# ARTSSCI 3GJ3: Global Justice Inquiry

**Academic Year:** 2022/2023

**Term:** Winter

**Day/Evening:** D

**Instructor:** Dr. Paul Emiljanowicz

**Email:** emiljapa@mcmaster.ca

**Class Times and Location:** Mon., 10:30am to 12:20pm and Wed., 10:30-11:20am [ETB 124]

**Office Hours and Location:** Wed, 11:30am to 12:30pm [CNH 632]

“It’s after the end of the world, don’t you know that yet?” – Sun Ra

## Course Description and Learning Objectives

Through an inquiry methodology, this course challenges you to make sense of the power dynamics which shape and re-shape our world – whether from ‘above’ or ‘below’ – and your positionality and connections to struggles for justice that are seemingly elsewhere. Together we will navigate the material and ideational underpinnings of the racialized global political economic system, its historical antecedents, and the injustices which ground everyday life, from the legacies of slave systems and (settler)colonialisms to the realities of structural adjustment policies, economic/environmental extractivism, and conflict. We then use these histories to contextualize and analyze contemporary justice issues in the Euro/Anthropocene, that directly affect global politics and justice outcomes, such as economic development, aid and debt, humanitarianism, food security, land “grabs”, sustainable development, neocolonialism, migration, and indigenous rights. Lastly, the course draws clear connections to the ways in which the issues underlying global justice have always connected and continue to connect the Global North and Global South.

By the end of this course students will:

* Identify the origins, contours, practice, and differences in ideas of justice from the Western and non-Western canons. They will be able to recognize a range of perspectives and how they impact the world (in terms of how we perceive, approach, and solve problems in global justice) such as realism, liberalism, social constructivism, Marxism, feminism(s), postcolonialism, and decoloniality - grounded in concreate examples.
* Examine and understand different struggles for justice across geography, space, and time.
* Apply critical thinking in the analysis of global politics, crisis, and justice, from an transdisciplinary and non-Eurocentric perspective.
* Engage with questions of political-economy, race, postcolonialism/decoloniality, and gender in the context of global politics and justice.
* Consider the potential of individuals and groups to promote justice.
* Develop reading comprehension, writing, and analytical skills using digital tools.
* Conduct independent research and publish their findings through a Participedia.net case study publication.

## Required Textbook and Materials

All required and recommended readings and non-textual materials will be made accessible through Avenue2Learn.

## Grade Distribution:

Participation: 30%

Reading Reflection: 20% [Due January 30, 11:59pm]

Research Statement and Annotated Bibliography: 25% [Due March 2, 11:59pm]

Final Assignment: 25% [Due April 4, 11:59pm]

## **Participation:**

Students are expected to attend class regularly. Students will be responsible for actively participating in discussion and contributing to an active learning environment in class and by using the online discussion board on Avenue2Learn. Each week, I will post a question based on the readings/topic and ask students to reflect on it. This will allow all students the opportunity to participate and reflect on each other’s thoughts. Students will be marked on the quality of their participation overall and how they are able to draw upon the required course content when contributing to discussion. It is expected that students engage respectfully. Participation is worth 30% of the overall grade.

## Reading Reflection:

Students are to read Chapter 1 of Paulo Freire’s *Pedagogy of the Oppressed* and the “Rhodes Must Fall Mission Statement” authored by a student coalition at the University of Cape Town, South Africa, to write a 1000-word reflection based on direct engagement with the following questions: 1) In what ways is knowledge/education a site of struggle for justice? 2) What responsibilities do you have as a student with the privilege of attending University to participate in these struggles?

There are no additional sources required but student responses should contain a thesis statement that clearly articulates an answer to the above two questions. This is not an exercise in summary. Students are encouraged to be creative in their responses. The reading reflection is due via Avenue2Learn on January 30, 2023 and is worth 20% of the overall grade.

## Research Statement and Annotated Bibliography:

Leading to the final assignment and given the complexity and importance of sources, students are to provide a 4-5 sentence research statement, and an annotated bibliography of 6 peer reviewed academic sources. The instructor will circulate a list of possible topics in advance. Each annotated entry must be 2-3 sentences long. They are not summaries, but instead must explain how you will use the source. A list of research starting points will be circulated in advance of the due date. This assignment is to be uploaded on Avenue2Learn by March 2, 2023 and is worth 25% of the overall grade.

## Final Assignment:

Building from the research statement and annotated bibliography assignment, students are to translate their research through a research paper, a Participedia.net case study publication, a social media campaign, podcast, or website. Instructions, examples, and overall tips will be provided. The final assignment is to be uploaded to Avenue2Learn by April 4, 2022. The assignment is worth 25% of the overall grade.

