

**Department of Communication and Culture**  
**Culture and Society (CUSP) 607 - Seminar 01**  
**Social and Global Justice**  
**Fall 2013**  
**Tuesdays 17:00-19:45 SS 315**

**Instructor:** Regina Cochrane  
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**Office Hours:** Tuesdays, 13:00-14:00; Thursdays, 11:00-12:00; and by appointment  
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### **Additional Information**

Please read Loretta Capeheart and Dragan Milovanovic, *Social Justice: Theories, Issues, and Movements*. New Brunswick NJ: Rutgers University Press, 2007: Preface, Chapters 1-2 (pp. ix-28), which is available online through the University of Calgary library, and Olsen: Introduction (pp. 1-8) for the first class.

### **Course Description**

Beginning in the 1960s, modern notions of social justice prioritizing redistributive measures carried out by a territorial state were subjected to an ongoing series of challenges. New Leftist and new social movement activists/theorists of the 60s and 70s moved beyond the economism of such notions, expanding their purview to encompass gender, sexuality, and ethnicity. During the 80s, multiculturalists, indigenists, postcolonialists, and queers promulgated new understandings of social justice oriented around the recognition of cultural “difference.” The concurrent rise of neoliberal globalization, with its erosion of the welfare state in the global North and imposition of structural adjustment programs in the global South, has further impacted these shifts by not only undermining the redistributive powers of states but also highlighting the transnational nature of social injustice. Complicating this situation even further, the globalization of Western consumer culture, the “precaritization” of existence, and consequent mass migrations provoked by neoliberalism have, in turn, unleashed an ethno-nationalist, religious fundamentalist, and/or anti-immigrant backlash in both North and South. Hence, a key – if not *the* central – debate in social justice today is the one between Nancy Fraser – who proposes a post-Westphalian, global-civil-society-oriented reframing of social justice as entailing irreducible and interlinked moments of redistribution, recognition, and representation – and various critics of Fraser’s approach.

### **Course Objectives**

1. To understand the basic assumptions and characteristic political stances adopted by a range of contemporary approaches to social justice theory including: liberal, socialist, feminist, postmodernist, postcolonialist, communitarian, and New Right orientations.
2. To understand the main issues at stake in the redistribution/recognition/representation debate and to attempt to push further Fraser’s recent extension of that debate to global civil society as embodied in the World Social Forum.

3. To critically evaluate the adequacy of the contemporary approaches to social justice considered above and the related arguments of Fraser and her critics through an application of these approaches to several key issues in global social justice today, such as the environmental/climate change debacle, postcolonial/indigenist assertions of a “civilizational crisis,” and the rising backlash against “non-assimilable” immigrants/minorities.

### **Internet and electronic communication device information**

Students are encouraged to bring their laptops to class. However, these should *only* be used for note-taking and accessing relevant documents on the web and Blackboard. Given that Instant-messaging, surfing the web, and doing email during class time are often very annoying and distracting for others in the class, students who engage in such behavior will be penalized in their participation grade. Please turn off your cell phones before entering the classroom.

### **Textbooks/Readings**

Conway, Janet M. *Edges of Social Justice: The World Social Forum and its “Others.”* Abingdon, Oxon. and New York: Routledge, 2013.

Olsen, Kevin (ed.). *Adding Insult to Injury: Nancy Fraser Debates Her Critics.* London: Verso, 2008.

PLUS: a selection of required journal articles and text chapters available online or at the University of Calgary library and a list of supplementary readings.

### **Assignments and Evaluation**

Seminar Presentations/handouts<sup>1</sup>: dates TBA; value = 2 X 15% = 30%

Proposal for Research Paper<sup>2</sup>: due November 12; value = 10%

Research Paper<sup>3</sup>: due December 10, 17:00-18:00 (at SS 348); value = 50%

Participation<sup>4</sup>: 10%

1. Seminar presentations should be approximately 30 minutes in length and should include the distribution of a prepared handout (approximately 3-5 pages) that includes a summary and a critical analysis of the reading. The first presentation (weeks 2-5) will analyze a reading related to one of the “schools” of social justice theory listed in objective 1 above and the second (weeks 6-10) a reading/pair of readings on the debates between Fraser and her critics or – depending on the class enrollment – a reading on social justice issues related to environmentalism/indigenous peoples/“non-assimilable” immigrant minorities (weeks 11-13). These presentations should draw as well on some of the supplementary readings that are listed in the “Schedule of Topics and Readings.” Sign-up sheets for seminar presentations will be circulated during the first class.

