

# IDEV 2400 SOCIAL JUSTICE AND HUMAN RIGHTS

Course Instructor: Dr. Jasmin Hristov

Winter 2023

## Course Time and Location

Mon & Wed 2:30-3:50pm on Zoom via Courselink

- ❖ Students are required to have a Zoom account attached to a Guelph email.
- ❖ Only students with a Guelph email will be admitted into the Zoom sessions.
- ❖ Zoom sessions can be accessed through Courselink.

**Contact Information:** [jhristov@uoguelph.ca](mailto:jhristov@uoguelph.ca)

**Office Hours:** Thursday 1:00 -2:30pm on Zoom (link in Instructions and Support module)

**Teaching Assistant (TA):** Fabian Garcia: [fgarci03@uoguelph.ca](mailto:fgarci03@uoguelph.ca)

## CALENDAR DESCRIPTION

This course will explore the nature of social justice and links to concepts and practice of human rights. It examines how development can be seen in terms of the advancement of social justice. Students will identify and critically assess alternative approaches to promoting social justice within a development context and the related actions by actors locally and globally. It will explore the related ethical issues associated with development policy and practice. Key topics will include poverty, hunger, power, gender, race, and class.

## DETAILED 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, 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 in the activities of the social movement Justice for Workers in Ontario.

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.

## 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

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

## REQUIRED TEXTS

Selection of academic articles, book chapters, news articles, videos, and documentaries available electronically through the Guelph McLaughlin Library Ares Course Reserve System. Ares is accessible through Courselink (under Content tab on the left-hand side).

## COURSE FORMAT AND EXPECTATIONS

The course consists of synchronous interactive lectures on Mon and Wed on Zoom via Courselink.

### In-class discussion exercises

Frequently, students will be placed in break-out rooms to work in groups on a small task. Each group will be expected to have a note-taker and a spokesperson. One person may take on both of these roles at a time. When the class reconvenes, the spokesperson from each group will be responsible for sharing the answers/highlights from their group's discussion. The spokesperson will also be responsible for submitting on behalf of their group the notes into a Dropbox folder designated for that day's task. Usually, a handout would be provided in advance in the weekly module and the notetaker/spokesperson can input their notes on that document.

### Lecture attendance

This course entails a moderate to high degree of interaction. Lecture attendance is required and will count toward your participation grade. Please note that lectures explain *as well as supplement* the readings. One *does not substitute* for the other. In order to do well in the course, you need to attend lectures and take notes, or alternatively view the recording of the lecture. Every lecture session will be recorded and recordings will be available from Zoom through Courselink. You are *strongly encouraged* to attend regularly the live Zoom sessions, and only view the recording if you need to miss lecture or if you wish to review it.

## EVALUATION

Type of Assessment	Percentage of Final Grade	Due Date	Related Learning Outcome as Outlined in Syllabus p.2-3
Learning Reflections (10 reflections x 1% each plus 5% for quality)	15	ongoing	3, 4, 5, 8, 9
Discussion Question (DQ)	10	Feb 1	3, 5, 7, 10
Participation in DQ group discussion	5	Between Feb 1 and Feb 7	3, 5, 7, 10
Test	20	Feb 15	1, 2, 3, 9
Social Justice Journal (three entries x 5% each)	15	Mar 1, 15 and 29	5, 6, 7, 9
Justice for Workers event RSVP +attendance + commentary	5	RSVP Jan 20 Commentary Mar 22	1, 5, 6
Final Paper	20	Apr 12	3, 4, 7
Participation	10	ongoing	