## Policy on Missed Work, Extensions, and Late Penalties

Written assignments for this course are submitted electronically through the drop box on Avenue2Learn. An assignment is considered late if it is not submitted online by 11:59 pm on the due date. Late assignments (i.e. assignments in which no extension was ever requested or extension deadline was not met without any communication with the instructor to indicate an emergency) are penalized at the rate of 3% per day. Ask for an extension if you think you may be late!

All MSAF requests will receive the same extension: exactly 3 days (72 hours) from the original deadline for the assignment. MSAFs should be directed to the instructor. MSAFs and extensions cannot be granted for the final assignment.

## Extensions

The instructor recognizes that students juggle multiple responsibilities and may need an extension for an assignment. Therefore, the instructor will grant a “no questions asked” one week extension for any assignment besides the final assignment.

Please ask the instructor for an extension over e-mail. (If requested during an office hour, please send a follow-up email so the instructor has a record.)

If a student seeks an extension on an assignment very close to the original deadline, the instructor may ask to meet with them to discuss ways to ensure they can meet the requested extension and keep up with the rest of the coursework.

Please note that assignments with extensions will not be guaranteed any significant written feedback.

**University Policies Intellectual Property of the instructor**

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to Avenue2Learn, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor’s intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university’s Student Non-Academic Code of Conduct and/or Code of Academic Conduct and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with McMaster University*.*

## SENATE-APPROVED ADVISORY STATEMENTS

## **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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [*Academic Integrity Policy*](https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf)*,* located at [https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/](https://secretariat.mcmaster.ca/university-policies-procedures-%20guidelines/).

The following illustrates only three forms of academic dishonesty:

* plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* improper collaboration in group work.
* copying or using unauthorized aids in tests and examinations.

## AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](https://mcmasteru365-my.sharepoint.com/personal/rbishop_mcmaster_ca/Documents/www.mcmaster.ca/academicintegrity).

## COURSES WITH AN ONLINE ELEMENT

**Some courses may** use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## ONLINE PROCTORING

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [*Code of Student Rights & Responsibilities*](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf) policy.

## REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

In the event of an absence for medical or other reasons, students should review and follow the [*Policy on Requests for Relief for Missed Academic Term Work*](https://secretariat.mcmaster.ca/app/uploads/Requests-for-Relief-for-Missed-Academic-Term-Work-Policy-on.pdf).

## ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](https://artsci.mcmaster.ca/forms-requests/) and [Resources](https://artsci.mcmaster.ca/current-students/resources/) pages on the Arts & Science Program website.

## Electronic Devices

Please refrain from using any electronic devices during live session that disrupts the learning of self and others or the teaching of the course by the instructor.

## Modification of Course Outlines

The University reserves the right to change dates and/or deadlines etc. for any or all courses in the case of an emergency or labour disruption or civil unrest/disobedience, etc. If a modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. Any significant changes should be made in consultation with the Department Chair.

## Weekly Topics and Readings

Week 1 (January 9, 2023)

**Introduction to the Scope and Study of Global Justice from Below**

* Elizabeth Phillipose, “Decolonizing Political Theory,” *Radical Pedagogy*(2007) <https://radicalpedagogy.icaap.org/content/issue9_1/philipose.html>
* Margaret Kohn, “Postcolonialism and global justice,” *Journal of Global Ethics* (2013).
* Revolutionary Hope: A Conversation Between James Baldwin and Audre Lorde (1984) [MoCADA - Revolutionary Hope: A Conversation Between James... (tumblr.com)](https://mocada-museum.tumblr.com/post/73421979421/revolutionary-hope-a-conversation-between-james)

Week 2 (January 16, 2023)

**Colonialisms, Racial Capitalism, and the Making of the World: Past and Present**

* Excerpt from Walter Rodney, *How Europe Underdeveloped Africa* (1981).
* Ida Danewid, “The fire this time: Grenfell, racial capitalism and the urbanisation of empire,” *European Journal of International Relations* (2019).

Week 3 (January 23, 2023)

**Decolonization and the Politics of (Under)Development: Then and Now**

* Arturo Escobar, Encountering Development: The Making and Unmaking of the Third World (Princeton, 1995), Chapter 2.
* Thaddeus Metz, “Replacing Development: An Afro-Communal Approach to Global Justice,” *Philosophical Papers* (2020).
* James Ferguson, *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho* [Preface and Chapter 1].

