Department of Sociology and Anthropology
Sociology 3170A:
Social Justice in Action
Winter term, 2019

Instructor: Dr. Jacqueline Kennelly
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Office hours: Mondays, 3:00pm to 4:00pm
Or by appointment

Course time: Fridays, 2:35 to 5:25
January 11th to April 5th, 2019

Course location: Southam Hall, 413

Facebook page for course: https://www.facebook.com/Socialjusticeinaction/

** NOTE: It is your responsibility to be familiar with the contents of this course outline. Please approach the instructor with any questions or need for clarification. **

Course Description and Objectives
This course is designed to invite students into critical reflection, analysis, and engagement with current issues in social justice, with a particular focus on social justice advocacy and activism occurring in the local community. Guest speakers throughout the term will expose students to diverse perspectives and approaches to social justice issues in Ottawa and Canada, including but not limited to: poverty, homelessness, climate change, Indigenous rights, LGBTQ2S+ rights, disability rights, gendered/sexual violence, racism, colonialism, prisoner justice and immigrant justice. By the end of the course, students should have developed a stronger sense of their own position in relation to social justice issues and movements, have had the opportunity to attend a social justice related community event, and developed their own practical knowledge on the range of advocacy and activism approaches that are used to work towards greater social justice.

Course Readings

There is one textbook for this course:


The textbook is available for purchase from Octopus Books, 116 Third Avenue, just West of Bank Street (613-233-2589, www.octopusbooks.org). It can also be ordered on-line, via the following link: http://octopusbooks.ca/students
When purchasing your books, be sure to come equipped with the professor’s name as well as the course code, to ensure that you select the correct book(s). The textbook is also available on reserve through the Carleton library.

Any additional readings will be posted on CUlearn.

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Item for Evaluation</th>
<th>Value</th>
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<tbody>
<tr>
<td>Social Justice Autobiography</td>
<td>25%</td>
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<tr>
<td>Guest Speaker-Reading Reflections x 2</td>
<td>20% Each</td>
</tr>
<tr>
<td>Community Event: Fieldnotes</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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**Deadlines**

Each student must submit four written assignments. Rather than setting a deadline for each of these, I have set four deadlines, and students will decide which assignment they will hand in for which deadline. Students can thus choose their own order of tackling the assignments; the community event field notes will of course be dependent on when the social justice community event happens. Students ought to hand in one assignment for every deadline, by the time class begins (i.e. 2:35 on the deadline date).

Late penalties will be applied as follows: 1% deducted off the overall value of the assignment per day for each day late (including the day it is due, if it is handed in after class is over). This amounts to a 1% deduction on your OVERALL CLASS GRADE for every day that the assignment is late. It is thus in your interest to hand assignments in on time. Extensions will be granted for medical reasons (with medical documentation) and with the ADVANCE permission of the instructor for extenuating circumstances. PLEASE COMMUNICATE WITH THE INSTRUCTOR IF YOU ARE STRUGGLING TO MEET THE DEADLINES!

*The four deadlines are:*

- February 1st
- March 1st
- March 15th
- April 5th
Overview of assignments:

Social justice autobiography (25%)

Students are to write a reflection piece on their own social justice journey. This assignment is autobiographical, and so ought to include personal narratives of a student’s encounter with social justice topics or concepts, including one’s own involvement in community activism or advocacy, if relevant. The autobiography also ought to include reference to at least FOUR course readings, situating the student’s own experience in relation to concepts and examples raised in the readings. Your social justice autobiography ought to be 5-7 pages, double-spaced (~1200 to 1800 words). All readings ought to be formally cited, using Chicago author-date or APA style. First person voice is appropriate and expected for this assignment.

In order to tackle this assignment, consider this as an opportunity to tell a story about how you have come into contact with social justice issues or ideas, in your own life. You may start as far back as you like; you might even want to share the story of your parents or other family members or ancestors. You need to construct a coherent narrative that connects explicitly to the course themes (e.g. you might talk about when you first heard about a specific social justice issue, or times when an issue touched your own life, or times when you engaged in some effort to combat injustice). Draw on the course readings in a manner that demonstrates you have read and understood them, and also shows how they speak to (or are different from) your own experiences.

Samples of strong assignments from previous years will be posted on CULearn (note that some of these assignments were worth slightly less of the course grade than yours are, and so are shorter and required less course readings).

Guest speaker-reading reflections x 2 (20% each)

Throughout the term, students will write two guest speaker-reading reflections, worth 20% each. These should incorporate reflections on the concepts and examples presented by a guest speaker for one particular class, and the relationship between the guest speaker’s talk and the class readings for that day. In other words, reflections ought to include a discussion of both the guest speaker’s presentation and the readings that were assigned for that same day. Reflections should address the following key questions, and will be a maximum of 3 pages (750 words), double spaced:

- What were the main arguments raised by the readings? (summarize in no more than 3 paragraphs; include reference to EVERY reading for that day).
- What were some of the main points and examples raised by the guest speaker? (summarize in 1-2 paragraphs)
- What was new or surprising to you about the guest speaker’s presentation?
- In what ways did the guest speaker’s talk relate to the readings?
- In what ways did the guest speaker’s talk differ from the readings?
Any additional thoughts or comparisons you feel are relevant.

**Social justice community event: participant observation field notes (25%)**

For this assignment, students will attend a social justice community event, and write a report/reflection on it. A Facebook page for the course has been set up ([https://www.facebook.com/Socialjusticeinaction/](https://www.facebook.com/Socialjusticeinaction/)), and relevant community events will be posted there. Students are also encouraged to share events through this Facebook page. Events ought to be relevant to course topics and themes, which are wide-ranging. If you are not sure whether your event fits within the course themes, please talk to the professor.

