



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 606 S01
Social and Global Justice
Winter 2020

INSTRUCTOR: Dr. Regina Cochrane
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OFFICE: SS 706
EMAIL: r.cochrane@ucalgary.ca
OFFICE HOURS: Mondays, 11:00-12:00; Thursdays, 13:30-14:30; and by appointment

Note: office hours/extra office hours will be booked by email and held by phone from March 16 to the end of term

COURSE DAY/TIME: Mondays, 13:00-15:45
COURSE LOCATION: SS 729

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. Social movement activists and 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 and 90s, multiculturalists, indigenists, post-colonialists, and LGBTQs 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 and its implications for political representation and the possible transnationalizing of the public sphere. Hence, a key – if not the central – debate in social justice today is the one between political philosopher Nancy Fraser – who proposes a post-Westphalian, global-civil-society-oriented reframing of social justice as entailing irreducible and interlinked moments of economic redistribution, cultural recognition, and political representation – and various critics of Fraser’s approach.

This course will encompass an in-depth and critical examination of Fraser’s theory of social and global justice through an examination of her major recent writings, certain key works of major political thinkers who have influenced her approach, and her debates with some of her most

important contemporary critics. The class will follow a participatory, seminar-type format oriented around formal seminar presentations, response to assigned discussion questions, and open discussions, supplemented by a small amount of lecture time. In addition to the readings listed in the course schedule, students will be required to read two additional texts that also discuss the politics of redistribution, recognition, and/or representation, albeit from different perspectives than that of Fraser.

Given the very wide-ranging nature of these contemporary debates on social and global justice, this course is suitable not only for graduate students with a particular interest in political theory but also for those with interests and/or specializations in international relations, comparative politics (development), women and politics, indigenous politics, environmental politics, and Canadian politics.

COURSE OBJECTIVES & LEARNING OUTCOMES:

1. To understand the main issues at stake in the redistribution/recognition/representation debate and Fraser's recent extension of that debate to the transnational sphere and to a consideration of the related meta-level injustices of misframing and metapolitical misrepresentation.
2. To critically evaluate the adequacy of Fraser's approach to social and global justice by examining some of the contemporary debates between Fraser and her critics.
3. To extend contemporary debates on social and global justice beyond Fraser by putting her approach into critical dialogue with other current approaches to social and global justice.

REQUIRED TEXTBOOKS and TEXTS:

- Kevin Olsen (ed.), *Adding Insult to Injury: Nancy Fraser Debates Her Critics*. London and New York: Verso, 2008.*
- Kate Nash (ed.), *Transnationalizing the Public Sphere: Nancy Fraser et al.* Cambridge and Malden, MA: Polity Press, 2014.**
- Wendy Brown, *Undoing the Demos: Neoliberalism's Stealth Revolution*. New York: Zone Books, 2015.***
- Ronald Niezen, *The Origins of Indigenism: Human Rights and the Politics of Identity*. Oakland, CA: University of California Press, 2003.****
- A selection of book chapters and journal articles available at the Taylor Family Library, in e-books and e-journals held by the TFL, or in the form of (single) scanned articles/chapters posted in the "course readings" file on d2l.

* This book is available at the University of Calgary Bookstore.

** This book is available from the TFDL, in a limited-download e-book format, and as a hard copy at the University of Calgary Bookstore. The text is also available in an inexpensive kindle edition (approx. CDN \$18 from Amazon.ca) that can be downloaded on laptops and ipads, using a free app. Information on accessing this app will be posted in the "Course Information" file on d2l.

*** This book is available from the TFDL, in a limited-download e-book format, which should be sufficient, given that it will not be used by the students in the POLI 506 version of the course.

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COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Class participation	15%	Term
Seminar presentation (1)	15%	Variable
Essay 1	25%	March 5
Essay 2	45%	April 15
Total	100%	

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises.

