DEPARTMENT OF POLITICAL SCIENCE
https://uofa.ualberta.ca/political-science

SYLLABUS

(Fall Term 2016)

Instructor: Dr. Malinda S. Smith
Office: 10-23 Tory Building
Telephone: 780-492-5380
E-mail: malinda.smith@ualberta.ca

Course Prerequisite: A 200-level political science course or consent of department

I. COURSE DESCRIPTION AND OBJECTIVES:

Political Science 359: The Politics of Social Justice is an intermediate-level undergraduate course that is
designed to provide students with an understanding of key concepts, theories and issues in the
interdisciplinary study of social justice. The course is anchored on four main conceptual and theoretical
strands: social justice, neoliberalism, intersectionality, and settler colonialism. These will be drawn upon
to explore issues related to racism, racialization and antiracism, diverse gender and sexualities, and
ableism and disabilities and their intersections.

II. COURSE FORMAT

Pols 359 is designed to be interactive. It includes a mix of lecture and seminar discussion sessions. All
sessions rely on students coming to class well-prepared, and having careful read the required readings,
taken notes and developed specific questions to pose about the readings. It will also draw on students’
engagement with course-related contemporary issues that appear in media (tv, print, social media).

III. REQUIRED & RECOMMENDED COURSE MATERIALS

A. Required Texts, Videos, Podcast

- Sensoy, Ozlem and Robin DiAngelo. 2012. Is Everyone Equal? An Introduction to Key Concepts
  in Social Justice Education. Teachers College Press.

B. E-Reading File

- All required materials for Political Science 359-Lec A1 are available in digital format, including via
  hyperlinks to the University of Alberta Libraries of e-journal databases.

C. Recommended Open-Access Texts

These texts are recommended, as needed, to supplement the knowledge of students.

- Smith, Adrian, Alison Stenning and Katie Willis, Eds. Social Justice and Neoliberalism: Global
- Tangen, Sarah. African Perspectives on Social Justice. Kampala, Uganda: Friedrich Ebert Stiftung,
  2013.

IV. REQUIREMENTS & EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Newspaper Op-Ed on Leroux, Gaudry seminar (13/14 Oct)</td>
<td>15%</td>
<td>20 October 2016, in-class</td>
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<tr>
<td>2. A weblog on Rauna Kuokkanen seminar (24 Nov)</td>
<td>15%</td>
<td>1 December 2016, in-class</td>
</tr>
<tr>
<td>3. Research Paper (10-pgs) &amp; 5 Minutes Research Challenge (SMRC)</td>
<td>30% (25% paper, 5% 5MRC)</td>
<td>X and Y December 2016 (random selection). See e.g.: CAGS' 3MT® and Arts in 60 seconds).</td>
</tr>
<tr>
<td>4. Comprehensive Take-Home Final Exam (short answers, essays)</td>
<td>30%</td>
<td>To be handed out 7 December; due 15 December in Tory 10-4, political science main office, by 4:00PM</td>
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<tr>
<td>5. Participation</td>
<td>10%</td>
<td>Based on attendance, substantive discussions of required texts, 1 September-6 December.</td>
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</tbody>
</table>

**Attendance, Absences, and Missed Grade Components:** Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed in or completed as a result.

V. GRADING

Marks for assignments and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Point (4.0 scale)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.0</td>
<td>Exemplary</td>
</tr>
<tr>
<td>A</td>
<td>92-95</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>88-91</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>84-87</td>
<td>3.3</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>79-83</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>74-78</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>69-73</td>
<td>2.3</td>
<td>Fully Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>63-68</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>59-62</td>
<td>1.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>54-58</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>1.0</td>
<td>Minimal Pass</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>
VI. ACCESS TO PAST or REPRESENTATIVE EVALUATION MATERIAL

This course syllabus for Political Science 359 includes all the required assignments and due dates. The course instructor will distribute all criteria associated with such assignments in advance of the due date.

VII. LATE PENALTIES, PLAGIARISM & ACADEMIC INTEGRITY

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not explain this lack of communication, then you should be prepared to be penalized by 0.5 percent per day.

Plagiarism & Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Students should also be aware that when an instructor is convinced that a student has submitted work that he or she could not have produced without assistance, or otherwise violated the Code of Student Behaviour, that course professor is obliged to formally report the case.


Academic Honesty: All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

VIII. SUPPORTIVE LEARNING AND WORKING ENVIRONMENT

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: (http://www.ombudservice.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110.