Your written reflection on this event will be 5 to 7 pages in length (~1200 to 1800 words), double-spaced, and will include the following components:

- A detailed description of the event. Who was its audience, what was its purpose, how many people attended, where was it held, etc?
- A reflection on what social justice issues the event tackled and how. What were the main messages of the event? How did the event/organizers position themselves in relation to the social justice issue?
- Four or more connections to course readings. How did the event relate to or differ from what we have read in class? Please be sure to cite at least FOUR course readings (more is fine!), using Chicago author-date or APA style.

Sample strong Social Justice Fieldnotes from previous years will be posted on CULearn (note that some of these assignments were worth slightly less of the course grade than yours are, and so are shorter and required less course readings).

**Participation (10%)**

Participation is encouraged and necessary for the success of this course. There are a variety of ways in which to participate. One concrete level of participation will involve the submission every week of two discussion questions. One can be prepped in advance, and ought to engage with the readings; the other can be prepped during the class and can be related to the guest speaker, group presentation, or discussion from that class. For the question related to the readings, please note which reading you are referring to in your question. Students are encouraged to use these discussion questions during the class to help prompt informed and interesting discussions, in either large- or small-group formats. Students can also earn marks towards participation by contributing social justice community events to the class Facebook page ([https://www.facebook.com/Socialjusticeinaction/](https://www.facebook.com/Socialjusticeinaction/)). All students will be asked to reflect on their own participation near the end of the term, which will be taken into account when assigning the final participation grade.
Course Requirements & Methods of Evaluation:

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

- A+ = 90-100
- B+ = 77-79
- C+ = 67-69
- D+ = 57-59
- A = 85-89
- B = 73-76
- C = 63-66
- D = 53-56
- A- = 80-84
- B- = 70-72
- C- = 60-62
- D- = 50-52
- F = Below 50
- WDN = Withdrawn from the course
- DEF = Deferred (See above)

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
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/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (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.
- 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/
Important Dates

Winter 2019

January 7     Winter term classes begin.

January 15    Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit
courses are due.

January 18    Last day for registration and course changes in Winter term classes.

January 18-20, 25-27 Fall term deferred examinations will be written.

January 31    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.

February 15   April exam schedule available online.

February 18-22 Winter Break, classes suspended.

March 26      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.

April 9       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

April 12-27   Final Examinations for Winter and Fall/Winter courses. Exams are normally held all
seven days of the week.

April 19-21   Statutory Holiday, University closed

April 27      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.


**Readings and Course Schedule**

***Please ensure that you complete ALL required readings prior to attending class, and prepare one discussion question about the readings (to be submitted at the end of class).***

**January 11<sup>th</sup>**

Course introduction and overview.

**January 18<sup>th</sup>**

Guest speaker: Dillon Black, *Ottawa Coalition to End Violence Against Women* (OCTEVAW)

Topics: Conceptual Frames and Gendered/sexual violence and sexism

Readings:


**January 25<sup>th</sup>**

Guest Speaker: Eldon Holder, Jr, *Youth Leaders Advisory Council*

Topic: Anti-racism/anti-colonialism

Readings:


February 1st

First deadline for submission of written assignment.

Guest speakers: Josh Hawley, Mumina Egal and Nima Hussein, Herongate Tenants’ Coalition

Topic: Housing and homelessness

Readings:

Alliance to End Homelessness 2017 Annual Report (on CULearn);


Herongate Tenant Coalition. 2018 (Aug 23rd). “Organizing from the ground up to fight one of the largest eviction campaigns in the country.” Briarpatch Magazine. https://briarpatchmagazine.com/articles/view/the-battle-for-heron-gate (weblink also on CULearn).

February 8th

Guest speaker: Kevin Skerrett (and colleague), Solidarity Ottawa (tentative)

Topic: Anti-capitalism/anti-austerity and wealth inequality

Readings:


Solidarity Against Austerity, Basis of Unity (on CuLearn)

(Second brief guest talk from Brad Evoy, OPIRG Carleton, on getting involved in social justice actions on campus)
February 15th

Guest speaker: Joel Harden, MPP, Ottawa Centre

Topic: The role of politics and challenging the system from the inside

Readings:


February 22nd — READING WEEK

March 1st

*Second deadline for submission of written assignment.*

Guest Speaker: Behc Jax-Lynx & Friends, *Building Through Education and Community Knowledge*

Topic: Queer and Gender-queer justice

Readings:


March 8th

Guest Speakers: Aaron Doyle (plus colleague), *Criminalization and Punishment Education Project*

Topic: Prisoner Justice

Readings:

Public Services Foundation of Canada, 2015, “Crisis in Correctional Services: Overcrowding and inmates with mental health problems in provincial correctional facilities” (on CULearn).


March 15th

Third deadline for submission of written assignment.

Guest speaker: Jennifer Ridgley and colleague, Sanctuary City Network

Topic: Immigrant Justice

Readings:


March 22nd

Guest Speaker: Ben Powless, Photographer, Writer & Organizer

Topic: Climate justice

Readings:


March 29th

Guest Speaker: Colleen Cardinal, National Indigenous Survivors of Child Welfare Network

Topic: Indigenous justice

Readings:


April 5th

Fourth deadline for submission of written assignment.

Guest Speaker: AnaLori Smith, Office of Public Service Accessibility at the Treasury Board of Canada Secretariat

Topic: Disability Justice and Critical Approaches to Health

Readings:
