

Honours Seminar: Social Movements, Equity, Rights and Transformation

GINs 4090 B – Fall 2020



COURSE OUTLINE (DRAFT)

Class schedule:

Tuesday 14:35-17:25
Online (blended synchronous/asynchronous)
Via Big Blue Button (link on cuLearn)

Instructor:

Adrian Murray

Office hours:

Tuesday 17:30-18:30 and by appointment via Zoom
(link on cuLearn)

Contact:

Adrian.Murray3@carleton.ca

All correspondence should be sent via **Carleton** email. Note that as the professor, I reserve the right not to answer an email if the language used is inappropriate or if the answer to the question posed therein can be found on the syllabus or on cuLearn.

Updates and corrections to this syllabus will be made on cuLearn. In the case of any discrepancies between this copy and the one on cuLearn, the latter takes precedence. It is the student's responsibility to consult the version of the syllabus on cuLearn for the current course information.

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OFFICIAL COURSE DESCRIPTION

From colonial struggles for national liberation to the global climate strikes, this course explores a range of historical and contemporary social movement struggles around the world. How can we better understand and contextualize this diversity of formal and informal actors, organizations and networks and their efforts to transform our world? In engaging with these difficult questions, the experiences of those at the center of ongoing and dynamic processes of social contestation will be foregrounded. Key course themes include class, gender, race, ethnicity, colonialism, migration, human rights, climate change, and organizing and research by, with and for social movements.

GENERAL COURSE OBJECTIVES

Explore multiple and divergent definitions, conceptions and views of social movements and struggles for equity and human rights and how they might be achieved.

Engage in current debates on the role and activities of social movements, states and capital among other actors. Starting on September 22nd, every class will begin with a 15-minute session in which we will share and engage in discussion around our reading and/or participation in contemporary protest and social movements. Although it has been said before, this conjuncture promises to be momentous and potentially world-historic!

Learn about case studies of struggles for equity, human rights and progressive social transformation from various regions of the world.

Consider the prospects for broadening conceptions of social movements, equity, and human rights and the possible futures they hold.

SPECIFIC COURSE OBJECTIVES

Understand what is meant by terms such as social movement, equity, human rights, and social transformation as well as how these terms relate to networks of individuals and organizations on the one hand, and state institutions and practices on the other.

Consider the implications of and potential for equality of opportunity, equity and agency across categories such as race, gender and class.

Further develop particular skills such as literature review, document analysis, question development, secondary research, publication-level writing, and presenting and/or discussing information.

Broaden our notion of 'practice' by learning some practical tools for action from activists, organizers and engaged academics.

TEACHING METHODS

Lecture – live and recorded lectures.

Open discussion – as a class and/or in small break out groups.

Guest speakers – authors, academics and others directly involved in the topics and contexts under discussion.

Digital content – representing accessible forms of communication with wider publics.

Student presentations – working in groups of 3-4, students will be in charge of a portion of several weeks of class (TBD).

Group work – in groups of 3-4.

Written work – critical reflection journals, case studies, essays and other assignments.

ASSESSMENT METHODS

Formal	Weight	Due Date
Personal Reflection on Colonialism	5%	Tuesday Sept 25 th
Critical Reflection Journal	15%	Ongoing
Seminar Facilitation	25%	TBD
Short Paper/Critical Review/Photo essay	20%	Friday Oct 30 th
Final Paper	35%	Tuesday Dec 15 th

All assignments must be submitted via cuLearn.

