

**ARTS & SCIENCE 3GJ3 / Global Justice Inquiry
2015-2016 (Term 1)**

Instructor: Dr. Gary Warner, warner@mcmaster.ca

Office Hours: Monday 10 -11:30am, Jenkins Office, C-105, or by appointment

Class Times: Monday 12:30-14:20, MDCL 3023 and Wednesday 1:30-2:20, MDCL 1009

Course Description: Using an inquiry methodology, students will explore issues pertaining to global justice through an interdisciplinary lens. Course lecturers will include McMaster alumni with experience in the field of Global Justice as well as faculty from diverse disciplinary backgrounds to inform the exploration of complex and multifaceted issues. Specific areas of focus will change periodically. The topic in 2015/16 is "water."

Water occupies a central place in contemporary global justice work. Billions of people live without access to clean drinking water or to adequate sanitation, while increasing rates of consumption continue to deplete the world water supply. This course engages students in exploring the intersections of water and justice from a variety of perspectives, and by focusing on concrete examples develops their abilities to contribute to the pursuit of global justice.

The course will take an interdisciplinary, student-centred approach. Each week, one class meeting will be facilitated by one or more contributing instructors: a diverse team which includes faculty from across campus, McMaster alumni engaged in global justice work, and members of community organizations related to the course theme. These people will lead students in exploring a range of topics (e.g. water policy, representation of water, water security, women and water, water quality, water and both human health and ecosystem health), and will introduce them to diverse perspectives on each. A second weekly session, led by the course instructor, will give students an opportunity to work collaboratively to integrate the perspectives and approaches explored and to apply these in the service of addressing contemporary problems in water and justice.

The objectives of the course are to:

- enhance Inquiry skills, including formulating questions, self-directed research, critical thinking and communication skills
- understand the demands and implications of water as a universal human right and global justice issue
- critically assess how various strategies enable or impede effective fulfilment of this right
- engage in and document personal reflection on questions and issues arising from presentations, readings and discussions related to the course
- undertake an in-depth exploration of a topic of the student's choosing related to the course theme

This course was developed as a first step towards creating a larger "global justice hub" at McMaster, which will bring together students, faculty, staff, alumni, and community partners interested in working towards global justice. Plans for the continued development of the hub are ongoing, and several prospective hub members have agreed to serve as mentors and will be matched with 3GJ3 students as appropriate.

Required Text:

Barlow, Maude. *Blue Future: Protecting Water for People and the Planet Forever*. Toronto, ON: House of Anansi Press, 2013.

Students are expected to read the above text in the course of the term and be able to discuss and reference

it. Specific course readings for seminars are indicated in the course schedule below. You will be expected to have carefully read any readings assigned before the class in which they are to be discussed.

Course Assignments

Participation 10%

Students will be expected to attend all classes and contribute thoughtfully to course meetings, developing and raising questions for exploration, participating in collaborative activities, and presenting ideas and findings for discussion. Some of the work of the class will be done in small groups.

Critical Reflection 25%

Each reflection is a short essay of approximately 2 pages in which you explore an insight or new perspective drawn from the course readings or seminar presentation and connect it to the central theme of the course. This assignment demonstrates a critical analysis of the idea you are exploring and records your own understanding of the issue, including any implications in terms of your own self-reflection. There are five reflections, each worth 5%. One reflection will focus on a McMaster Water Week event. Reflections are to be submitted in hard copy in class to the course instructor and electronically on Avenue on the dates indicated in the course schedule. The reflections will be evaluated on the diligence with which they have been prepared, the depth of the analysis and the quality of the writing.

