CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 2170B: Foundations in Social Justice
Winter 2019 – Friday 2:35 to 5:25pm, Tory Building 208 (to be confirmed)

Instructor: Dr. Deborah E. Conners
Office: Loeb C763
Phone: 613-257-1900 (cell). Between 8am and 6pm. Calls preferred over texts
Email: Deborah_Conners@carleton.ca
Office hours: Friday, 1pm to 2pm, or by appointment

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin Nation. For more information see: https://carleton.ca/indigenous/resources/territory-acknowledgement/

COURSE DESCRIPTION

One of the gravest obstacles to the achievement of liberation is that oppressive reality absorbs those within it and thereby acts to submerge human beings’ consciousness. Functionally, oppression is domesticating. To no longer be prey to its force, one must emerge from it and turn upon it. This can be done only by means of the praxis: reflection and action upon the world in order to transform it. Paulo Freire, 2000, p. 51.

This course introduces students to social justice as a concept and a practice. I wish to provide you with the tools for recognizing social injustices as well as a conceptual framework for understanding the issues you are seeing. Understanding the depth and breadth of injustice in Canada can bring forward both feelings that need to be processed and a desire to support movement toward justice. We will, therefore, move through three main topic areas during the term. The first focuses our attention on understanding and analyzing specific social beliefs in Canada that support injustice. These include a focus on meritocracy, dichotomies of thinking, and ahistorical views of our society. We will conclude this section of the course with site visits to CUSA student services centres on campus. During the following week, we will take a reflexive look at our own feelings and motivations in relation to social injustice. The third and final section of the course will explore various issues related to acting toward social justice: naming oppressions, developing a commitment to intersectional social justice, consciousness, healing and collaboration, and being an ally. We will close the course with a workshop to build individual skills.

LEARNING OUTCOMES

By the end of this course you will be able to:

1. Articulate social justice as a concept that is useful but also has limitations.
2. Articulate three western approaches to thinking that reduce our society’s capacity to see and address social justice.
3. Engage with, and understand, your emotional responses to divisive social justice issues through a compassionate lens.
4. Use tools and approaches learned in the course to support and sustain your own engagement in social justice activism.
5. Critically engage with controversial topics and ideas in order to evaluate what you read/hear/see/experience from your personal, and informed, perspective.

**READINGS**

Readings are posted on Ares in cuLearn.

**COURSE ACTIVITIES AND EVALUATION**

You will choose one social issue to address during this course. Each of your individual assignments ideally will relate to this same issue, building your knowledge and personal approach during the term. Assignment descriptions and grading guidelines can be found on cuLearn.

**In-class Engagement (22%)**
Each class will provide opportunities to engage with the subject matter. We will use a combination of small group and individual exercises. These are worth 2 marks each and you will receive the 2 full marks for an on-topic and insightful submission which references the in-class material and the readings. If you miss a class, you can submit a make-up assignment on cuLearn. Doing the readings and attending classes will be an important resource for success in these exercises.

**Advocacy Group Sites Visits – February 8, 2019 (6%)**
During our class in week 5 we will visit CUSA service centres. Coming back to the classroom, we will discuss our learnings and you will write an analysis of the work of these centres referencing the Western ways of thinking we have learned in weeks 2 to 4.

**Mid-term take home exam (20%)**
The mid-term will cover the material from weeks 1 to 4 and will be comprised of short essay questions.

**Public Engagement Project (20%)**
You will attend a public event addressing your chosen issue, followed by a contribution to the public discourse on this issue to present your positioning and analysis. Lastly, you will document and reflect on your experience. You are responsible for finding and attending an event related to your chosen issue. I will post events that I come across on cuLearn and encourage everyone in the class to do so. Attending an event before reading week will earn a bonus mark (1% of final grade).

**Proposal for research paper (6%)**
Your proposal for your paper will outline your interest in the topic, your theoretical perspective, your chosen social issue, your research question and thesis statement, and three references.

