

Democracy and Justice Studies Comprehensive Program Review 2013-2014 to 2019-2020

General and Overview

Describe your program's most significant opportunities and significant challenges.

The Democracy and Justice Studies program, founded in 2011, has continued to add students, emphases, and high-impact practices to better offer student-centered, equity-minded, problem-focused learning. Our faculty are impressive teachers and scholars. We serve as campus, system, and community leaders in governance, initiatives, and innovative pedagogy. A core aspect of our program is mentoring and cohort-building; students have substantive relationships with each other and our faculty, helping them develop intellectually and professionally. These relationships are also clear in the advising and personalized learning opportunities available to our students, who can shape their DJS major to fit their own path. Our five emphases, although united by a common core of five classes, help students articulate what is distinct about their learning to graduate schools and employers. Recognizing that students are passionate about issues related to criminal justice, we've expanded more seriously into that area and are pursuing opportunities for prison-based education. We've built up our course offerings in legal studies and enhanced our capacity for pre-law advising to better serve students. We've continued to have strong connections to other programs; most of our courses are cross-listed and students can count courses from ten other programs towards our major. We are also proud to be one of the few programs that includes both social science and humanities faculty, and believe this diversity affords us a distinctive analytical edge.

We face capacity challenges due to having fewer full-time faculty while our number of majors have steadily risen. Our faculty are also highly engaged on campus, meaning that they often are pulled out of the classroom because of their service or research. This is a particularly acute challenge now that we have lost two core faculty—Harvey Kaye and Alison Staudinger—in the past six months. We see this loss, however, as a major opportunity to reinvigorate our already exciting curriculum with a focus on race and ethnicity, which, in turn, would put our unit at the center of enabling UWGB's efforts to attract and retain first-generation students, particularly students of color.

We would love to grow our Criminal Justice emphasis, which is currently dependent on one faculty member for all three core classes, which are regularly full—but we need an additional faculty member to do so. We face issues with workload and burnout; DJS professors care deeply about their students and this dedication translates to significant time supporting them as mentors and offering individualized learning opportunities (see below). We also have been hampered by the reorganization of the financial functions of the university in a way that does not match our

practice. DJS faculty are split between at least four “CIP codes” for the purposes of APS and the IBB, and the DJS chair is in the strange position of approving expenses for faculty who are not tenured in DJS because they have been assigned to one of our CIP codes. This undermines shared governance and our unit’s ability to function—we are concerned that further development of the IBB will eliminate the vestiges of interdisciplinarity on this campus. It is essential that we fix this issue.

What are some things that would help make your program and its students more successful?

Because Democracy and Justice studies is a unique, interdisciplinary major, high school or first year students are not always familiar with our program, the skills we offer, or the career fields they can pursue. Support to better help us ensure both current UWGB students and prospective students really understand what opportunities are available through our program—would be useful. Our faculty are more than willing to help in this regard, but we do not have more faculty resources to do it.

Our students graduate with a set of skills and accomplishments of which we are justifiably proud—but they are not always able to articulate clearly how their academic work or high impact experiences translate to the workplace. This aspect of professionalization is something we practice in our capstone course but might be benefited by the adoption of an “e-portfolio” or other requirement that lends itself to articulation of skills with specific examples.

We also would like for even more of our students to participate in opportunities like research assistantships, peer mentoring, study abroad, or other HIPs. We’ve added a lower division course, for instance, called “Mentoring for Equity and Inclusion,” that allows our majors, through an equity-focused lens, to mentor Green Bay high school students through the federally-funded Upward Bound program. A general education requirement for HIPs, or perhaps Civic Engagement, would be a possible benefit for our students and curricula. We need to think creatively about how to ensure our students can overcome some of the barriers—the extra time and transportation commitments, for example—to ensure that students from limited means and with work and family obligations can have access to the life-changing opportunities our program offers.

What are some program accomplishments worth highlighting?

