

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 2170A
FALL 2023
FOUNDATIONS OF SOCIAL JUSTICE

Instructor: Azar Masoumi, PhD
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Course meets: Thursdays, 8:35-11:25am

Pre-requisites & Precluded Courses: [SOCI 1001](#) and [SOCI 1002](#), or [SOCI 1003](#) [1.0], or [ANTH 1001](#), or [ANTH 1002](#).

Course Description and Objectives:

In this course, we will study the topic of social justice from a sociological and intersectional perspective. These perspectives will help us understand two things. First, we will learn that social injustice is not inevitable or natural, but actively and continuously produced by institutions, culture, and interactions. Second, we will explore several systems of inequality (including those based on class, colonization, race, nationality, sex/gender, sexuality, age, ability, immigration status, and religion) to learn how various forms of injustice are interconnected. Further, we will use our sociological knowledge to create a publicly accessible poster presentation on an issue or experience that is relevant to your generation.

By the end of this course, you will develop a critical perspective on diverse forms of inequality and will be able to apply sociological thinking to everyday manifestations of social injustice. This will help you understand, analyze and critique social injustice as dynamic, intersectional, and structural. Further, you will gain first-hand experience in applying your sociological learning to engage general audiences. Ultimately, I hope that by taking this course you become a more conscious and critical social actor who actively questions, confronts and resists inequality in their daily life.

This class is part of the Social Justice Stream in the Sociology program – four courses that build your capacities to make a difference in the world. Combining hands-on, deep work with rigorous analysis and understanding, the social justice stream offers the best of sociology! The classes are SOCI 2170 (Foundations in Social Justice), SOCI 3170 (Social Justice in Action), SOCI 3430 (Studies in Collective Action and Social Movements) and SOCI 4170 (Community-Engaged Sociology).

Readings:

All readings are accessible online. Please see course Ares on Brightspace.

Course Policies:*Format:*

This course will require your active participation. You are expected to attend classes on time and follow the course activities. Course documents will be posted on Brightspace for your review. Each week, you will be required to take part in activities that assess your learning and demonstrate your engagement with lectures and course materials. In addition, you will take part in independent and group work to create a research poster. Please be sure to do the readings before class and come prepared to participate in informed discussion!

Late assignments:

Late submissions will be marked down 5% per day. If you need extensions, please contact me as soon as possible and be prepared to provide documentation.

Questions and communication:

We will use three methods of communication in this course:

- 1) Practical/logistical question (e.g. about course requirements, etc.) must be asked during class time so that your classmates may also benefit from answers.
- 2) Personal/individual concerns (e.g. requests for extensions, etc.) must be emailed to the professor. Please allow a 24–48-hour response time to emails.
- 3) Clarifications on course content (e.g. questions about readings, theories or concepts discussed in the course) must be asked during class time or office hours.

Commitment to Diversity and Inclusion in Learning:

In this course, we will discuss difficult topics, such as colonization, racism, patriarchy, and ablism. Teaching and learning about these topics can be both emotionally and intellectually challenging. It is our collective responsibility to create a productive learning environment. All of us are expected to approach course material with sensitivity and care for the wellbeing of ourselves and others. It is completely acceptable for us not to agree with one another; however, we are still required to practice respectful discussion. This requires keeping an open mind, listening deeply, acknowledging the diversity of positionalities and experiences in our classroom, and taking care to formulate our thoughts with consideration for others. Throughout the course, we will help one another with these challenging tasks. Please note that derogatory comments and hateful behaviour will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Requirements & Methods of Evaluation:

Weekly Responses and Class Participation: 25%

Social Justice Research Poster: 75%

Topic Proposal: 5%

Intersectional Reflection: 20%

Annotated Sources: 10%

The Poster: 25%

Presentation of the Poster: 15%

Weekly Responses and Class Participation (25%):

This course requires your active participation. At the end of each lecture, you will be asked to compose and submit a short response to a question relating to the materials discussed that week. Your responses will be submitted through the link provided on that week's module on Brightspace at the end of the first section of class. For every response you submit, you will receive one point (12x1). You will also receive one point for attending and participating in class activities in the second part of each class (13x1). (12 + 13 = 25).

Social Justice Research Poster (75%):

This course involves an experiential project that will require you to apply what you learn in our class to create of an engaging research poster on an issue or experience relevant to your generation. Your poster will require independent as well as group work and your grade will be based on the following components:

Topic Proposal (5%):

Working independently, you will propose the topic you would like to explore in your poster in a short proposal (1 page max). Your proposal will: 1) Identify the issue or experience you would like to explore 2) explain why you are interested in exploring this topic (reasons may be personal, intellectual, etc.). You may choose your topic from the list provided on Brightspace; you are also permitted to propose new topics. You will be assigned to your group based on your proposed area of interest. Your topic proposal is due by 11:55pm ET on September 21st via Brightspace.