Personal Reflection on Colonialism (5%)

Canada's colonial history and present is not a part of the Canadian imagination and if it does register it remains on the margins. People living in the North often think that colonialism is a process that has only affected peoples of the South, in countries such as Mexico, Brazil, India or South Africa. It is not commonly known, for example, that the system of apartheid 'bantustans' in South Africa was modelled off of Canada's 'Indian' reservation system (see debate by Alfred and Cornassel (2005) about the meaning of Aboriginal vs. Indigenous in Canada/Turtle Island). As people living in a settler state (Canada), this assignment asks you to write a critical personal reflection on how colonialism has affected your own family history (including chosen or adoptive families if you do not know or live with your birth parents). The assignment should be 750 to 1000 words and should be based mainly on your personal thoughts; you do not need to make reference to critical academic or popular literature but are encouraged to do so if you wish. You will be sharing these with me. They will not be shared with others. Please contact me if you would like to tell a different kind of story; you need not explain why. If you live in Canada, explore which treaty covers the territory you live in or have lived in

<https://native-land.ca> and also <https://www.canada.ca/en/crown-indigenous-relations-northern-affairs.html>.

Critical Reflection Journal (15%)

Students will produce four Critical Reading Reflections/Journals over the course of the semester. These will be submitted to me via cuLearn by 11h59 the day before class. The Reflection Journals should engage critically with the required and recommended (optional) readings and seek to: identify, compare and contrast their main arguments; relate them to other course material and; raise (at least one) question(s) for discussion. These pieces should be 500 words in length (+/- 25 words). While four Reflections/Journals **must** be handed in only the best three will be counted towards the final mark. That is, each reflection be worth 5% of the final mark. The grading rubric is as follows:

Assignment submitted	/5
Critical comparative analysis	/3
Link to other course material	/1
Probing questions	/1

Seminar Facilitation (25%)

Students will form groups of three to four and take charge of a segment of the seminar for a number of chosen weeks (TBD). In consultation with me, these groups of students will choose supplementary readings (to be distributed to the class at least one week before the seminar takes place), make a formal presentation and organize a collective activity and/or facilitate a discussion.

Short Paper/Critical Review/Photo essay (20%)

To facilitate engagement with the course material and explore case studies related to the themes of social movements, equity and human rights, choose one of the following assignments. These assignments will give you the opportunity to put your research, analytical and writing skills into practice and receive feedback in preparation for the final paper.

Short Paper: write a 2000-word paper (including bibliography) on a topic of direct interest to you within the broad mandate of the course, to be illustrated through reference to one or more contemporary or historical social movement struggles or situations.

Critical Review: choose an option from one of the following that is directly related to any of the topics covered in the course and write a book/film/cultural review (no more than 2000 words including bibliography) which develops a critical analysis relevant to the course themes.

You may review any of the following:

- Book (fiction or non-fiction)
- Film (documentary or theatrical)

- Theatre production
- Art Show
- Cultural event
- Or another form cleared with me.

This critical review should closely resemble the form of academic book and film reviews. For guidance:

Book reviews: <http://advice.writing.utoronto.ca/types-of-writing/book-review/>

A more popular but helpful commentary: <https://chroniclevitae.com/news/82-how-to-write-a-book-review-the-gordin-method>

Film reviews: <http://write-site.athabascau.ca/film-review.php>

Photo essay: originally a participatory research tool, photovoice is a method of knowledge production which departs from the perspective of everyday life. Photovoice pioneers Caroline Wang and Mary Ann Burris (1997, 369) define the technique as “a process by which people can identify, represent and enhance their community through a specific photographic technique. It entrusts cameras to the hands of people to enable them to act as recorders, and potential catalysts for change, in their own communities. It uses the immediacy of the visual image to furnish evidence and to promote an effective, participatory means of sharing expertise and knowledge.” As I’m sure you have noticed, this aligns very well with the principles of the course. For more see: <https://photovoice.org>

This assignment consists of two parts:

Part 1 (50%)

Choose a topic/theme (to be approved by me), e.g. the social dimensions of climate change in cities. Your photo essay could be about an issue in the region relevant to the course (e.g. the battle over Chaudière Falls, the unhoused, migrant rights) or about an event organized by a social movement (e.g. a protest or a cultural event). Keep this topic/theme in mind as you go about your everyday life, taking photos and recording written observations and reflections which speak to your chosen topic/theme. While there is no limit to the number of photos you can take, you must choose four photos to include in your assignment.