Our program’s design means that professors really get to know our students, and they get to know each other. Having four core upper-level classes at the third- and fourth-year level means students develop some cohort-like qualities that help to sustain them in our major and through their college career. Our alumni also stay in touch, and we often connect them with our current students. We are proud of our recent graduates who have attended graduate school in schools such as the University of Wisconsin-Madison, Marquette University, Penn State University, the University of Minnesota, Syracuse University, Portland State University, Johns Hopkins University, and many others. We also are proud of students who have successfully pursued careers as labor organizers, social studies teachers, police officers, legal aids for U.S. federal judges, and lawyers.

Have there been any significant changes that have affected your program? (Narrative)

We have struggled to maintain our curriculum with the reduction of faculty in the social sciences on this campus. Since our program includes political science, economics, and sociology course, the decline in faculty numbers has meant reducing options for students and less predictability of our course periodicity.

Another change that occurred during last seven (7) years was removal of the interdisciplinary graduation requirement that affected all interdisciplinary units and programs. Student recruitment and promotion of our major were without question affected by this change.

Where do you want your program to be 5 to 7 years from now? (Narrative)

Our unit's most significant strength is the excellence and commitment of our faculty. Our faculty have won Founders Awards for Excellence in Teaching and Institutional Development, and they've published major pieces of award-winning research. Most of us are highly engaged in community outreach, including serving in local organizations and informing local and national media stories, and we often integrate our students into that work. We encourage the collaboration between faculty and students in our unit, and we have a reputation on campus and in the community for our commitment to democracy, racial and gender equality, and workers' rights. We have community connections that also help our students get jobs—from labor union organizing to political campaigns to the Green Bay police department.

We want to see our unit grow along with the university. We see our work as integral not only to continuing the overall trajectory of growth of UWGB, but also at the core of making our university more equitable, better able to recruit and retain diverse students, and better suited to mentor and guide the growing diverse population of students (African American, Hmong, Somali, and Latino) from the Green Bay area.

One avenue for potential growth is a developing collaboration with the Education program, which would locate a social studies educator emphasis in DJS. Due to recent teacher licensure changes from the Wisconsin Department of Public Instruction, an interdisciplinary major is now needed to earn a license to teach social studies rather than the previous model of a major in a single discipline (usually history) with supporting coursework in other social studies subjects. We are perfectly situated for this collaboration given our commitment to interdisciplinarity and outreach.

Our unit has always been lean in terms of the number of our faculty, and that works well for us as it allows us to work cohesively as a unit, and to ensure that no students slip through the cracks. Team-teaching DJS 101, for example, allows us to work with our students with an intellectual coherence that is unmatched, perhaps anywhere else in academia. We want to continue the high-quality teaching, research excellence, and deep mentoring we've been doing, but to do so we do need at least two, and likely three, new faculty. In five to seven years, we would love to be in a position in which at least two dynamic new hires were reaching tenure and moving into the part of their career where they are able, like most of us are now, are taking on leadership roles in the university. We also want DJS to have an obvious reputation on campus

and in the community where students excited about politics, democratic citizenship, and social justice know they will see their ambitions nurtured and actualized.

Demand All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material.

Our major has steadily grown—by over 50 percent from 2013-2014 to our high of 148 majors in 2019-2020. Although the 2020-2021 numbers are lower, we anticipate that this is due to Covid disruption, but anticipate returns to the upward trend once we are in the classroom with our students again. According to the data, we generally have approximately 30 minors; it is unclear why this would be so much higher for 2013-2014 (122), unless many students who were Social Change and Development students chose DJS as a minor. It is also possible that the changes we made to the design of the minor (to share a common core with the major), incentivized students to major in DJS instead. The design of the minor might be something to review.

Internal

Program goals (Mission, vision, learning outcomes; present as narrative/lists)

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, law enforcement and reform, 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.

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, 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.

Curriculum development (Lists, brief narrative if appropriate)

In the time period under review, we have adjusted our curriculum primarily through the emphasis changes discussed elsewhere. Three other notable course developments:

DJS 101: Introduction to Democracy and Justice Studies. Our distinctive introductory course is team-taught by the entire department and serves both to educate prospective students about our program and as an engaging general education course. Students learn about the many ways thinkers and activists have sought to change the world, including some of the complexities of this action, and then complete an “organizing project” which prepares them for future study.

