IDEV\*2400, Course Outline: Winter 2025

## General Information

**DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is offered using face-to-face format.**

**Course Title: Social Justice and Human Rights**

**Course Description:**

In this course we build an understanding of actors, processes, and forces that serve as impediments to social justice and the fulfillment of basic human rights. Our starting point for understanding barriers to social justice are social inequalities. At the beginning of the course, we engage with current pressing issues such as the lack of affordable housing, the health care crisis, food insecurity, war, and others, as an entry-point to a discussion around the concepts of social justice, human rights, and human development. Next, students familiarize themselves with the historical emergence of capitalism and racism as major structures of inequality. In the rest of the course, we explore different types of social injustices under globalization, including economic, racial, gender, environmental, and health. The core objectives are understanding: 1) how human development can be a vehicle towards fulfilling human rights and promoting a more socially and environmentally just future; 2) what are the forces and processes that reproduce different types of social injustices; and 3) what social justice looks like as praxis. Throughout the course students will have the opportunity to learn from and engage with the social movement Justice for Workers in Ontario as well as various.

As part of this course’s broader aim to globalize, diversify, indigenize, and decolonize education, efforts have been made to balance content and sources in a way that embraces perspectives, authors, issues, and approaches emerging from the Global South, indigenous peoples, marginalized and/or underrepresented groups. Students are strongly encouraged to contribute to this ongoing effort by sharing knowledge, experiences, and resources that can nourish our collective learning. The course is intended as an infrastructure of empowerment where learning, development, and social change are seen as mutually reinforcing. The classroom is a community of learners where students do not simply learn *about* development but rather become global citizens prepared to *shape* development processes by contributing to the elimination of various forms of oppression and constructing a socially and environmentally just world.

**Credit Weight: 0.5 credits**

**Academic Department (or campus):** Guelph Institute for International Development

**Semester Offering:** Winter 2025

## Instructor Information

Instructor Name: Jasmin Hristov

Instructor Email: jhristov@uoguelph.ca

## Course Content

### Specific Learning Outcomes:

**Conceptual Knowledge**

* 1. Explain the importance of taking a political economy approach to understanding human rights.
	2. Explain the meaning of social justice, in relation to human rights and human development.
	3. Discuss the connections between colonialism, slavery, and racism on one hand and present-day development issues such as poverty, environmental injustice, and health disparities.
	4. Apply the relational / dialectical analytical approach to explain the impediments to social justice and human rights fulfillment in the era of neoliberal globalization.
	5. Identify social justice issues among everyday lived experiences on the micro level.
	6. Identify and assess approaches to social justice employed by social movements.
	7. Apply course concepts and the relational/dialectical analytical approach to explain present-day empirical examples of social injustices as found in news articles and documentaries presented throughout the course as well as everyday personal experiences and engagement in advocacy / solidarity work.

# Procedural Knowledge / Skills

* 1. Synthesize key ideas, concepts, and arguments (effective reading and communication).
	2. Recognize and articulate thematic connections across different sources of knowledge, including academic readings, documentaries, alternative news media, photographs and/or personal experiences.
	3. Demonstrate ability to identify areas for debate and discussion by posing critical questions (critical thinking).