For this section of the assignment, you will be evaluated on the creativity and originality of your project, not on artistic merit or presentation value. That is to say, you don’t have to be a brilliant photographer to receive a good grade for this part.

Part 2 (50%)

Write a short essay which includes:

- A brief description for at least four photos (~200 words each) including why you chose the photo, what made you take it in the first place, and what it represents in relation to your chosen topic/theme; and
- a critical reflection/analysis to situate the photos in your chosen topic/theme (~500 words).

This written component should be clear and need not take the form of a formal essay. This means you may include sections and/or headings, to ensure you have addressed each question outlined above, or you may write it in a more fluid manner. See an example here: <https://carleton.ca/socanth/dept-blog/michael-bueckerts-photo-blog-traveling-israel/>. The assignment should be ~1500 words including bibliography.

Final Paper (35%)

Building on their previous work in the course each student will produce a research paper of 4000 – 5000 words (including bibliography). This research paper or short journal article should engage with and go beyond the course material and themes to develop a critical analysis which engages social movement theory and practice. Students are encouraged to explore a topic that is relevant to their particular research focus, ideally their Honours Research Essay.

COURSE SCHEDULE

DATE	TOPIC	READINGS	GUEST	DEADLINE
Tuesday Sept 15	Introductions & Syllabus	Gupta 2017	NA	
Tuesday Sept 22	Social Movement Theory: Definitions & Controversies	Thompson & Tapscott 2010 Hetland & Goodwin 2013	NA	
Tuesday Sept 28	Anti-colonialism & National Liberation	Motta & Nilsen 2011 Gopal 2019	TBA	Personal Reflection on Colonialism
Tuesday Oct 6	Transnationalism: Labour unions & Boycott	Keck & Sikkink 1999 Gill 2009	TBA	
Tuesday Oct 13	Feminism & Women's Liberation	Mohanty 2003 Fraser et al. 2018 Scala 2014 or Stettner 2016	Local reproductive justice activist	
Tuesday Oct 20	LGBTQ Rights, Gender & Sexuality	Epprecht 2012 or Kirk 2017 Spade 2015	TBA	
Fall Break Oct 26-30 th				
Tuesday Nov 3	Human Rights: Promises & Pitfalls	Wood 2009 Schein 2016 Karunanathan 2019	TBA	Short Paper (Friday 6 th)
Tuesday Nov 10	Decolonization and Indigenous Politics	Simpson 2013 Yellowhead Institute 2019 Warrior Life 2020	TBA	

Tuesday Nov 17	Domination & Liberation: Intersectionality+	Taylor & CRC [1977] 2017 Crenshaw 1989 Maynard 2017 The Dig 2019	TBA	
Tuesday Nov 24	Climate Politics	IPCC 2018 Estes 2019 Politics, Theory, Other 2020 Verges 2017	TBA	
Tuesday Dec 1	(Labour) Migration & Borders	Choudry & Hlatshwayo 2016 Jones 2016 Migrant Rights Network 2020	TBA	
Tuesday Dec 8	Organizing, Research & Social Movement Learning	Benson 2016 Bevington and Dixon 2005 Choudry 2015	Ode Lunardi	

BIBLIOGRAPHY

September 15 – Course Introduction and Syllabus

Gupta, D. (2017). Chapter 1. *Protest Politics Today*. New York: Polity.

Recommended:

Snow, D. A., Soule, S. A., Kriesi, H., & McCammon, H. J. (2018). Introduction: Mapping and Opening Up the Terrain. In Snow, D. A., Soule, S. A., Kriesi, H., & McCammon, H. J. (eds.). *The Wiley Blackwell companion to social movements* (pp. 1-16). New York: John Wiley & Sons.

September 22 – Social Movements in Theory: Definitions and Controversies

Thompson, L. and Tapscott, C. (2010). Introduction: mobilization and social movements in the South—the challenge of inclusive governance. In Thompson, L. and Tapscott, C. (eds). *Citizenship and Social Movements: Perspectives from the Global South* (pp. 1-32). London: Zed Books.