DJS 200/400: Mentoring for Equity and Inclusion. This course was created by Dr. Jon Shelton in 2018 to support a grant-funded program through which students serve as mentors for Green Bay high school students participating in the Federal TRIO Upward Bound program. Mentors help promote the development of skills critical to academic success, encourage students to aspire to college, help overcome barriers to college attainment, and act as a role model and resource for the underrepresented students served by TRIO programs. The course is taught from a social justice perspective, focused on the barriers that have historically limited access to college, including classism, racism, and sexism. Mentors work with local TRIO students at least four hours per week for twelve weeks and will provide mentoring as well as tutoring support. This course has regularly been taught by Shelton and Dr. Staudinger, and with Staudinger leaving the university, we hope one of our new hires can also contribute to this course moving forward.

DJS 221: American Law in Historical Perspectives. Through assessment and conversation, we recognized that our students were having difficulty in upper-level classes where they were expected to engage with legal cases and thinking. Dr. Kimberley Reilly, building on her expertise in Legal History, created this course at the lower level in 2016. This also allowed for us to ground the new Legal Studies emphasis in this specific, required, lower-level course. As keeping with DJS mission and problem-focus, this class is centered on questions of equality, and investigates transformations in the legal meaning of privacy, citizenship, and civil rights over time, and consider the terms in which we uphold “equality” in our own historical moment.

DJS 353: The U.S. and the World. This course was created in 2013 to anchor the development of the U.S. and the World emphasis, contribute to the Global Studies Minor, and to reflect the expertise of Dr. Eric Morgan. The course charts the United States’ interactions with the larger world, including its experiments with imperialism, interventionism, and multilateralism, from 1898 to the present.

DJS 365/HIST 365: U.S. Labor and the Working Class: Past and Present. This course was created in 2014 to round out the American Studies emphasis and draw on Dr. Jon Shelton's primary field of study. This course in labor history examines the social and political place of working people as well as cultural practices and how they impacted workers' political consciousness. It also prepares students for upper-level courses which expect them to have knowledge of the history of class inequality in the United States, and an understanding of the role that this conflict plays in our political institutions and imaginations.

HIST 290: The Craft of History. This course was collaboratively developed by the history program (Dr. Jon Shelton and Dr. Eric Morgan both played a major role in the course's development), and serves DJS majors and is often taught by DJS faculty (Shelton and Morgan teach it regularly). The course serves as introduction to the practice of history and historical method, and because it serves the valuable role of introducing students to humanities-research methods, we have integrated this into our curriculum by making it an option for our "Tools" requirement. It has proven to be popular for DJS majors.

Connections to other programs (Lists, brief narrative if appropriate)

Our closest connections (programmatically and curricula) are to history, political science, sociology, global studies, communication, women and gender studies, humanities, and public administration. DJS students often double major or minor in these programs. DJS curriculum shares course(s) with these disciplinary and interdisciplinary programs:

Cross Listed Courses

DJS/WOST 241: Introduction to Women's and Gender Studies
DJS/WOST 348: Gender and the Law
DJS/POL SCI 349: American Political Thought
DJS/ECON 207: History of Economic Thought
DJS/POL SCI 320: Constitutional Law
DJS/HISTORY 353: The U.S. and the World
DJS/HIST 365: U.S. Labor and the Working Class: Past and Present
DJS/WOST 437: Feminist Theory

Additional Courses from other programs which count towards a DJS major:

ANTHRO 100: Varieties of World Culture
ART 376: Modern American Culture
ART 379: Women, Art and Image
COMM SCI 205: Social Science Statistics
COMM SCI 301: Foundations for Social Research
COMM 133: Fundamentals of Public Address
COMM 290: Communication Problems and Research Methods
ECON 202: Macro Economic Analysis
ECON 203: Micro Economic Analysis
FNS 392: First Nations Justice and Tribal Governments
FNS/WOST 360L: Women and Gender in First Nations Communities
HIST 205: American History to 1865
HIST 206: History of the United States from 1865 to the Present