2. Students will be free to propose topics for their research paper that will be subject to the approval of the instructor. The paper proposal should be 2-3 pages in length. It should include a brief overview of the topic proposed, a thesis sentence, and a tentative list of readings. This proposal should be submitted by email.

3. The research paper should be approximately 15-18 double-spaced pages in length. It should involve the analysis of a contemporary issue in social/global justice of interest/relevance to the

student and it should draw on course readings plus at least five other significant sources (which can include selections from the list of supplementary readings given).

4. The class participation grade will be based on attendance and on the quality rather than the quantity of a student's contribution to class discussion. This will also include general preparation for classes by completing the assigned readings.

It is the student's responsibility to keep a copy of each submitted assignment. Note: Please hand in your papers directly to your instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

**Registrar's- scheduled exam:** No

**Policy for late assignments:**

Students who, for some serious reason, will be late in handing in their term essays must consult with the instructor about this *before* this work is due. Assignments submitted after the deadline, without prior consultation and/or documentation, may be penalized with the loss of a grade (e.g.: A- to B+) for each day late. All assignments must be completed in order to pass the course.

**Freedom of Information and Protection of Privacy Act**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, students should identify themselves on all written work by placing their name on the front page and their ID number. You will be required to provide a piece of picture identification in order to pick up any assignments or look at a final exam from SS320 after classes have ended. For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

**Writing Skills Statement**

Department policy directs that all written assignments will be assessed at least partly on writing skills. For details see <http://www.comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.), but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: [www.efwr.ucalgary.ca](http://www.efwr.ucalgary.ca)

**Grading System** - The following grading system is used in the Department of Communication and Culture for all Graduate courses:

| Letter Grade | Grading Scale | Grade Point Value<br>(see <a href="#">U of C Calendar: Academic Standing</a> ) |
|--------------|---------------|--|
| A+           | 96-100        | 4  |
| A            | 90-95.99      | 4  |
| A -          | 85-89.99      | 3.7  |
| B+           | 80-84.99      | 3.3  |
| B            | 75-79.99      | 3  |
| B-           | 70-74.99      | 2.7  |
| C+           | 65-69.99      | 2.3  |
| C            | 60-64.99      | 2  |
| C-           | 55-59.99      | 1.7  |
| D+           | 53-54.99      | 1.3  |
| D            | 50-52.99      | 1  |
| F            | 0-49          | 0  |

## **Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or Writing Support Services (3rd Floor Taylor Family Digital Library, <http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

## **Academic Misconduct**

For information on academic misconduct and the consequences thereof please see the current University of Calgary Graduate Calendar at the following link:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **Students with Disabilities**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with Student Accessibility Services (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

## **Students' Union**

For details about the current Students' Union contacts for the Faculty of Arts, see [www.comcul.ucalgary.ca/su](http://www.comcul.ucalgary.ca/su)

### **Graduate Students' Association**

For details on the Graduate Students' Association, please see

<http://www.ucalgary.ca/GSA/>

### **Student Ombudsman**

For details on the Student Ombudsman, please see

<http://www.ucalgary.ca/GSA/services/ombudsperson.html>

### **Emergency Evacuation and Assembly Points**

For information on the emergency evacuation procedures and assembly points, please see

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **"SAFEWALK" Program -- 220-5333**

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

### **Ethics**

Whenever you perform research with human participants (ie. surveys, interviews, observation) as a part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see:

Conjoint Faculties Research Ethics Board (CFREB)

<http://www.ucalgary.ca/research/ethics/cfreb>

### **Reading List**

A "Schedule of Topics and Readings" will be posted in the "Course Information" file on Blackboard before classes begin. Students registered in the course can access this information by logging in, using their U of C user name and password, at the following website: <http://blackboard.ucalgary.ca>. Please print out or download this schedule and the course outline and bring them to the first class. Class assignments will also be posted on Blackboard in the "Course Assignments" file on this website.

### **Schedule of Lectures**

As above.