Hetland, G., and Goodwin, J. (2013). The strange disappearance of capitalism from social-movement studies. in C. Barker, L. Cox, J. Krinsky, & A. G. Nilsen (eds.) *Marxism and social movements* (pp. 83–102). Leiden: Brill

Recommended:

Choudry, A. (2015). Chapter 2. *Learning Activism: The Intellectual Life of Social Movements*. Toronto: U of T Press.

Weir, L. (1993). The limitations of new social movement analysis. *Studies in Political Economy*. 40, 73-102.

September 28 – Anti-Colonialism and National Liberation

Motta, S., & Nilsen, A. G. (Eds.). (2011). Chapter 1. *Social movements in the global south: Dispossession, development and resistance*. Springer.

Rodney, W. (1973) [2018]. Chapter 6. *How Europe Underdeveloped Africa*. London: Verso.

Gopal, P. (2019). [Insurgent Empire. Priyamvida Gopal in Conversation with Verso Books.](#)

Or:

Gopal, P. (2019). Introduction. *Insurgent Empire. Anticolonial Resistance and British Dissent*. London: Verso.

Recommended:

Fanon, F. (1963). Chapter 1 (esp 35-48), Chapter 2 (88-96), Conclusion (235-239). *The Wretched of the Earth*. New York: Grove Weidenfeld.

James, C.L.R. (1989). *The Black Jacobins*. New York: Vintage.

Shringarpure, B. (2014). Fanon documentary confronts fallacies about anti-colonial philosopher. *The Guardian*. July 21.

Prashad, V. (2013). Introduction (Chapter 4 optional). *Poorer Nations: A possible history of the Global South*. London: Verso.

October 6 – Transnationalism, Labour Unions and Boycott Politics: From Charity to Solidarity (Guest: TBA)

Keck M. & Sikkink, K. (1999). Transnational advocacy networks in international and regional politics. *International Social Science Journal*. 51(159), 89-101.

Gill, L. (2009). The limits of solidarity: Labor and transnational organizing against Coca Cola. *American Ethnologist*, 36(4), 667-680.

Sandy and Nora (2020) [Episode 107 – Liberals and WE are BFFs.](#)

Or

Canadaland (2020) Ep. 332 – [WE Charity: Lawyers, Guns And Money.](#)

Recommended:

Bakan, A. B., & Abu-Laban, Y. (2009). Palestinian resistance and international solidarity: The BDS campaign. *Race & Class*, 51(1), 29-54.

Di Stefano, P., & Henaway, M. (2014). Boycotting Apartheid From South Africa to Palestine. *Peace review*, 26(1), 19-27.

No White Saviours (2018). [When White Saviorism Turns Deadly: American missionary played doctor, children died, when will there be justice?](#) *No White Saviours Blog*. 17 October.

Spronk, S. (2017). Class Struggle and Resistance in Latin America. In P. Bowles & H. Veltmeyer (Eds.), *Essential Guide to Critical Development Studies* (pp. 279-288). United States: Routledge.

October 13 – Feminism and Women’s Liberation (Guest: Local reproductive justice activist)

Mohanty, C. (2003). ‘Under western eyes’ revisited: feminist solidarity through anti-capitalist struggles. *Signs* 28(2), 499-535.

Fraser, N., Bhattacharya, T., & Arruzza, C. (2018). Notes for a Feminist Manifesto. *New Left Review*, 114, 113-134.

Scala, F., Paterson, S., & Sokolon, M. (2014). Chapter 1 pp. 1-7. Fertile ground : exploring reproduction in Canada. Montreal: McGill-Queen’s University Press.

Or:

Stettner, S. (2016). Chapter 1 pp. 3-20. Without Apology. Writings on Abortion in Canada. Edmonton: AU Press.

Recommended:

Beckwith, K. (2005). The comparative politics of women's movements. *Perspectives on Politics* 3(3), 1537-5927.

