continue serving student needs. Dr. Morgan has been advanced by his unit and his college to the rank of associate professor with tenure.

With a PhD in History from the University of Chicago, **Kimberly Reilly** joined the Democracy and Justice Studies faculty and the History faculty in fall 2013. She previously taught at the University of Baltimore, where she was a postdoctoral teaching fellow in the College of Arts and Sciences and a research fellow at the Center for International and Comparative Law. Her research focuses on the growing importance of intimacy and emotion in marriage in the early twentieth century U.S. She was appointed to the Women and Gender Studies' faculty soon after at UW-Green Bay. Dr. Reilly teaches several courses in DJS and History programs: DJS's team-taught Introduction to Democracy and Justice Studies, Women and Gender's Studies, U.S. Women's History, History of Sexuality in the United States, Feminist Theory, and the First-Year Seminar. Dr. Reilly's First-Year Seminar involved her in the labor-intensive GPS program focused on retention of first-year students. Dr. Reilly's engagement with high-impact practices

carries over into her role as DJS's departmental adviser, a role she took over from Eric Morgan in 2015. Dr. Reilly has continued the work of aligning DJS curriculum with the university's Student Information System, as well as specifying the new Course Leaf curriculum development software. Dr. Reilly's student evaluations are positive and she was nominated for Student-Nominated Teaching Award. Dr. Reilly has published articles in the *Journal of the Gilded Age and Progressive Era* and *Law and History Review*, and is under contract to publish a chapter in David J. Voelker and Joel M. Sipsriss' *We Hold These Truths? Debating American History* (Oxford University Press). She has essays forthcoming in *American History: A Social, Political, and Cultural Encyclopedia and Document Collection* and a book review in the *Journal of the Gilded Age and Progressive Era*. Dr. Reilly has a manuscript in progress, *Reconstructing Love: Marriage in Law and Culture, 1870-1920*. Dr. Reilly has presented papers at numerous conferences, most recently at the Annual Meeting of the American Society for Legal History, as well as a panelist at the Annual Meeting of the National Women's Studies Association. In addition to her contributions to DJS, History, and Women and Gender Studies programs, she serves on the Chancellor's Council on Diversity and Inclusive Excellence. She was a panelist for National Adjunct Walk Out Day Teach-In, as well as the annual the Constitution Day event. She is the incoming faculty advisor for the DJS program.

Jon Shelton holds a PhD in History from the University of Maryland. Dr. Shelton joined the Democracy and Justice Studies faculty in fall 2013. He also joined the History faculty at the time of his employment. Dr. Shelton taught several courses in DJS and History programs: directing and contributing to DJS's team-taught Introduction to Democracy and Justice Studies (his two-year stint as coordinator helped specify the structure of the course), as well as teaching First-Year Seminar, U.S. History since 1865, and U.S. Labor and the Working Class (a course he developed). Dr. Shelton's teaching evaluations are highly positive and he was a finalist for CATL's student-nominated teaching award each year he has been here. Additionally, he was a Teaching Scholar. Dr. Shelton has published articles in the *Journal of Social History* and *LABOR: Studies in Working-Class History of the Americas*, and he is under advance contract with the University of Illinois Press for his book manuscript *From Labor-Liberalism to Neoliberalism*. He presented at numerous professional conferences, was visiting scholar at the Havens Center for the Study of Social Justice, and was awarded a NEH summer stipend for 2015. He is engaged in editorial writing, publishing several editorials in newspapers. In addition to his service to DJS and History programs, he sits on the Student Misconduct Hearing Committee. In community service, he serves on the Board of Directors of the Wisconsin Labor History Society, and is a judge for the Labor History High School Essay Contest. Dr. Shelton also tutors in history at West High School.

Alison Staudinger holds a PhD in Government and Politics from the University of Maryland-College Park, with specializations in political theory and public law. Her dissertation criticizes the idea of a liberal democratic public sphere that fails to account for the importance of work, an important focus point for understanding race, class and gender and their bearing on political membership. She joined the Democracy and Justice Studies faculty in fall 2012. Her contract included an appointment to the Political Science program. She has also been associated with the Women and Gender Studies Faculty since the spring of 2013. Dr. Staudinger's teaching duties include organizing, lecturing and leading discussion in the team-taught gateway course for the DJS major, Introduction to Democracy and Justice Studies, Political Theory, American Political

Thought, First-Year Seminar, and the Senior Seminar. Dr. Staudinger's First-Year Seminar involved her in the labor-intensive GPS program focused on retention of first-year students. Dr. Staudinger's engagement with high-impact practices is also evident in her work as DJS's internship coordinator (a position she took over from Dr. Austin soon after arriving at UW-Green Bay). Dr. Staudinger's student evaluations are consistently strong. Her commitment to teaching is reflected in her award as a Wisconsin Teaching Fellow (OPID) and her continuing "Enduring Questions" NEH grant. In the area of scholarship, Dr. Staudinger has published articles and reviews in *The Good Society*, *PS: Political Science and Politics*, *Encyclopedia of American Governance and Global Encyclopedia of Public Administration*, *Public Policy, and Governance*. She has an article forthcoming in *PS: Political Science and Politics*, another provisionally accepted by *The Socialist Review*, and another under review at *Teaching and Learning Inquiry*. She has book reviews in *Voyageur Magazine* and *Law and Politics Book Review*. In collaboration, Dr. Staudinger and Dr. Levintova are co-editing a book, *Gendering Political Science*. Dr. Staudinger has presented talks at, and participated in, numerous conferences and workshops. Dr. Staudinger's service record is outstanding. She was a member of the Invent the Future Enrollment and Retention Working Group, as well as the Learning Technology Committee, and the university's Instructional Design Committee (which she co-chaired). She chairs the Childcare Alliance and served as co-organizer of two campus events: the Constitution Day panel discussion (at which she also appeared as a panelist) and Rachel Watson's talk at the Historical Perspectives Lecture Series. Additionally, Dr. Staudinger served as moderator for the Women's League of Wisconsin event with Gubernatorial Candidate Mary Burke.