**Research paper (26%)**
How do Western ways of thinking (weeks 2, 3, and 4) perpetuate injustice? In this research paper you will explore one issue through a social justice lens. What specific social problems that support the perpetuation of injustice are identified in the literature? Ideally the issue you choose will be the same as in your public engagement project, so you can build on your knowledge gained in that assignment. What needs to be addressed to move toward social justice on this issue? As part of this analysis you will reference the Western ways of thinking we have studied and reflect on your values and your positioning on this issue using material from the course.
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Mark Distribution</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>In-class engagement</td>
<td>22%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Week 5</td>
<td>Advocacy group site visits &amp; activity <em>(IN CLASS)</em></td>
<td>6%</td>
<td>February 8, 2019</td>
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<tr>
<td>Week 5</td>
<td>Mid-term take home exam</td>
<td>20%</td>
<td>February 8, 2019</td>
</tr>
<tr>
<td>Week 6</td>
<td>Attend public event before reading week</td>
<td><strong>Bonus 1%</strong></td>
<td>February 15, 2019</td>
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<tr>
<td>Week 8</td>
<td>Public engagement project</td>
<td>20%</td>
<td>March 1, 2019</td>
</tr>
<tr>
<td>Week 10</td>
<td>Proposal for research paper</td>
<td>6%</td>
<td>March 22, 2019</td>
</tr>
<tr>
<td>Week 12</td>
<td>Research paper</td>
<td>26%</td>
<td>April 5, 2019</td>
</tr>
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*Assignments are to be submitted on cuLearn by 11:55pm on the due date. Late assignments will lose 3 percent per day unless an extension has been arranged at least 48 hours before the deadline.*

**WEEKLY SCHEDULE**

**Week 1: An Introduction to Social Justice**

*January 11, 2019*

By the end of this class you will be able to:
- Understand the learning objectives and activities of the course
- Articulate a definition of social justice
- Begin to assemble tools to analyze and evaluate social issues through a social justice lens
- Reflect on the experiential learning activity

For Reference:

**A. SEEING SOCIAL INJUSTICE**

**Week 2 – Considering Individualism**

*Meritocracy: What does it offer and how does it get in the way?*

*January 18, 2019*

By the end of this class you will be able to:
- Understand and define the concepts of individualism and meritocracy
- Articulate the historical underpinnings of the concept of meritocracy
- Analyze what meritocracy offers and the problems it generates for our society

Readings:
http://tvo.org/blog/current-affairs/inside-agenda/the-myth-of-meritocracy
Week 3 – Considering categorical thinking

Public discourse: When does talking nasty become an impediment?

January 25, 2019

By the end of this class you will be able to:

- Articulate the significance of public discourse
- Analyze the impact of civility and incivility on public discourse
- Advocate for a position on an issue (based on the readings)

Readings:

**Reading group 1:**

**Reading group 2:**
https://doi.org/10.1007/978-3-319-56273-5_2

**Reading group 3:**
https://doi.org/10.1016/j.wsif.2014.07.012

Week 4 – Considering ahistorical views: Is the past in the past?

February 1, 2019

By the end of this class you will be able to:

- Articulate the commonplace historical framing of colonization and the problems with this framing
- Analyze historical and ongoing practices and impacts of colonization in Canadian society
- Discuss how meritocracy and categorical thinking are implicated in practices of colonization

Readings:


https://doi.org/10.1080/2201473X.2015.1124427

Week 5 – CUSA student service centres

February 8, 2019

By the end of this class you will be able to:

- Describe the issues being addressed by the 3 service centres you visit during the class
- Articulate the approach they are taking to address these issues
- Analyze the strengths and weaknesses of these approaches in terms of meritocracy, categorical thinking and ahistorical thinking
- Consider how you might productively engage with the work being done by these organizations

Readings:


DUE: Mid-term take home exam
B. DEALING WITH OUR FEELINGS

Week 6: Feeling guilty, angry, overwhelmed: Compassion for ourselves and others
February 15, 2019

By the end of this class you will be able to:
- Articulate your feelings in response to the first six weeks of the course
- Address the feelings that come up with studying social in/justice
- Discuss the role of compassion in social justice work

Readings:

Reading Week – February 22, no class

C. MOVING TOWARD SOCIAL JUSTICE

Week 7: Oppression: seeing and naming it
March 1, 2019

By the end of this class you will be able to:
- Define oppression
- Articulate a framework for anti-racism and anti-oppression work
- Explain the intersection of Western ways of thinking and ongoing oppression in our society

Readings:

Week 8: Case Study: First Nations Experience and Expression:
Visit to the Carleton University Art Gallery
March 8, 2019 – International Women’s Day

By the end of this class you will be able to:
- Describe the issues being addressed in the exhibitions
- Articulate the approach taken to address these issues
- Analyze the strengths and weaknesses of these approaches in terms of meritocracy, categorical thinking and ahistorical thinking
- Consider how you might productively engage with this work in your learning

Readings:

**DUE: Public Engagement Project**

**Week 9: Commitment to intersectional social justice**  
*March 15, 2019*

By the end of this class you will be able to:
- Define intersectionality
- Describe how oppressions intersect
- Create a personal vision of intersectional social justice

**Readings:**

**Week 10: Consciousness, healing and collaboration**  
*March 22, 2019*

By the end of this class you will be able to:
- Understand what Bishop means when she talks of being a “worker in your own liberation”
- Address the question of whether we as a society need “healing”
- Define collaboration
- Articulate the strengths and difficulties of collaborative processes

**Readings:**

**DUE: Proposal for research paper**

**Week 11: Becoming an ally**  
*March 29, 2019*

By the end of this class you will be able to:
- Express what it means to be an ally
- Consider what needs to be addressed for “good” ally-ship
- Analyze how ideas of meritocracy, categorical thinking and ahistorical thinking impact on processes of ally-ship

**Readings:**
Week 12: Non-violence: Communication skills building
April 5, 2019

By the end of this class you will be able to:
- Discuss how collaborative communication supports social justice work
- Analyze how collaborative communication addresses Western ways of thinking
- Explain how collaborative communication would support you to be an ally to others

Readings:

DUE: Research paper

COURSE GRADES
In accordance with the Carleton University Undergraduate Calendar Rules and Regulations, the letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
</tr>
<tr>
<td>ABS</td>
<td>Student absent from final exam</td>
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<tr>
<td>DEF</td>
<td>Deferred (See above)</td>
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<tr>
<td>FND</td>
<td>(Failed, no Deferred) = Student could not pass the course even with 100% on final exam</td>
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Carleton University Announcements:

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

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

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 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).
The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is **March 15, 2019.**

**For Religious Obligations:**
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: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Pregnancy:**
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: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For 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 where 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: [www.carleton.ca/sexual-violence-support](http://www.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)

**Plagiarism**
Plagiarism is the passing off of someone else’s work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See [https://carleton.ca/registrar/academic-integrity/](https://carleton.ca/registrar/academic-integrity/)). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

**What are the Penalties for Plagiarism?**
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

**What are the Procedures?**
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and
the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: [http://carleton.ca/sacds/](http://carleton.ca/sacds/)
Writing Services: [http://www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/)
Peer Assisted Study Sessions (PASS): [https://carleton.ca/csas/group-support/pass/](https://carleton.ca/csas/group-support/pass/)

Important Information:
- 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).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](https://carleton.ca/csas/group-support/pass/).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

Important Dates

**Winter 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
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<tr>
<td>January 15</td>
<td>Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit courses are due.</td>
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<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
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<td>January 18-20, 25-27</td>
<td>Fall term deferred examinations will be written.</td>
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<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
</tr>
<tr>
<td>February 15</td>
<td>April exam schedule available online.</td>
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<tr>
<td>February 18-22</td>
<td>Winter Break, classes suspended.</td>
</tr>
<tr>
<td>March 26</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.</td>
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<td>Date</td>
<td>Event Description</td>
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<tr>
<td>April 9</td>
<td>Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.</td>
</tr>
<tr>
<td>April 12-27</td>
<td>Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.</td>
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<td>April 19-21</td>
<td>Statutory Holiday, University closed</td>
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<tr>
<td>April 27</td>
<td>All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
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