HISTORY 290: The Craft of History
 HISTORY 356 History of Modern Africa
 HISTORY 340: Topics in African American History
 HISTORY/WOST 370: History of Sexuality in the U.S.
 HISTORY/WOST 380: U.S. Women's History
 HISTORY 402: America in the Twentieth Century
 HISTORY 422: Topics in Early Modern European History
 HUM STUD 200: Introduction to Digital and Public Humanities
 MATH 260: Introductory Statistics
 PHILOS 102: Contemporary Ethical Issues
 PHILOS 105: Is Morality for Sale?
 PHILOS 326: Philosophy, Politics and Law
 POL SCI 101: American Government and Politics
 POL SCI 100: Global Politics and Society
 POL SCI 312/UR RE ST 312: Community Politics
 POL SCI 318: Political Behavior
 POL SCI 340: Political Theory
 POL SCI 351: Comparative Politics
 POL SCI 360: International Relations
 POL SCI 370: Foreign and Defense Policies
 POL SCI 351: Comparative Politics
 POL SCI 360: International Relations
 PU EN AF 21: Introduction to Public Administration
 SOCIOLOG 101: Introduction to Sociology
 SOCIOLOG 303: Race and Ethnic Relations
 SOCIOLOG 307: Social Theory
 SOCIOLOG 315: Street Gangs in America
 SOCIOLOG 404: Criminology
 UR RE ST 323: Asian American Communities in the United States
 UR RE ST 324: Latino Communities in the United States
 WOST 201: Introduction to LGBTQ Studies
 WOST 350: Topics in Women's Studies
 WF 105: Research and Rhetoric

Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

According to the spreadsheet, we offered 240 courses. This is not a meaningful metric for us—as you can see, our program includes many courses with other prefixes, and every DJS faculty member teaches in multiple programs.

We are deeply committed to in-person education. Our program is rooted in small, intensive experiences at the upper level and thus (during non-COVID times) all DJS courses are offered in person, during the regular semester. This is particularly true for our one LL and four UL core courses. There are courses offered online, including those which count as electives for our program, through other programs and often our instructors—such as Introduction to Women's

and Gender Studies, History of the United States, Introduction to Global Politics, and American Government.

Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

The diversity of DJS students mirrors or exceeds that of the general UWGB population, although we acknowledge that our campus has a long way to go to serve the needs of our community. In terms of race and ethnicity, our non-white student population has steadily trended upwards, starting at around 20 percent in 2012-2014 to around 30 percent in recent years. In other categories, such as first-generation college students, age, gender, and transfer students, we are similar to or more diverse than the university as a whole.

Although they left for other positions, DJS had two women of color faculty members in recent years in Dr. Yunsun Huh and Dr. Kristine Coulter. We recommend the campus create more robust mentoring systems and prioritize retention for faculty of color. DJS would welcome the opportunity to play a role in developing unique efforts to recruit faculty of color, such as a diversity postdoctoral fellows program. Following the departures of Dr. Kaye and Dr. Staudinger, we see a major opportunity moving forward to prioritize faculty hires from a fields more likely to include faculty of color, such as African American Studies and/or Latino Studies. We do have two senior women faculty, including a full professor, and faculty from working class backgrounds.

Gen Ed, FYS/GPS, CCIHS (Lists)

DJS (and disciplinary programs affiliated with it) have been robust contributors to the general education program at UWGB, as well as high-impact practices. All faculty members have taught an FYS; many also contributed to the GPS program. There might not be any other program on campus fully integrated in college onboarding than DJS. Below is the list of FYS/GPS* Courses taught during the period under review:

DJS198: Reading the Times (Kaye)

DJS198: Here We Are Now, Entertain Us: Generation X, Grunge and the 1990's; The National Parks (Morgan)

DJS 198: Becoming Human: People, Machines, and Monsters (Austin)

DJS198: Life's Work, The Work of Storytelling, We Need to Talk: Deliberation for Civic Renewal* (Staudinger)

DJS 198: Food Politics (Coulter)

DJS198: Justice and Literature (Bennett)

DJS198: What's for Sale? History & Politics of American Consumer Culture* (Reilly)

DJS 198: American Democracy through Film and Television; We Don't Need No Education or Do We? * (Shelton)

DJS 198: Exploring Race and Crime through Television (Jacklin)

Pol Sci 198: Politics in Sports (Levintova)*

The DJS Senior seminar also serves as a capstone not only for DJS students but for students pursuing a major without their own capstone course (political science, for example).