Capstone paper or project 50%

This exercise is composed of three phases: 1) the framing of the question or project (150-200 words) worth 5%; 2) the outline of the paper or project (600-750 words), plus an interim bibliography, worth 10%. To prepare your outline you need to identify layers of relevant questions and seek out the evidence or information you need. Your outline may be modified as you think and read more, but it should give a sense of structure to your paper/project; and 3) the final paper or project worth 35%. This exercise may take the form of a research paper of between 3,000 and 4,000 words. Alternatively it could take the form of a detailed action plan, including a rationale, of similar length to address a specific issue related to water and justice. It could also take the form of a creative project related to water and justice, accompanied by an explanatory text of approximately 1,000 words. Your paper/project must include an abstract of no more than 200 words which are not included in the total word count. The abstract is a concise single paragraph précis of the paper/project. Although students will present individual papers or projects, they will be encouraged to collaborate on their research where their focus overlaps e.g. around culture, health, art, etc.

Poster presentation 10%

The poster is meant to communicate succinctly but effectively in a visual form the essential themes of the paper or project. A poster presentation session will be organized to enable sharing of findings, questions and reflections. Each student will make a 3-4 minute summary presentation on his/her poster to the class. You should rehearse in advance the time it takes to make your presentation to ensure you focus on the essential points in the allotted time. Posters will be judged on the basis of their effectiveness in conveying their key messages (research question and key findings clearly articulated), their visual appeal and the oral presentation.

Role Play/Debate 5%

The debates represent the practical application of complex policy issues and will explore water policy controversies from differing perspectives. A scenario will be presented for each debate and your team's task will be to argue the case from a particular perspective and set of interests to persuade the audience of the decisions you believe should be taken. Part of the assignment will consist of a critique of the positions your team has represented.

Assessment will be based on the effectiveness of the presentations in terms of both oral delivery and persuasive arguments as well as on the quality of the critique.

Course schedule

NB. The symbol * indicates a required reading; [O] indicates an optional reading.

Week 1: September 9: Introduction to course

Week 2: September 14: Introduction Continued

* Barlow, Maude. *Blue Future: Protecting Water for People and the Planet Forever*, Ch. 1, 9-49

Week 2: September 16: Tutorial

Week 3: September 21: Dr. Dustin Garrick, The Global Water Crisis as a Governance Crisis

* Schmidt, J. J. and Peppard C. Z. "Water ethics on a human-dominated planet: rationality, context and values in global governance." *WIREs Water* 1 (2014): 533-547, doi: 10.1002/wat2.1043.

* Van Aken, M., F. Molle and J-P. Venot. "Squeezed Dry: The Historical Trajectory of the Lower Jordan River Basin." *River Basin Trajectories: Societies, Environment and Development*. Ed. F. Molle and P. Wester. Oxfordshire: Cabi, 2009. 20-46

* "An exchange between Ben Crow and Yoram Eckstein on the global water crisis". *Water International* 39:5 (July 2014): 774-784.

Week 3: September 23: Tutorial

September 23: Critical Reflection #1 is due

Week 4: September 28: Dr. Sheri Longboat, Guest Seminar on Water Security: A Contemporary Indigenous Perspective

* Basdeo, M. and L. Bharadwaj, "Beyond Physical: Social Dimensions of the Water Crisis on Canada's First Nations and Considerations for Governance," *Indigenous Policy Journal* 23:4 (2013): 1-14.

Week 4: September 30: Tutorial

September 30: Research paper question or project is due

Week 5: October 5: Dr. Sarah Dickson, Water Quality and Access to Safe Drinking Water

* http://inweh.unu.edu/wp-content/uploads/2013/05/SafeWater_Web_version.pdf (start reading at p.8)

*http://inweh.unu.edu/wp-content/uploads/2013/05/2010_Sanitation_PolicyBrief.pdf (start reading at p. 10)

Week 5: October 7: Tutorial

October 7: Critical Reflection #2 is due

Mid-term recess: October 12-16

Week 6: October 19: Dr. Mirna Carranza, Women and Water

* Moraes, Andrea and Patricia E. Perkin. "Women, Equity and Participatory Water Management in Brazil." *International Feminist Journal of Politics* 9:4 (December 2007): 485-493

* Ahlersa, Rhodante and Margreet Zwartveen. "The water question in feminism: water control and gender inequities in a neo-liberal era." *Gender, Place and Culture* 16:4 (August 2009): 409-426.