Intersectional Reflection (20%):

Working independently, you will apply the theory of intersectionality to your topic of interest in a short reflection paper (4 pages max). Your reflection will explore two questions: 1) How can you apply the theory of intersectionality to the topic you wish to explore? 2) What intersections do you plan to examine in your poster? Why? Your intersectional reflections are due by 11:55pm ET on October 12th via Brightspace.

Annotated Sources (10%):

Working with your group, you will prepare and submit an annotated list of five outside sources you plan to use in your poster. Outside sources must be credible. Examples of credible sources include academic studies, broadcasts/articles from recognized news agencies (e.g. the CBC), and reports by well-respected agencies and community

organizations. Your list of annotated sources will: 1) properly cite each source using a recognizable citation format 2) briefly explain the argument/main point of the source (1-2 sentences). Your annotated sources are due by 11:55pm on November 9th via Brightspace.

The Poster (25%):

Working in your group, you will create a well-researched, engaging, and well-edited research poster that explores the topic of your choice. Your poster is intended for general audiences and should be written in clean and accessible language. Your poster will cite a minimum of five (5) credible outside sources and must include multi-media components (e.g. images, graphics, etc.) while adhering to copy rights. All outside sources must be properly cited. Your poster is due by 11:55pm ET on November 30th via Brightspace.

Presentation of the Poster (15%):

Working in your group, you will prepare a short (approx. 5-10 mins) oral presentation of your poster, to be delivered on the last day of our class, December 7th during scheduled class time (8:35-11:25am ET). Be prepared to showcase your work to your classmates as well as members of the department!

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	

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/>

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 December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

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

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

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>

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/>). 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: <https://carleton.ca/career/>

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/>
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Important Dates and Deadlines: Fall 2023

August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.

- September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.
- September 4, 2023: Statutory holiday. University closed.
- September 5, 2023: Academic orientation (undergraduate and graduate students).

Orientation for new Teaching Assistants.

All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
- September 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.
- September 12, 2023: Last day for registration and course changes (including auditing) in early fall courses.
- September 19, 2023: Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.
- September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.
- September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
- October 1, 2023: Last day for academic withdrawal from early fall courses.

Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- October 6, 2023: December examination schedule (fall term final and fall/winter mid-terms) available online.

- October 9, 2023: Statutory holiday. University closed.
- October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- October 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
- October 20, 2023: Last day of early fall classes.
- Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- Last day that can be specified by a course instructor as a due date for term work for early fall courses.
- October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.
- October 23-27, 2023: Fall break, no classes.
- October 28-29,
November 4-5, 2023: Final examinations in early fall undergraduate courses will be held.
- October 30, 2023: Late fall classes begin.
- November 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.
- November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.
- Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.

November 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 8, 2023: Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25,
2023 through
January 3, 2024
inclusive: University closed.

COURSE SCHEDULE

Week 1/Sept 7: Introduction to the course

No readings. Attend class and explore Brightspace.

Week 2/Sept 14: The Theory of Intersectionality

Kimberlee Crenshaw. 1989. "Demarginalizing the Intersection of Race and Sex" *University of Chicago Legal Forum* 1989 (1): 139-168.

Daiva Stasiulis 2015. "Feminist Intersectional Theorizing." In *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class*, edited by Valerie Zawilski, 25-48. Don Mills, Ont: Oxford University Press.

 Workshop on the concepts of oppression and equity.

Week 3/Sept 21: Intersections of (Global) Class Inequality

Duffy, Ann and Nancy Mandell "The Growth of Poverty and Social Inequality: Losing Faith in Social Justice", In *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class*, edited by Valerie Zawilski, 254-268. Don Mills, Ont: Oxford University Press.

Barndt, Deborah. 2002. "Fruits of Injustice: Women in the Post-NAFTA Food System." *Canadian Woman Studies* 21 (4): 82-88.

🔔 Workshop on topic proposals.

***Topic Proposal Due by 11:55pm ET (Ottawa time) on Brightspace**

Week 4/Sept 28: Intersections of Income (In)security

Reid, Colleen, and Robin A LeDrew. 2013. "The Burden of Being 'Employable': Underpaid and Unpaid Work and Women's Health." *Affilia* 28 (1): 79–93.

Preston, Valerie, Ann Kim, Samantha Hudyma, Nancy Mandell, Meg Luxton, and Julia Hemphill. 2013. "Gender, Race, and Immigration: Aging and Economic Security in Canada." *Canadian Review of Social Policy* 68/69: 90-106.

🔔 Workshop on academic writing.

Week 5/Oct 5: Intersections of Educational Injustice

Schissel, Bernard, and Terry. Wotherspoon. 2002. "The Legacy of Residential Schools." In *The Legacy of School for Aboriginal People: Education, Oppression, and Emancipation*. Don Mills, Ont: Oxford University Press.