DATE	TOPIC	READINGS*
Jan. 13	Introduction I: Social Justice and the Rise of Recognition Politics	- K. Olson, <i>Adding Insult to Injury</i> , "Introduction," 8 pp. - S. Thompson, "Introduction," <i>The Political Theory of Recognition</i> , 18 pp.
Jan. 20	Introduction II: Recognition versus Redistribution in Contemporary Liberal Political Theory	- C. Taylor, "The Politics of Recognition," 49 pp.** - M. Fineman, "The Vulnerable Subject," 23 pp.
Jan. 27	The Redistribution-Recognition Debate I	- N. Fraser, "From Redistribution to Recognition," 31 pp. - J. Butler, "Merely Cultural"; N. Fraser, "Heterosexism, Misrecognition, and Capitalism: A Response," 28 pp.
Feb. 3	The Redistribution-Recognition Debate II	- R. Rorty, "Is 'Cultural Recognition' a Useful Notion"; N. Fraser, "Why Overcoming Prejudice Is Not Enough: A Rejoinder"; 21 pp. - I. M. Young, "Unruly Categories"; N. Fraser, "Against Pollyanna-ism: A Reply"; 22 pp. - Film: Ken Loach, <i>The Wind That Shakes the Barley</i>
Feb. 10	The Redistribution-Recognition Debate III	- A. Phillips: "From Inequality to Difference," 14 pp. - N. Fraser, "Rethinking Recognition"; 12 pp. - J. Heath, "Resource Egalitarianism and the Politics of Recognition," 23 pp.
Feb. 17	no class	Reading Week
Feb. 24	The Redistribution-Recognition Debate IV	- E. Anderson, "Affirmative Action and Fraser's Redistribution-Recognition Dilemma," 13 pp.

		- I. Robeyns, "Is Nancy Fraser's Critique of Theories of Distributive Justice Justified?" 20 pp. - C. Zurn, "Arguing over Participatory Parity," 12 pp.
Mar. 2	The Redistribution-Recognition Debate V	- K. Olsen, "Participatory Parity and Democratic Justice," 27 pp. - L. Feldman, "Status Injustice: The Role of the State," 25 pp.
Mar. 9	The Redistribution-Recognition Debate VI	- G. Coulthard, "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada," 24 pp.** - J. Conway, "The World Social Forum at the Beginning of the Twenty-First Century," 32 pp.
Mar. 16	Class cancelled – COVID-19 emergency	
Mar. 23	Transnationalizing the Public Sphere I	- N. Fraser, "Reframing Justice in a Globalizing World," 19 pp. - N. Fraser, "Abnormal Justice," 29 pp. - N. Fraser, "Transnationalizing the Public Sphere," 27 pp.
Mar. 30	Transnationalizing the Public Sphere II	- N. Couldry, "What and Where is the Transnationalized Public Sphere;" N. Fraser, "A Reply"; 22 pp. - K. Nash, "Towards Transnational Democratization;" N. Fraser, "A Reply"; 24 pp.
Apr. 6	Transnationalizing the Public Sphere IV	- K. Hutchings, "Time, Politics, and Critique"; N. Fraser, "A Reply"; 21 pp. - D. Owen, "Dilemmas of Inclusion"; N. Fraser, "A Reply"; 25 pp.

*Full bibliographic information and links to e-books/e-journals/posted articles provided on "Schedule of Topics and Readings" posted in "course information" file on d2l.

**Possible articles for graduate seminar presentation. Final selection of articles for seminar presentation will depend on course enrolment.

ASSIGNMENT(S)

Seminar presentations should be approximately 35-45 minutes in length and must include the distribution of a prepared seminar sheet (approximately 5-7 pages, 12 point format) that includes a brief biography of the author (where appropriate) plus a summary and a critical analysis of the reading. These presentations normally draw on some secondary sources, especially for assistance in formulating the critical analysis of the paper. Sign-up sheets for seminar presentations will be circulated during the first class. A "seminar guidelines" and "seminar evaluation sheet" will be posted in the "course information" file on d2l. Students are *strongly encouraged* to come during

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office hours with a draft of their seminar presentation to ensure that they are on the right track. Final drafts of the seminar paper should be emailed to me by 12:00 PM of the day of the seminar presentation so that I can post them on d2l before the beginning of class.

