Instructor: Dr. Amanda Wilson  
Email: amanda.wilson@carleton.ca  
Office: A713 Loeb  
Office Hours: Thursdays 11:30-12:30

Class Meets: Thursday 8:35am – 11:25am in room 3101 CB  
TA: TBD

Course Description:

Social Justice is many things: it is a theoretical orientation and ontological commitment. It is a demand for action and a call to pause and reflect. Equal parts hope and critique, social justice as a frame through which to understand society, and through which to engage in sociology, requires us to simultaneously invoke a politics of possibilities (to see the world as it could be) while grounding ourselves in the lived experience and realities of the everyday. Through this course we will unpack and make sense of these complex propositions, and reflect on what is means to engage in sociology from a social justice perspective.

This course provides an introduction and overview of the study of social justice from a sociological perspective. How can we use a social justice lens to make sense of the world around us? We will explore key theories of social justice, including different conceptualizations of justice, understandings of power and the nature of society. We will analyze the origins and contemporary consequences of social inequalities and the mechanisms through which they are maintained and resisted. We will also discuss the practice of social justice; social justice as a frame for action. What are the contemporary struggles for social justice? What do these struggles tell us about society? The focus will be on the Canadian context, however we will also highlight several key international and transnational examples. Finally, we will consider what social justice looks like in our immediate context, as members of the Carleton community, residents of Ottawa, and critically engaged scholars.

Course Objectives

- To articulate an understanding of the major theories and theorists shaping the social justice literature
- To identify and conceptualize social justice issues in everyday worlds, and to connect these to broader social structures and dominant social relations in Canada and in a transnational context.
- To critically engage with the alternative visions and possibilities put forth by key social justice struggle sand social movements in Canada.
- To work effectively with others in pursuit of a shared objective, and to explore alternative formats for the presentation of research and analysis.
- To construct a clear and well supported argument utilizing critical reasoning and reflexivity, and employ sound research methods to collect data from academic and grey literature.
- To understand the interconnections, tensions and blurring between grassroots community organizing and academic institutions and scholars.

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1 This syllabus is subject to minor modification throughout the term at the discretion of the instructor.
Teaching Methods

In my experience, teaching, at its core, is about creating the right conditions and opportunities for growth, reflection and understanding. I believe that students learn better when they are given a diversity of opportunities to participate and take ownership over their education, and feel as though the concepts and theories they learn in class have tangible meaning for their everyday lives.

In addition to traditional lectures, this course also makes substantial use of group activities, discussions, individual writing exercises and multi-media as pedagogical tools. As a result, it is crucial that students taking this course plan to regularly attend class and complete the weekly assigned readings.

Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Reading Responses (2)</td>
<td>20%</td>
<td>On-going</td>
</tr>
<tr>
<td>In-class assignments</td>
<td>15%</td>
<td>On-going</td>
</tr>
<tr>
<td>Digital Storytelling Group Project</td>
<td>40%</td>
<td>Feb 16th</td>
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<tr>
<td>◦ Proposal (10%)</td>
<td></td>
<td>March 30th</td>
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<tr>
<td>◦ Creative Submission and Rationale (30%)</td>
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<tr>
<td>Take-Home Reflection Paper</td>
<td>25%</td>
<td>April 18th</td>
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Reading Responses (2 x 10%)

Over the course of the semester you will complete two reading reflections responding to ALL of the readings for a particular week. You must submit one reading reflection in the first half of the course (before reading week and one after). Reading reflections are due at the beginning of class, the week the readings were assigned. You will be asked to sign-up for two weeks during the first class. This is a self-managed deadline, but no extensions will be given should students find themselves at the end of the semester having not submitted the required reflections.

This is not a reading summary. Yes, you want to provide a quick overview of the main themes of the readings and explain the author's main argument or perspective, but then your attention should be focused on analysis and reflection. Pick two or three points of discussion – an argument or point that you found particularly compelling (explain why), or something you disagreed with, or have questions about. Identify one or two “take-away” points from the readings, and try to make a connection to an issue or topic raised elsewhere in the course.

In-class assignment (15%)

It is my hope that all students will become active, engaged participants in this class. Each week a portion of class time will be devoted to an in-class assignment such as a group activity or individual writing exercise. These mini-assignments will assess the degree to which you have been paying attention to the content of the lecture and class discussion, as well as record your attendance. Students who are attentive and present in class will have no trouble successfully completing these assignments. There will be ten such assignments over the course of the semester, each worth 1.5%. Each assignment submitted will automatically receive 0.5/1.5 for your attendance, the additional 1/1.5 will be granted based on the quality of the submission.