* O'Reilly, Kathleen " "Traditional" women, "modern" water: Linking gender and commodification in Rajasthan, India." *Geoforum* 37:6 (2006): 958-972.

Week 6: October 21: Tutorial

October 21: Outline of Research Paper or project including interim bibliography is due

Week 7: October 26: Dr. Karen Trollope-Kumar, Guest Seminar on Water and Health

Week 7: October 28: Tutorial / Debate preparation

October 28: Critical Reflection #3 is due (based on Water Week event)

Week 8: November 2: Debate

Week 8: November 4: Debate

Week 9: November 9: Dr. Beth Marquis, Representing water: Film and social change

* Lewis, Randolph. "[No Title]". *The Velvet Light Trap* 60 (2007): 83-84.

* Starosielski, Nicole. "Beyond Fluidity: A Cultural History of Cinema Under Water." *Ecocinema Theory and Practice*. Eds. Stephen Rust, Salma Monani, and Sean Cubitt. New York: Routledge, 2013. 149-168.

Week 9: November 11: Tutorial

November 11: Critical Reflection #4 is due

Week 10: November 16: Daniel Olsen (M.A.Sc. Civ Eng), Guest Seminar on Water Quality and Access to Safe Drinking Water

Week 10: November 18: Tutorial

November 18: Capstone paper or project is due

Week 11: November 23: Dr. John Maclachan, When Rocks and Water Don't Mix: A Look at Medical Geology

*Davies, Brian E. et al. "Medical Geology: Perspectives and Prospects." *Essentials of Medical Geology*. Ed. Olle Selinus. Springer: Dordrecht, 2013. 1-14.

*Rubenowitz-Lundin, Eva and Kevin M. Hiscock. "Water Hardness and Health Effects." *Essentials of Medical Geology*. Ed. Olle Selinus. Springer: Dordrecht, 2013. 337-350.

[O] Smedley, P.L. and David G. Kinniburgh. "Arsenic in Groundwater and the Environment." *Essentials of Medical Geology*. Ed. Olle Selinus. Springer: Dordrecht, 2013. 279-310.

Week 11: November 25: Tutorial

November 25: Critical Reflection #5 is due

Week 12: November 30: Poster presentations

Week 12: December 2: Poster presentations continued

Week 13: December 7: Wrap-up and Students' course evaluation.

Optional local off-site experiential opportunities may be available during the term.

Assignment Submission

The course outline, including clarification of the course assignments, will be explained in more detail during the first class.

Assignments should be submitted in paper form to me at the beginning of class (unless otherwise noted) on the due date and also posted online in the Avenue to Learn dropbox. In line with the Office of Sustainability's Work Submission Guidelines, papers should be printed double-sided, line spacing set at 1.5, and no separate title page is necessary. Referencing should follow the MLA format. Please include the following in the top right corner of the first page: Name; Student number; Course code (ARTSSCI 3GJ3); Instructor's name; Date; Title. Pages should be numbered and a title should be included at the top of the first page. Please make sure to back up your work in case the paper copy is lost.

Avenue to Learn (<http://avenue.mcmaster.ca>)

Avenue is an online system which will be used in this class for communicating information relating to the course and links to readings. See the Avenue homepage address above for more instructions if you need them.

Policy on Late Assignments

Students are expected to hand in assignments on the due date. Deadline extensions will only be granted by prior

arrangement and on an exceptional basis. Late work will be subject to a penalty of 3% per day.

McMaster Policy on Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at:

<http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one's own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

McMaster Student Absence Form (MSAF):

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work." Please also see the MSAF statement on our website (<http://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office as appropriate.

Email Contact and Student Responsibility Statement

Please Note:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check **their McMaster email** and course website weekly during the term and to note any changes. Announcements will be made in class and via Avenue to Learn. Students wishing to contact me individually should do so by using my McMaster email. Please note that all emails you send me must originate from your official McMaster University email account.

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

"Global citizenship is not a passive awareness but an active orientation to the challenges of the world."

Dr. Patrick Deane, President, McMaster University. "Forward with Integrity: A Letter to the McMaster Community." 11 September 2011