COURSE ESSAYS:

The first essay in this course (approximate length 10-12 pages, double-spaced, 12-point font, 1" margins, using any standard citation style accepted at U of C) will consist of a critical review of *Undoing the Demos* from a Fraserian redistribution-recognition approach to social justice and a critique of whatever aspects of Fraser's redistribution-recognition approach itself are called into question by this text. This essay should be based on POLI 606 course readings, including *Undoing the Demos*.

The final course essay (approximate length 18-20 pages, double-spaced, 12-point font, 1" margins, using any standard citation style accepted at U of C) should encompass a focus on Fraser's extension of her redistribution-recognition-representation framework to the transnational sphere, in the form of a post-Westphalian approach to global justice. This essay should draw on *The Politics of Indigenism* for Niezen's treatment of indigenist politics as one form of post-Westphalian approach to global justice. It should also draw on a second issue, of the student's choice (in consultation with the instructor), which also involves a post-Westphalian approach to global justice. Some examples of relevant issues here might involve illegal immigration or climate change. This essay should be based on both course readings (approximately 70%, including the Brown and Niezen texts) plus outside research (approximately 30%). For some suggestions regarding outside research, see "Extra Readings List" in assignments file on d2l.

The content, depth of analysis, and quality of the writing will all be considered in the grading of course essays. The essay should be submitted, in a pdf or (older version) Word file, via the digital drop box on d2l. Students are advised to keep a copy of their final essay until their final course grade has been released.

PARTICIPATION

Participation requires, before anything else, actually being present in class. Given that many of the readings we will discuss in this class are complex, discussions are particularly important and attending class is therefore essential. Consequently, class attendance will be taken and counted for 5% of the course grade or one-third of the total participation mark. Participation also entails reading the assigned chapters/articles and preparing for class discussions by answering any assigned discussion questions. These questions will be posted on d2l in the "discussion questions" file one week before class. Hence the rest of the participation mark will be based on the overall *quality* rather than the quantity of a student's contribution to class discussion (10%) Good participation also requires treating other students and the instructor with respect – i.e., not interrupting or attempting to dominate class discussions – as well as asking questions and engaging in dialogue and debate with classmates and the instructor. It entails, as well, using your laptops and ipads (which it is recommended that you bring them to class in order to access seminar handouts) for taking notes, for accessing course documents, and for searching for relevant information on the internet rather than for "instant-messaging," chatting, email, and surfing the web. Attendance at office hours for assistance with seminar presentations, for

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clarification of concepts and ideas discussed in readings and classes, and for help with essay assignments is also strongly encouraged. Please note that important updates and announcements will be regularly posted on d2l and/or sent out via email. *Therefore it is the students' responsibility as well to regularly check both the d2l site for the course and their University of Calgary email accounts.*

Note: Due to the cancellation of on-campus classes from March 16 to the end of term, the seminar format of classes and the grading of participation will change. Students will be divided into three smaller groups of five students, each group will discuss the assigned readings using the d2l discussion forum function, and then formulate together one set of brief, content-focused answers to the discussion questions posted on d2l for the weeks' readings. At the end of this online seminar class, these answer sheets will be submitted to the instructor via the digital drop box on d2l. Feedback clarifying any issues or misunderstandings will be copied to each group member via emailed, written commentary and, when necessary, supplemented by phone during the following group discussion or during office hours. The revised participation grade will be calculated as follows: 5% for attendance/online presence at on-campus/online seminars, 5% for participation in class up to March 12, and 5% for participation in online group work from March 17 to the end of term.

GRADE SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

WRITING STATEMENT

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

LATE PENALTIES

Students who, for some serious reason, will be late in presenting their in-class seminar or in handing in their essays should consult with the instructor about this before these assignments are due. Essays submitted after the deadline and seminar presentations that have been cancelled, without prior consultation and/or documentation, may be penalized with the loss of 5% in the assignment grade for each day late (not including weekends).

INSTRUCTOR GUIDELINES

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Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cellphones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in

the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students’ Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower Rm. 116.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students’ Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students’ Union URL: www.su.ucalgary.ca

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Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>