COURSE DESCRIPTION

Content

The aim of this seminar is to provide students with the analytical tools to understand and examine social policies and programs. The seminar analyzes the theoretical assumptions supporting various concepts and approaches to social policy, including liberalism, cosmopolitanism, Marxism, postcolonialism and feminism. The seminar also pays attention to recent interventions in social thinking that question the traditional boundaries of social policy, including the identification of humans as the sole subjects of justice; the notion that production is the exclusive site to pursue equality; the privileging of the logic of accumulation over the reproduction of life and care; and the erasure of relational and community politics.

The main objectives of the course are:

• To examine the relationship between assumptions about the world (ontology), knowledge (epistemology) and social policy proposals.
• To think critically about who counts for justice and how those that do not count are excluded from social justice.
• To examine critically social policy practices and the possibilities and limits of these practices.

Organization and assessment

We will meet weekly in seminar format. Students are expected to complete the required readings for each seminar, participate fully in discussions, and fulfil the course requirements (weekly participation and critical reflection in a final paper).

A Participation (45%)

Each reading will get a certain amount of dedicated attention (approximately 20 minutes) and we will finish the class with a more general assessment of the concepts and debates cutting across the articles. Participation will be assessed based on the following assignments:

Seminar summaries and questions: All students will be expected to come to class with a one page document for each of the readings. It should have the following components:
1. List of key concepts and terms
2. Summary statement (four sentences maximum) of the author’s main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.
3. Three or four issues or questions in the reading that are important and merit some discussion, and that you would like to be addressed during class, time permitting. The questions may point to a particularly passage, contentious issue or concept formulated by the authors.
The Thursday morning before the class, each student emails me a copy of their summary statements. Put all three statements in the same computer file, with your name as part of the filename.

General Discussion

a. What are the assumptions of each of the readings about the subjects of social justice? What are the criteria to decide who are the givers and beneficiaries of social policy? Who has capacity to know and decide? Who counts for social justice and who doesn’t?

b. Are there any points that are particularly problematic? Are there any points that are particularly useful or persuasive?

c. When the readings are put together, how do they help us overall in our understanding of the theme of the week?

d. More generally, what do we learn about global social policy this week? Do these readings complement or contradict what we have learned in the course thus far?

Final essay: At the end of the seminar, you will be required to write an essay of approximately 3500 words. The paper could analyze a global social policy formulated by International Organizations, governments, or social movements. You can also expand one of the debates examined in this course, or use the opportunity to formulate your research project for your MA thesis or MPR. The essay is graded in two parts: the outline is worth 15% and the final paper is worth 40% of your final grade.

Summary of Assessments and dates:

- Participation 45% (general contribution to the seminar based on your Seminar Summaries and questions and discussions in class)
- Final paper 55%
  - Outline 15% (due February 15)
  - Final paper 40% (due April 06)

Required Readings:
All required course materials are available on CuLearn. To access your course materials, go to: https://carleton.ca/culearn.

SCHEDULE

Week 2: January 18.  Liberal Foundations of International Justice and its Limits
Week 3: January 25.  Humanitarianism and Beyond
Week 4: February 1.  Mobilizing Labour for Improving Distribution
Week 5: February 8.  What’s Next for Distributive Politics?
Week 6: February 15.  Social Policy Beyond Work
Winter Break
Week 7: March 1.  Revalorizing Care
Week 8: March 8.  Social Policy Beyond the State
Week 9: March 15.  Social Policy Beyond the Human/Nature Divide
Week 10: March 22.  The Commons: A Post-capitalist Horizon?
Week 11: March 29.  Indigenous Struggles for Ontological and Epistemological Justice
Week 12: April 5.  A Relational Politics for Social Justice
Week 1 Introduction: Who Counts for Social Justice?


Recommended Readings

Week 2 Liberal Foundations of International Justice and its Limits


Recommended readings

Week 3 Humanitarianism and Beyond


Recommended Readings:
Week 4 Mobilizing Labour for Improving Distribution


Recommended readings

Week 5 What’s Next for Distributive Politics?

Recommended readings
Hardt, Michael. 2010. Guaranteed income: Or, the Separation of Labor from Income. Hybrid: 5, 21-31

Week 6 Social Policy Beyond Work


Recommended readings
Li, Tania M. 2010. 'To Make Live or Let Die? Rural Dispossession and the Protection of Surplus Populations’. Antipode 41: S1, 66-93.

**Week 7 Revalorizing Care**


**Recommended Readings**


**Week 8 Social Policy beyond the State**


**Recommended readings**


**Week 9 Social Policy beyond the Human/Nature Divide**


**Recommended readings:**


**Week 10 The Commons: A Post-capitalist Horizon?**


Vercellone, Carlo. 2015. From the Crisis to the ‘Welfare of the Common’ as a New Mode of Production. Theory Culture & Society. 32:7–8, 85–99


**Recommended readings:**


**Week 11 Indigenous Struggles for Ontological and Epistemological Justice**

Todd, Zoe. “This is Life” Women’s Role in Food Provisioning in Paulatuuq, Northwest Territories. In Nathalie Kermoal & Isabel Altamirano-Jiménez, Living on the Land. Indigenous Women’s Understanding of Place, Athabasca University Press, 191-212


**Recommended readings:**


**Week 12 A Relational Politics for Social Justice**

Recommended readings

**Academic Accommodations**

**Requests for 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**
Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**Religious obligation**
Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**Academic Accommodations for Students with Disabilities**
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

**Survivors of Sexual Violence**
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

**Accommodation for Student Activities**
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or
international level. Please contact your instructor 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. [https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](students.carleton.ca/course-outline)

**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. 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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. 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:
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
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<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
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<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
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<td>73-76</td>
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<td>8</td>
<td>53-56</td>
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<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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**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 the Department of Political Science 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.

**Carleton Political Science Society**
"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook [https://www.facebook.com/CarletonPoliticalScienceSociety/](https://www.facebook.com/CarletonPoliticalScienceSociety/) and our website [https://carletonpss.com/](https://carletonpss.com/), or stop by our office in Loeb D688!"

**Official Course Outline**
The course outline posted to the Political Science website is the official course outline.