The Center for History and Social Change

The Center

The Center for History and Social Change promotes historical study, thought and discourse at the University of Wisconsin-Green Bay and in the wider regional community through organizing and sponsoring lectures, seminars, and other events on campus conducted by outstanding visiting historical scholars in the humanities and social sciences. The Center is associated most directly with, and is funded by, the Department of Democracy and Justice Studies, and pursues its activities in relation to the department's goals. In the spirit of the University's interdisciplinary mission, the Center also seeks to encourage close contact with other relevant academic departments at UW-Green Bay, such as Humanistic Studies, Urban and Regional Studies, Education, and the interdisciplinary and disciplinary programs in American Indian Studies, History, Anthropology, International Studies, Sociology, and Women's Studies.

The Historical Perspectives Lecture Series

First organized, the foremost activity of the center has been the Historical Perspectives Lecture Series. This annual series of talks by a wide variety of historians and social scientists is made possible with funds from the University, the Democracy and Justice Studies Student Organization, the UW - Green Bay University League, and the UW-Green Bay Founders Association. It is hoped that an endowment for the lecture series can be created. The Lecture Series has brought in over 150 speakers from around the world to lecture on a wide variety of topics. Since 2011, students, faculty, and the community have participated in events that

included such figures as Heather Ann Thompson (History, Temple University), Joseph McCartin (History, Georgetown University), Allida Black (History, Eleanor Roosevelt Papers, George Washington University), Fred Donner (History, University of Chicago), Hank Thomas (Civil Rights Activist and 1960s Freedom Rider), Jonathan Holloway (History and African-American Studies, Yale University), Bob Weick (Actor "Karl Marx" Iron Age Theater, Philadelphia), Will Jones (History, UW-Madison), Sam Pizzigati (Institute for Policy Studies), Julia Irwin (History, University of South Florida), Ian Ruskin (Playwright and Actor "Thomas Paine," California-based), William J. Reese (History and Education, UW-Madison), Rachel Watson (African American Studies, University of Illinois at Chicago), Richard Brookhiser (*The National Review Magazine*), Margaret Somers (Sociology and History, University of Michigan), John Fugelsang (Host of Tell Me Everything), John Nichols (*The Nation*). For the complete list: <http://www.uwgb.edu/centerhsc/past.htm>.

Conclusion

The faculty of Democracy and Justice Studies is proud of what the unit has accomplished over the last five years. Constructing a new program and recruiting the faculty that would fine tune the curriculum has been a difficult yet joyous project. Senior members of the program who have been around long enough to remember the previous iterations of Social Change and Development feel that this is the best shape the unit has ever been in – in the strength of the program, the fit and energy of the faculty, and collegiality. This positive outlook is also reflected in the student body, who seem to be as engaged as ever.

DJS is forward-looking and ideas for future development are actively discussed at meetings, in offices, and in the hallways. A possible graduate program in Social Studies, aimed most immediately at providing training for public school teachers who need the area of specialization for their professional development, is in the early discussion stage. Another possible graduate program, one in American Studies, has been raised with members of Humanistic Studies. This idea is in the early discussion stage.

More service learning opportunities for students and more student research opportunities are in the works, and some thought is being given to whether these experiences should be required. Several faculty members have begun talking about raising the profile of the unit through various media campaigns. The unit has established its presence on Facebook and is considering developing an app for current and prospective students. Another idea being considered is generating short and energetic weekly news analysis via podcasting. There could be possible internships associated with this and similar projects. In addition to news analysis, the unit could do podcast interviews with students and their work and experiences, as well as with faculty about courses and research projects. Duties would rotate among all of us and be linked to our Facebook and UWGB pages.

DJS faculty desire to make DJS the place for first-generation college students and are actively thinking about ways we can recruit those students in Green Bay and from such urban centers Milwaukee and Chicago. Faculty believes DJS is the ideal program to be at the forefront of diversifying the campus. Its positioning in this respect is strongly suggested by the number of

First Year Seminars offered and the degree of participation in the GPS program. Designating courses as Ethnic Studies is another way of raising the unit's profile.

Finally, faculty and student work on the Childcare Center initiative, to which DJS faculty are committed and many are involved, promises to achieve a more socially equitable campus environment, assist in university enrolment efforts, connect UW-GB to the community, and provide high impact, learning opportunities, for all students, including DJS. This is the type of work that exemplifies both the spirit and the mission of DJS as a forward thinking campus leader in this area.