Levine, J. (2017) #ThemToo. *Boston Review*. November 3.

Luxton, M. (2015). Marxist Feminism and Anticapitalism: Reclaiming our History, Reanimating our Politics. *Studies in Political Economy*. 94, 137-160.

Marques-Pereira, B. and Raes, F. (2005). Women’s Movements: From Local Action to Internationalization of the Repertoire. in M. Duquette, M. de Lima Galdino, C. Levy, B. Marques-Pereira and F. Raes (Eds.) *Collective Action and Radicalism in Brazil: Women, Urban Housing and Rural Movements* (pp. 66-96). Toronto, ON: University of Toronto Press.

October 20 – LGBTQ Rights, Gender, Sexuality, Health and Rights (Guest: TBA)

Epprecht, M. (2012). Sexual minorities, human rights and public health strategies in Africa. *African Affairs*, 111(443), 223-243.

Or

Kirk, E. J. (2017). Introduction, Chapter 4, Conclusion. *Cuba’s gay revolution: Normalizing sexual diversity through a health-based approach*. Rowman & Littlefield.

Spade, D. (2015). Chapter 4: Administrating Gender. *Normal life : administrative violence, critical trans politics, and the limits of law*, 73-93, Durham, Duke University Press.

Recommended:

Corrêa, S., Petchesky, R., & Parker, R. (2008). Chapter 1 (Chapter 9 optional). *Sexuality, health and human rights*. Routledge.

Duggan, L. (1994). Queering the state. *Social text*, (39), 1-14.

Gamson, J. (1995). Must Identity Movements Self-Destruct? A Queer Dilemma. *Social Problems* 42 (3), 390-407.

Carruthers, C. (2018). *Unapologetic. A Black, Queer, and Feminist Mandate for Radical Movements*. Boston: Beacon Press.

Nyeck, S. N., & Epprecht, M. (Eds.). (2013). *Sexual diversity in Africa: Politics, theory, and citizenship*. McGill-Queen's Press-MQUP.

Stryker, S. (2017). *Transgender History: The Roots of Today's Revolution*. New York: Seal Press.

Sears, A. (2017). Body politics: The social reproduction of sexualities. In *Social reproduction theory: Remapping class, recentering oppression*, edited by Tithi Bhattacharya, 171-191. London: Pluto.

TransJustice. (2016). Trans Action for Social and Economic Justice *Incite! Women of Color Against Violence*, edited by A.L. Smith, B.E. Ritchie, J. Sudbury, J. White, 227-230. Durham, NC: Duke University Press.

November 3 – Human Rights: Promises and Pitfalls and the Human Right to Water (Guest: Meera Karunanathan, Blue Planet Project).

Schein, R. (2016). *Rights. Keywords for Radicals*. San Francisco: AK Press.

Wood, E.M. (2009, May/June). Capitalism and social rights. *Solidarity*.

Karunanathan, M. (2019). Can the human right to water disrupt neoliberal water policies in the era of corporate policy-making? *Geoforum*, 98, 244-253.

Recommended:

Cornwall, A. & Nyamu-Musembi, C. (2005). Putting the 'rights-based approach' to development in perspective. *Third World Quarterly*. 25(8), 1415-1437.

Merry, S.E. (2006). Transnational human rights and local activism: Mapping the middle. *American Anthropologist* 108(1), 38-51.

Patel, R., Balakrishnan, R., & Narayan, U. (2007). Transgressing rights: La Via Campesina's call for food sovereignty/Exploring collaborations: Heterodox economics and an economic social rights framework/Workers in the informal sector: Special challenges for economic human rights. *Feminist Economics*, 13(1), 87-116.

Claeys, P. (2015) Food Sovereignty and the Recognition of New Rights for Peasants at the UN: A Critical Overview of La Via Campesina's Rights Claims over the Last 20 Years, *Globalizations*, 12:4, 452-465.