General Education Requirement			
Social sciences	Global Culture	Ethnic studies	Capstone
DJS 101; Pol Sci 100; Pol Sci 101; DJS/WOST 241; DJS 200; DJS 204; DJS 221	Pol Sci 100; Pol Sci 351	DJS 200	Prisons and Punishment; The Art of Social Justice; We Hold These Truths; The End? The Politics of Economic Opportunity in America; Democracy and Education; Social Movements; Equality, The Politics of Work and Love; Wilderness, Conservation, and the Land Ethic in America; The Spy
Writing Emphasis	Quantitative Literacy	Humanities	
DJS 198; DJS 241; DJS 348; DJS 353; DJS 361; DJS 361; DJS 362; DJS 461; DJS 470; Pol Sci 318; HIST 370; HIST 353; POL SCI 340;	Pol Sci 318	Hist 205; Hist 206	

Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

The DJS program went through a phase of rebuilding following the retirement and departure of most faculty in the period following ACT 10; all but one current faculty members joined the program in 2011 or later. Eric Morgan in 2011, Kim Reilly and Jon Shelton in 2013, Katia Levintova (from PEA) in 2018, and finally Nolan Bennett in 2019. In the meantime, Yunsun Huh, Kris Coulter, and Alison Staudinger departed for other positions, and Harvey J. Kaye retired. We are thus far below the needed staffing with which we started the review period, despite steady growth in majors, emphases, and substantive contributions to general education.

Cost per credit hour (TBD)

External

Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

DJS 200: Partnership with Upward Bound/TRIO, Green Bay Public Schools for tutoring.
DJS 497: Internships at APD, GBPD, Sexual Assault Center, Fox Valley Autism Center, We

All Rise/African American Resource Center, CASA Alba-Melanie, GB Legal, GB mayor's Office, WI League of Conservation Voters, various law firms in the area, Syllabus Journal, UWGB offices (Pride Center, Dean's Office, GPS program, OIE)

Voyageur: Northeast Wisconsin's Historical Review: Eric Morgan, current editor-in-chief and former associate editor and book review editor; Kim Reilly, current book review editor, many DJS contributions/articles; Jon Shelton, editorial board member.

Center for Civic Engagement: Alison Staudinger co-directed the Center, which works with local partners to develop research projects, solve community problems, and engage students.

The Civic Scholars Program works with the Green Bay Mayor's Office, Chamber of Commerce, Public Health Department, Adult Resource and Disability Center, On Broadway, The Volunteer Center, GBAPS, and more. Grant applications and research projects involve partnerships with Sea Grant, Brown County, East River Resiliency Project, COWS, and UniverCity.

COMSA USA—Somali Community Services Organization. Jon Shelton serves on the Board of Directors and works to connect UWGB faculty, staff, and students with avenues to help mentor and assist the Somali refugee community in Green Bay

Regional competition of Civics Games in partnership with WNA (has UWGB interns including DJS majors)

Appleton History Museum at the Castle: Kim Reilly, served as museum advisor for award-winning exhibit.

Syllabus Journal, national peer reviewed publication examining higher education syllabi and course-related materials. Katia Levitova co-editor with Caroline Boswell. (has UWGB interns, including DJS majors)

UWGB Model European Union (student organization, co-led by Katia Levintova).

Wisconsin Labor History Society: Harvey J. Kaye, Jillian Jacklin, Alison Staudinger, and Jon Shelton are active members and board members, assist with the annual conference, and run the high school essay and scholarship contest.

Contributions to regional infrastructure (Lists)

N/A

Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

Our problem focus concerns the theory and practice of creating a more just and democratic world, and our scholarship, highlighted here, reflects this focus.

Connecting Theory to Practice

DJS scholarship serves the public good. Jon Shelton and emeritus Harvey Kaye excel in public-facing work, contributing to news outlets from *The Washington Post*, to *Newsweek*, to *Jacobin*, and prominent podcasts and radio shows. Most DJS professors have also engaged in the Scholarship of Teaching and Learning (SoTL), seeking to better understand and improve student learning on our campus and beyond, particularly by attending to the experiences of historically marginalized students like those who are parenting or working class. Selected Publications:

- Levintova, Ekaterina and Alison Staudinger, eds. *Gender in Teaching and Learning in Political Science and Related Disciplines* (Indiana University Press, June 2018)
- Levintova, Ekaterina, Valerie Barske, Valerie Murrenus Pilmaier, and Darci Thoune, “SoTL and the Gendered Division of Labor on Our Campuses: A Case for More Equity and Change in Professional Values,” in Kirsti K. Cole and Holly Hassel, eds. *Academic Labor beyond the College Classroom: Working for Our Values* (Routledge, 2019)
- Morgan, Eric. “Open Spaces of Democracy: Connecting Students, Wilderness, and Community through Experiential Learning,” *Journal of Sustainability Education* 11, no. 1 (April 2016): http://www.jsedimensions.org/wordpress/content/open-spaces-of-democracy-connecting-students-wilderness-and-community-through-experiential-learning_2016_03/
- Shelton, Jon. “Walker’s Wisconsin and the Future of the United States,” Jasmin Kerrissey, et. al. (eds.) *Labor in the Time of Trump: Challenges and Responses* (Cornell University Press, 2020)
- Staudinger, Alison with Denise Bartell and David Voelker. “Problem-Focused Learning in a First Year Learning Community” in *Redesigning Liberal Education: Innovative Design for a Twenty-First-Century Undergraduate Education*. eds. William Moner, Phillip Motley, Rebecca Pope-Ruark. (Baltimore: Johns Hopkins University Press, 2020).

Contextualizing and Questioning Historical Narrative

Our commitment to understanding how hierarchies have shaped understandings of history and politics means that many DJS professors’ work interrogates common sense understandings.

- Austin, A. Foreword. *The Communist Manifesto* by Karl Marx and Friedrich Engels (Skyhorse Publishing, 2018).
- Austin, A. 2018. *Defending the Digital Commons: A Left-Libertarian Critique on Speech and Censorship in the Virtual Public Square*. Project Censored, August 28.
- Bennett, Nolan. *The Claims of Experience: Autobiography and American Democracy* (New York: Oxford University Press, 2019).
- Kaye, Harvey J. *Take Hold of Our History: Make America Radical Again* London, UK and (Washington, DC: Zero Books, October 2019).
- Morgan, Eric. “Don’t Play Ball with South Africa: The United States, the Anti-Apartheid Movement, and the Davis Cup Protests,” *The International Journal of the History of Sport* 34, nos.3-4 (2017): 266-282. [Reprinted in Cathal Kilcline, ed., *Sport and Protest: Global Perspectives* (New York: Routledge, 2018).]
- Reilly, Kimberley A. “Wronged in Her Dearest Rights: Plaintiff Wives and the Transformation of Marital Consortium, 1870—1920.” *Law and History Review* 31, no. 1 (2013): 61-99. Accessed December 14, 2020. <http://www.jstor.org/stable/23489451>.
- Reilly, Kimberley A. “The Politics of Prosperity: Mass Consumer Culture in the 1920s,” in *We Hold These Truths? Debating American History* (Oxford University Press, 2020), eds. David J. Voelker and Joel M. Sippis.
- Shelton, Jon. *Teacher Strike! Public Education and the Making of a New American Political Order* (University of Illinois Press/Working Class in American History series), 2017
- Staudinger, Alison Kathryn. “The Fascist Business in Flannery O’Connor” in *New Directions in Flannery O’Connor Studies*, edited by Jordan Cofer and Alison Arant. Chapter 5, (Jackson, MS: University Press of Mississippi, 2020).

Deepening our understanding of the struggle for Democracy and Justice

Finally, the work of DJS professors analyzes the struggles of everyday people who pushed political leaders to advance or renew democratic life or make the world more just:

- Bennett, Nolan. “‘The State was Patiently Waiting for Me to Die’: Life without the Possibility of Parole as Punishment.” *Political Theory* (June 1, 2020).
- Levintova, Ekaterina. “A Tale of Two Independence Movements: How Do Citizens Encounter Issues of International Law and Democratic Theory?” *Nationalities Papers* 45:6 (2017), 1167-1188 (published online on July 21, 2017, available at <http://www.tandfonline.com/doi/full/10.1080/00905992.2017.1299121>)
- Levintova, Ekaterina and David Coury, “Poland, Germany, and the EU: Reimagining Central Europe,” *Europe-Asia Studies* 72:7 (September 2020), pp. 1186-1208 (published online on June 16, 2020)
- Morgan, Eric. “Black and White at Center Court: Arthur Ashe and the Confrontation of Apartheid in South Africa,” *Diplomatic History* 36, no. 5 (November 2012): 815-841.
- Reilly, Kimberley. (2014). “A Perilous Venture for Democracy”: Soldiers, Sexual Purity, and American Citizenship in the First World War. *The Journal of the Gilded Age and Progressive Era*, 13(2), 223-255. doi:10.1017/S1537781414000085
- Shelton, Jon. ‘Compulsory Unionism’ and Its Critics: The National Right to Work Committee, Teacher Unions, and the Defeat of Labor Law Reform in 1978,” *Journal of Policy History* 29 (Summer 2017)
- Staudinger, Alison Kathryn. 2017. "Reading Deeply for Disciplinary Awareness and Political Judgment." *Teaching & Learning Inquiry* 5 (1): 1-16.

Student Success

High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

DJS instructors also spend significant and uncompensated time working with their students in independent studies, honors projects, and other individualized learning opportunities such as research assistantships and teaching assistantships. Some recent examples include:

- Austin: Chase Hansen, Honors Projects (Spring 2020)
- Staudinger: Morgan Pertzborn, “Incarceration and Reproductive Rights, (Spring 2018);”Gagner, Jared, “Political Islam (Fall 2020)” Jordyn Gaurkee, “Analysis Of Different Judicial Advocacy Programs At Universities” (Spring 2019)
- Levintova: Riddle, Brad, Honors Project: “Unpeeling Avocado Politics: An Analysis of Right-wing Populism and Environmentalism (Spring 2020); Sicula, Patrick “Civic Education (Spring 2020); Carron, Austin, Palestine and Its Neighbors: A Regional Perspective (Spring 2019)
- Reilly: Abbie Wagaman and Kayla Probst, LGBTQ oral history project (2020); Jacki Grabowski “Institutional history and learning outcomes of the afterschool programs in the Green Bay Area Public School District” (Spring 2018)
- Shelton, two UWGB graduates, Greg Lutz and Joey Taylor, “Civil Rights and Titledown: Green

Bay and the Open Housing Ordinance of 1968,” *Voyageur: Northeast Wisconsin’s Historical Review* (Winter 2019)

DJS professors also emphasize high-impact practices within courses. This begins in DJS 101, where students work in groups on an “organizing project” where they practice skills like power analysis and social science research. In 200- and 300-level DJS classes, students continue to build these and additional skills, like historical, interpretative, and social scientific research methods, project management, and archival experience.

In the upper-level core courses, students apply these skills in activities like the art/cartoon exhibit DJS 349 students create, applied projects in “DJS Topics,” by engaging in internships, research assistantships, peer mentoring, and study abroad, including Eric Morgan’s travel course to South Africa. In the capstone, students work on a major research, service, or other project. For example, Dr. Reilly’s class built a website for “Understanding Activism in the Age of Trump;” Dr. Kaye’s staged the play *We Hold These Truths*; Dr. Staudinger’s class partnered with “Ex-Incarcerated People Organizing” to explore the reform of the criminal justice system.

Many DJS professors’ courses have embedded elements of HIPs and active learning. In Pol Sci 318: Political Behavior, for example, students devise, administer, and analyze results of the important campus issues as well as work on political campaigns to be presented to “voters” in lower-level courses. And in Pol Sci 198 (FYS), students, representing 10 candidate countries, bid to host 2032 Olympics, by compiling comprehensive country proposals and presenting them before the “International Olympic Committee” of invited judges, in increasingly competitive selection rounds.

Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

Because our program is small and relatively structured, many DJS majors end up in a loose “cohort” taking courses together throughout their time in the program. These students end up collaborating—sometimes formally under a variety of student organizations, and sometimes informally. DJS’s advising model has one advisor for all majors and minors, which means they work closely with an expert on our curriculum, but students seek advice and mentorship from all DJS professors. We pride ourselves on close relationships with students and practice some “intrusive” advising when students perform below their ability.

Because the majority of DJS professors have taught in the GPS program, we have experienced supporting first year, diverse, and first-generation college students. We infuse transparent assignment design and scaffolded learning into our courses to help all students recognize and meet the high expectations we have for them as learners. We also talk about how our courses connect to the community of Green Bay, both in terms of the civic mission and community makeup.

We also know that economic and social barriers can cause students to experience academic hardship; we include language normalizing food insecurity, financial challenges, and caregiving burdens on our syllabi, and encourage students to take advantage of campus resources such as Emergency Grants or the Campus Cupboard.

Mission Relevant

Relevance to mission (Narrative or lists as appropriate)

DJS is committed to the interdisciplinary, problem-focused legacy of the University of Wisconsin-Green Bay, and to advancing the broader idea of the Wisconsin Idea in Northeastern Wisconsin. We have built a program that explicitly “provides a problem focused educational experience that promotes critical thinking and student success.” This is evident in the design of our program, which uses the lenses and research methods of various disciplines to understand the complex problems of today, and asks students to practice concrete analytical skills as they confront these problems and potential collective solutions.

We are explicitly committed to “diversity, inclusion, social justice, civic engagement, and educational opportunity,” and our curriculum includes courses centered around questions of inequality and identity. Our faculty is committed to developing pedagogically to support this mission, and participated in opportunities through the CATL and OPID such as Equity Fellows, Equity-Minded High Impact Practices, and pursue equity-related SoTL projects on topics like intersectionality, HIPs for student parents, and engaging diverse students. We also have contributed to “student success” in our participation in campus wide initiatives around retention and recruitment, and supporting diverse students through foregrounding transparency, equity, and inclusion. DJS faculty members are frequent presenters on these topics for annual IDIs hosted by UWGB.

Cultural enrichment (Narrative or lists as appropriate)

Democracy and Justice Studies and the Center for History and Social Change, led by Professor Harvey J. Kaye, has provided high profile speakers and performances in journalism, politics, history, and the social sciences for 40 years. Department members regularly host and participate in campus and community outreach. Some notable recent examples include:

Jon Shelton and Alison Staudinger were part of the Wisconsin Humanities Council’s *Shop Talk* speaker’s bureau and gave over 20 talks in every corner of the state.

Kim Reilly served as Exhibit Committee Member, “Asylum: Out of the Shadows,” History Museum at the Castle, Appleton, Wisconsin, June 2015-November 2016 – which won the 2017 Exhibit Award, Wisconsin Historical Society and the 2017 Award of Merit, American Association for State and Local History

Eric Morgan is the editor-in-chief of *Voyageur: Northeast Wisconsin’s Historical Review* and involves DJS students in the editorial process.

Katia Levintova is instrumental in the Global Studies program and hosts events and international visiting scholars in collaboration with St. Norbert.

Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

Democracy and Justice Studies has a series of articulation agreements designed to ease the transition of students from two-year programs to the four-year degree. These currently include:

Northeast Wisconsin Technical College

- Students with an Associate's degree in "Law Enforcement" can transfer to UWGB and complete their DJS-Criminal Justice Emphasis in 2 years.
- Students with an Associate's degree in "Paralegal/Legal Studies" can transfer to UWGB and complete their DJS-Legal Studies Emphasis in 2 years.

Lakeshore Technical College

- Students with an Associate's degree in "Criminal Justice/Law Enforcement" can transfer to UWGB and complete their DJS-Criminal Justice Emphasis in 2 years.
- Students with an Associate's degree in "Paralegal" can transfer to UWGB and complete their DJS-Legal Studies Emphasis in 2 years.

Students who transfer in through this articulation agreement meet with our faculty advisor to ensure they can graduate in two years and meet their academic and career goals.