Week 4 (January 30, 2023)

**Transborder Practices and Solidarities in an Unequal World**

* Anzaldúa, Gloria*. Borderlands / La Frontera: The New Mestiza*. San Francisco: aunt lute books, 1987 [Excerpt].
* Peter Nyers, “Moving Borders: The Politics of Dirt”, *Radical Philosophy* (2012).
* [No One Is Illegal - Toronto](http://toronto.nooneisillegal.org/)
* Reading Reflection due January 30, 2023.

Week 5 (February 6, 2023)

**Gender, Sexuality, and Intersectionality: Rethinking the Global**

* Kevin Gaines, “From the Center to Margin: Internationalism and the Origins of Black Feminism,” in *Materializing Democracy: Toward a Revitialized Cultural Politics* edited by Russ Castronovo et al. (Duke University Press, 2002).
* Mary Modupe Kolawole, “Transcending Incongruities: Rethinking Feminisms and the Dynamics of Identity in Africa,” Agenda: Empowering Women for Gender Equity 54 (2011): 92-98.
* Teresia K. Teaiwa, “bikinis and other s/pacific n/oceans,” *The Contemporary Pacific* (1994).

Week 6 (February 13, 2023)

**From Popular to Military Power; From Atlantic Liberalism to Neoliberal Hegemony**

* Olivia Umurerwa Rutazibwa, “What’s There to Mourn? Decolonial Reflections on (the End of) Liberal Humanitarianism.” *Journal of Humanitarian Affairs* (2019).
* UN General Assembly, Declaration of the Establishment of a New International Economic Order (1974) <http://www.un-documents.net/s6r3201.html>
* Global Militarism Data Sets on Post-Cold War Military Coups.

Week 7 (February 20, 2023)

**Reading Week**

* There are no required materials this week, please practice self-care and rejuvenate.

Week 8 (February 27, 2023)

**Neocolonialism, Desire, the Global Political Economy, and You**

* Gurminder K. Bhambra, “Colonial global economy: towards a theoretical reorientation of political economy,” *Review of International Political Economy*.
* James Cairns, *The Myth of the Age of Entitlement: Millennials, Austerity, and Hope* [Excerpt].
* Participedia Workshop, 1 hour, consult: <https://participedia.net/getting-started>
* Research Statement and Annotated Bibliography due March 2, 2023.

Week 9 (March 6, 2023)

**Terrorism, Supply Chains, and ‘Permanent War’**

* Deborah Cowen, “From National Borders to Global Seams: The Rise of Supply Chain Security,” in *The Deadly Life of Logistics*.
* Deborah Cowen, “Conclusion: Rough Trade? Sex, Death, and the Queer ‘Nature’ of Circulation,” in *The Deadly Life of Logistics*.
* Kwesi Aning, “Security, the War on Terror, and official development assistance,” *Critical Studies on Terrorism*.
* Horace Cambell, “The Quagmire of US Militarism in Africa.”

Week 10 (March 13, 2023)

**Rethinking Sustainable Development**

* Lisa Tilley, Anupama M Ranawana, et al., “Race and climate change: Towards anti-racist ecologies,” *Politics* (2022).
* Heloise Weber, “Politics of ‘Leaving No One Behind’: Contesting the 2030 Sustainable Development Goals Agenda,” *Globalizations*
* <https://landmatrix.org/en/>

Week 11 (March 20, 2023)

**Democratic Innovations and the Struggles for/against Democracy**

* Ilan Kapoor, “Participatory Development, Complicity and Desire,” *Third World Quarterly*.
* Paul Emiljanowicz and Bonny Ibhawoh, “Democracy in Postcolonial Ghana: Tropes, State Power, and the Defence Committees,” *Third World Quarterly* (February 26, 2021).
* Democratic Innovations: What are they and Where can we find them?
* Decolonizing Democratic Innovations [Guest Lecture]

Week 12 (March 27, 2023)

**Indigenous Movements and Racial Justice**

* La Via Campesina, “Food Sovereignty Now!” <https://vimeo.com/27473286>
* Adam Barker, “‘A Direct Act of Resurgence, a Direct Act of Sovereignty’: Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism,” *Globalizations*.

Week 13 (April 3, 2023)

**Past, Present, and Future: Decolonial Hope and Praxis**

* Documentary and Vijay Prashad Speech.
* Irmelin Gram-Hanssen, Nicole Schafenacker and Julia Bentz, “Decolonizing transformations through ‘right relations,” *Sustainability Science* (2022).
* Final Assignment due April 4.