November 10 – Decolonization, Indigenous Politics and Land Defenders (Guest: TBA)

Simpson, L.B. (2013). Poem: “a love song for attawapiskat” *Islands of Decolonial Love*. Winnipeg: ARP Books, 131-133 (audio on cuLearn).

Yellowhead Institute. (2019). Preface and Executive Summary at a minimum and explore online tools and resources. *Land Back. A Yellowhead Institute Red Paper*. Toronto: Yellowhead Institute, pp. 6-12.

Warrior Life (2020) [Molly Wickham on Gitdimt'en Access](#).

Recommended:

Arvin, M., Tuck, E., & Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist formations*, 8-34.

Coulthard, G. (2014). Conclusion (Introduction optional) *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis, MN: Minnesota Press, pp, 151-79.

Dunbar-Ortiz, R. (2014). Introduction. *An indigenous peoples' history of the United States*. Boston: Beacon Press.

Slowey, G. (2014). Chapters 1 & 2. *Navigating neoliberalism: self-determination and Mikisew Cree First Nation*. Vancouver, BC: UBC Press, pp. 1-23.

Sandy and Nora (2020) [Episode 87 – Solidarity with Wet'suwet'en](#).

November 17 – Domination and Liberation: Intersectionality+ and Abolish the police. (Guest: TBA)

Taylor, K-Y and the Combahee River Collective (CRC). [1977] (2017) Introduction and Chapter 1: Combahee River Collective Statement. *How We Get Free: Black Feminism and the Combahee River Collective*. Chicago: Haymarket, 1-27.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *UC Legal Forum* 139-167 (selections).

Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Publishing (selections).

The Dig (2020) [Uprising with Cathy Cohen, Jasson Perez, Malaika Jabali](#).

Recommended:

Bannerji, H. (2011). Building from Marx: Reflections on “Race,” Gender, and Class. In *Educating from Marx*, S. Carpenter and S. Mojab (eds), pp. 41-60, New York: Palgrave Macmillan.

Booyesen, S. (2016). Introduction. *Fees Must Fall: Student Revolt, Decolonisation and Governance in South Africa*, S. Booyesen (eds) Johannesburg: Wits Press.

Cole, D. (2020) *The Skin We're In*. Toronto: Penguin.

Davis, A. (1983) *Women, Race and Class*. New York: Vintage Books.

Diverlus, R., S.M. Ware and R Wngs. (2020) *Until We Are Free: Reflections on Black Lives Matter in Canada*. Regina: University of Regina Press.

Hill Collins, P. (1990) *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 221-238.

May, V. (2015) *Pursuing Intersectionality, Unsettling Dominant Imaginaries*. New York: Routledge. Chapter 1, pp. 1-17.

Simpson, L. B., Walcott, R., & Coulthard, G. (2018). Idle No More and Black Lives Matter: An Exchange (Panel Discussion). *Studies in Social Justice*, 12(1), 75.

Taylor, K-Y. (2016). Chapter 6. *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket.

November 24 – Environmental Justice and Climate Strike (Guest: TBA)

IPCC (2018) Summary for Policymakers. [Global Warming of 1.5 °C Report](#). *Intergovernmental Panel on Climate Change*. New York: United Nations.

Estes, N. (2019). Prologue. *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*. Verso.

Politics, Theory, Other Podcast (2020) [#91: Corona, Climate, Chronic Emergency](#) with Andreas Malm.

Vergès, F. (2017) [Is the Anthropocene racial?](#) *Verso Blog*.

Recommended:

Aronoff, K., Battistoni, A., Cohen, D. A., & Riofrancos, T. (2019). *A Planet to Win: Why We Need a Green New Deal*. Verso Books.

De Pencier, N., E. Burtynsky and J. Baichwal (2018). [Anthropocene](#). Documentary and interactive features including AGO (2018) [Into the Anthropocene: Our Impact On Earth](#).

Klein, N. (2019). “We are the Wildfire”. *On Fire. The Burning Case for a Green New Deal*. Toronto: Knopf.