Digital Storytelling Group Project (10% + 30%)

The main assignment for this course is a group project aimed at making an intervention on a specific social justice issue in Canada through the medium of digital storytelling. Rather than a traditional essay format,
students will work in groups of 4-5 to identify a current social justice issue; apply a theoretical lens to understanding its root causes and possible solutions, and produce a digital project to increase society's awareness and understanding of the topic. This could be a video, an interactive webpage, a series of podcasts, a zine etc. This creative component will be accompanied by a written rational statement, explaining the purpose and objective of the digital storytelling project. Groups will first submit a proposal, outlining their topic and “storytelling” methods. Following feedback from the TA and/or instructor, students will then produce the final product and share it with the class.

This assignment asks students to both analyze social justice as a field of study, and engage in the practice of social justice as scholar-activists. Portions of class time will be devoted to working on this project is groups capacity, however, students should be prepared to at the very least communicate with their group outside of class, and potentially meet once or twice over the course of the semester.

**Reflectivity Paper (25%)**

A key element of a sociological practice of social justice is building your reflexivity skills. This assignment asks you to reflect back on what you see as two or theme main themes of the course as well as your own evolution throughout this course. How did your perceptions of social justice, or particular social justice issues shift? What are some key ‘take-aways’ you will carry with you from our discussions? What does a sociology of social justice mean to you? Further details will be provided in class.

**In-Class Activity Make-Up Assignments**

Should you miss an in-class assignment for whatever reason, you have the opportunity to complete a make-up assignment to re-gain those marks. Students can complete a maximum of two make-up assignments over the course of the semester. Make-Up Assignments are due by the last class of the semester.

a) Attend a community event, meeting, presentation, rally etc related to a social justice issue.

b) Write a one-page response explaining what event you attended (date, time, title), the issue being discussed and how it relates to the course.

**Required Readings**

All required readings will be available through the ARES portal on the Carleton Library website or CU Learn. It is my expectation that you will come to class not only having read the readings, but prepared to discuss them as well!

**Readings and Course Schedule**

<table>
<thead>
<tr>
<th>WEEK ONE (JAN 5th)</th>
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<tbody>
<tr>
<td>Introduction and Course Overview: What is Social Justice?</td>
<td>No Readings</td>
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<tr>
<td>Activity: Creating our Classroom Community</td>
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<th>WEEK TWO (JAN 12th)</th>
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**WEEK THREE (JAN 19th)**

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**WEEK FOUR (JAN 26th)**

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**WEEK FIVE (FEB 2nd)**

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**WEEK SIX (FEB 9th)**

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**WEEK SEVEN (FEB 16th)**

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# READING WEEK

## WEEK EIGHT (MARCH 2\(^{nd}\))

**Anti-Poverty and Anti-Capitalist Struggles**


**Film: The 99%: The Occupy Wall Street Collaborative Film**


## WEEK NINE (MARCH 9\(^{th}\))

**No Borders and Decolonization**


Leeann Simpson. Chapter one: Nishnaabeg Resurgence: Stories from Within. *Dancing on Our Turtle’s Back: Stories of Nishnaabeg re-creation, resurgence and a new emergence*. pp.11-29

*Recommended:*


## WEEK TEN (MARCH 16\(^{th}\))

**Food Justice and Climate Justice**


*Recommended:*


## WEEK ELEVEN (MARCH 23\(^{rd}\))

**Disability Justice, Health**

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**WEEK TWELVE (MARCH 30<sup>th</sup>)**

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**WEEK THIRTEEN (APRIL 6<sup>th</sup>)**

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<tr>
<td></td>
<td><strong>Recommended:</strong> Jeremy Louzao <em>Someday We'll be Ready and We'll be Enough: Building Anti-Authoritarian Movements With the Size and Resilience to Win</em>. Available online: <a href="https://mutualinspiration.org/pdf-download/">https://mutualinspiration.org/pdf-download/</a></td>
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**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:

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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>B+</td>
<td>77-79</td>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>B</td>
<td>73-76</td>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>A -</td>
<td>80-84</td>
<td>B -</td>
<td>70-72</td>
<td>C -</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 50</td>
<td>WDN = Withdrawn from the course</td>
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<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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**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: [https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

**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](mailto: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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable). *The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams is March 10, 2017.

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

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/or 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.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (http://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program;
academic probation; or a grade of Failure in the course.

**Assistance for Students:**
Student Academic and Career Development Services: [http://carleton.ca/sacds/](http://carleton.ca/sacds/)
Writing Tutorial Services: [https://carleton.ca/csas/writingservices/](https://carleton.ca/csas/writingservices/)
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.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT 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 CONNECT 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://portal.carleton.ca/](https://portal.carleton.ca/)