Codjoe, Henry M. 2001. "Fighting a 'Public Enemy' of Black Academic Achievement: The Persistence of Racism and the Schooling Experiences of Black Students in Canada." *Race, Ethnicity and Education* 4 (4): 343–375.

🔔 Workshop on the notion of self-reflexivity.

Week 6/Oct 12: Intersections of Health

Grekul, Jana. 2008. "Sterilization in Alberta, 1928 to 1972: Gender Matters." *The Canadian review of sociology* 45 (3): 247–266.

Meadows, Lynn M, Wilfreda E Thurston, and Christina Melton. 2001. "Immigrant Women's Health." *Social Science & Medicine* 52 (9): 1451–1458.

🔔 Workshop on editing and proofreading.

***Intersectional Reflection Due by 11:55pm ET (Ottawa time) on Brightspace**

Week 7/Oct 19- Intersections of Ability and Mental Health

Krogh, Kari. 2019. "Redefining Home Care for Women with Disabilities: A Call for Citizenship." In *Caring For/Caring About: Women, Home Care, and Unpaid Caregiving*, edited by Karen Grant, 115–146. Toronto: University of Toronto Press.

Arboleda-Florez, Julio, and Heather Stuart. 2012. "From Sin to Science: Fighting the Stigmatization of Mental Illnesses" *Canadian Journal of Psychiatry* 57 (8): 457-463.

🔔 Workshop on the notion of public scholarship.

Week 8/Oct 26: Fall Break

No readings or classes. Enjoy!

Week 9/Nov 2: Intersections of Criminal and Urban "Justice"

Cesaroni, Carla, Chris Grol, and Kaitlin Fredericks. 2019. "Overrepresentation of Indigenous Youth in Canada's Criminal Justice System: Perspectives of Indigenous Young People." *Australian & New Zealand Journal of Criminology* 52 (1): 111–128.

Nelson, Jennifer J. 2000. "The Space of Africville: Creating, Regulating and Remembering the Urban 'Slum.'" *Canadian Journal of Law and Society* 15 (2): 163–185.

🔔 Workshop on library research.

Week 10/Nov 9: Intersections of Religious Identity

Zine, Jasmin. 2001. "Muslim Youth in Canadian Schools: Education and the Politics of Religious Identity." *Anthropology & Education Quarterly* 32 (4): 399–423.

Korteweg, Anna C. 2008. "The Sharia Debate in Ontario: Gender, Islam, and Representations of Muslim Women's Agency." *Gender & Society* 22 (4): 434–454.

🔔 Workshop on the notion of public scholarship.

***Annotated Sources Due by 11:55pm ET (Ottawa time) on Brightspace**

Week 11/November 16: Intersections of Gendered and Sexual Labour

Sedef Arat-Koc. 2006. "Whose Social Reproduction? Transnational Motherhood and Challenges to Feminist Political Economy." In *Social Reproduction: Feminist Political Economy Challenges Neo-Liberalism*, edited by Meg Luxton and Kate Bezanson, 75–92. Montreal: MQUP.

Sarah Hunt. 2013. "Decolonizing Sex Work: Developing an Intersectional Indigenous Approach." In *Selling Sex: Experience, Advocacy, and Research on Sex Work in*

Canada, edited by van der Meulen, Emily, Elya M Durisin, and Victoria Love, 82-100. Vancouver: UBC Press.

🔔 Workshop on research posters.

Week 12/Nov 23: Intersections of Bodies

Rice, Carla. 2007. "Becoming 'the Fat Girl': Acquisition of an Unfit Identity." *Women's Studies International Forum* 30 (2): 158–174.

Glenn, Evelyn Nakano. 2008. "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners." *Gender & Society* 22 (3): 281–302.

🔔 Workshop on research posters.

Week 13/Nov 30: Intersections of Sexuality and Gender Identity

Abramovich, Alex. 2016. "Preventing, Reducing and Ending LGBTQ2S Youth Homelessness: The Need for Targeted Strategies" *Social Inclusion* 4 (4): 86-96.

Lyons, Tara, Andrea Krüsi, Leslie Pierre, Thomas Kerr, Will Small, and Kate Shannon. 2017. "Negotiating Violence in the Context of Transphobia and Criminalization: The Experiences of Trans Sex Workers in Vancouver, Canada" *Qualitative Health Research* 27 (2): 182-190.

🔔 Workshop on poster presentations.

***Poster Due by 11:55pm ET (Ottawa time) on Brightspace**

Week 14/Dec 7: Presentation Day

No readings.

***Presentation Due during class time**

*I hope you enjoyed learning about social justice and intersectionality.
Best of luck with the rest of your studies and/or professional endeavors, &
Happy Holidays!*