Malm, A. (2015) *The Anthropocene Myth*. *Jacobin* and Landström, R. (2018) "Without a Popular Movement We Don't Stand a Chance": Andreas Malm on Climate Change. *Verso Blog*.

Or:

Malm, A. (2017). Introduction and Conclusion. *The Progress of This Storm*. London: Verso.

Pulido, L. and De Lara, J. (2018). [Reimagining 'Justice' in Environmental Justice: Radical Ecologies, Decolonial Thought, and the Black Radical Tradition](#). *Environment and Planning E: Nature and Space*1(1–2), 76–98.

Nixon, R. (2011) Introduction, pp 1-22. *Slow Violence and the Environmentalism of the Poor*. Cambridge, MA: Harvard.

December 1 – (Labour) Migration and Borders (Guest: TBA)

Choudry, A. and Hlatshwayo, M. eds., (2016). Introduction. *Just Work? Migrant Workers' Struggles Today*. London: Pluto Press.

Jones, R. (2016) Introduction and Chapter 3: Global Border Regime. *Violent Borders: Refugees and the Right to Move*. London Verso.

[Migrant Rights Network](#) (2020) and [Migrant Workers Alliance for Change](#) (2020) Review 2020 Campaigns.

Recommended:

Ferguson, S. & McNally, D. (2015). Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class, *Socialist Register 2015*. New York: Merlin Press, pp. 1-23.

Immigrant Workers Centre (2019) <https://iwc-cti.ca>

Landolt, P. & L. Goldring (2015) Assembling noncitizenship through the work of conditionality, *Citizenship Studies*, 19:8, 853-869.

No One Is Illegal (2019) <http://www.nooneisillegal.org>

Walia, H. (2016) Introduction. *Undoing Border Imperialism*. San Fransisco: AK Press.

December 8 – Organizing, Activist Research and Social Movement Learning in the Pandemic (Guest: Ode Lunardi, Oxfam Quebec)

Benson, K. (2016). Graphic novel histories: Women's organized resistance to slum clearance in crossroads, South Africa, 1975–2015. *African Studies Review*, 59(1), 199-214.

Bevington, D. and Dixon, C. (2005). Movement-relevant theory: rethinking social movement scholarship and activism. *Social Movement Studies* 4(3), 185-208.

Choudry, A. (2015). Introduction and Chapter 4 (optional). *Learning Activism: The Intellectual Life of Social Movements*. Toronto: UofT Press.

TBA by guest re: organizing online in the age of COVID-19.

Recommended:

Hale, C. (2008). Introduction. *Engaging Contradictions: Theory, Politics and Methods of Activist Scholarship*. Berkeley: UC Press.

Shragge, E., Choudry, A., & Hanley, J. (Eds.). (2012). Introduction. *Organize!: Building from the local for global justice*. PM Press.

Tarlar, R. (2014). From a language to a theory of resistance: Critical pedagogy, the limits of “framing,” and social change. *Educational Theory*, 64(4), 369-392.

Other resources:

Journals related to social movements, equity, human rights and development

Antipode

Geoforum

Historical Materialism

Interface journal: a journal for and about social movements

International Labor and Working Class History

Latin American Perspectives

Mobilizations

Monthly Review

Race and Class

Radical Review of Political Economy

Review of African Political Economy

Signs

Social Movement Studies

Socialist Register

Studies in Comparative International Development

Studies in Political Economy

Third World Quarterly

WorkingUSA

Related popular resources

Africa is a Country

Boston Review

Briarpatch

The Bullet

The Guardian

Huffington Post

Jacobin

Solidarity

Viewpoint Magazine

COURSE POLICIES

Policy on class attendance, language quality and late submissions

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. A penalty of 5% will be given for each subsequent calendar day following the due date. This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

Exceptions are made only for illness or other serious situations deemed as such by the professor. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

ACADEMIC ACCOMMODATION, GRADING AND OTHER GENERAL INFORMATION

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Arrangements for late submission of term work is to be determined by your instructor. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGIInS website is the official course outline.