IX. RECORDING OF LECTURES:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

X. STUDENT ACCESSIBILITY SERVICES & SPECIALIZED SUPPORT:

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a “Letter of Introduction” and, if necessary, an “Exam Instruction & Authorization” form. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB http://www.sds.ualberta.ca/).

XI. SUPPORTS FOR STUDENT ACADEMIC SUCCESS:

Students desiring assistance with academic writing skills or effective study and exam strategies can access these services via the Student Success Centre and the Centre for Writers:
• Student Success Centre: http://www.studentsuccess.ualberta.ca
• Centre for Writers: http://www.c4w.arts.ualberta.ca

XII. STUDENT SUPPORT SERVICES

Students in need of support as a result of concerns related to stress, personal safety, health concerns, sexual assault, or other personal or financial concerns are encouraged to contact campus and community services that have been established to listen, support, provide information and services:
• Distress Line: (780)-482-4357
• Counseling Services: http://www.mentalhealth.ualberta.ca
• Sexual Assault Centre: http://www.sac.ualberta.ca
• Peer Support Service: http://www.su.ualberta.ca/services/psc/
• Links to Various Community Support Services: http://www.su.ualberta.ca/services/psc/resources/
• Bursaries & Emergency Funding: http://www.ubef.ualberta.ca
READING SCHEDULE
Fall 2016 (T, Th, 12:30-13:50pm)

Professor: Dr. Malinda S. Smith
Email: malinda.smith@ualberta.ca
Office: 10-23 Tory Building
Telephone: 780.492.5380

Required Texts, Videos, Podcast
- All required materials for Political Science 359 are available in digital format, including via hyperlinks to the University of Alberta Libraries of e-journal databases. Click on the links and they will take you to the library’s database sign-in page and, then, to the PDF of the article.

SEPTEMBER 2016

Thursday 1 September Introduction to Course

- Overview of the course mechanics

PART I – THEORETICAL AND CONCEPTUAL FOUNDATIONS

Tuesday, 6 September Critical Social Justice

- Read: Özlem Sensoy and Robin Di Angelo, Is Everyone Really Equal?, “Preface” and Chapter 1-2

Recommended:

Thursday, 8 September International Social Justice


Recommended:


Tuesday, 13 September  
Key concepts: Discrimination, Human Rights and Social (In)Justice

• Read: Özlem Sensoy and Robin Di Angelo, Is Everyone Really Equal?, Chapters 3, 10


Thursday, 15 September  
Key Concepts: Power, Privilege and Social (In)Justice

What does it mean to have privilege?

• Read: Özlem Sensoy and Robin Di Angelo, Is Everyone Really Equal?, Chapter 5


• Watch (at home): “How Privileged Are You?” via Buzzfeed Video (June 18, 2016), 5:54 mins.

Recommended:


Tuesday, 20 September  
Key concepts: Power, Oppression and Social (In)Justice

How is social injustice shaped by oppression and unequal power?

• Read: Özlem Sensoy and Robin Di Angelo, Is Everyone Really Equal?, Chapters 4, and 6


Recommended:


Thursday, 22 September  
Social Justice Literacy

What is social literacy? How and why does social literacy matter to social justice?


Recommended
• Nancy Fraser, “Abnormal Justice,” Critical Inquiry, 34, 3 (Spring 2008): 393-422.

Tuesday, 27 September    Pursuing Social Justice in Settler Colonial Contexts
How does space shape social justice? What kind of justice is possible in settler colonial contexts?
• Read: “Settler Colonialism Primer,” Unsettling America: Decolonization in Theory and Practice blog (June 6, 2014).

Recommended:

Thursday, 29 September    Ethics of Engagement in Settler Colonial Contexts


Recommended:
OCTOBER 2016

Tuesday, 4 October  Settler Colonial State and Racialized/Gendered Violence


Recommended:

II. INTERSECTIONALITY AND SOCIAL JUSTICE

Thursday, 6 October  Introduction to Intersectionality


Recommended
Tuesday, 11 October  Racism and Social (In)justice

- Read: Özlem Sensoy and Robin DiAngelo, *Is Everyone Really Equal?*, Chapter 7 and Chapter 8

Recommended:

Thursday, 13 October  Student engagement/social media assignment (outside of class)

**Attend and complete newspaper opinion piece on Darryl Leroux’s political science department seminar (Thursday, 13 October, 3:30-5:00pm in Tory 10-4) and/or Darryl Leroux and Adam Gaudry (15 October, 12:00-1:30 in Tory 10-4)**

Tuesday, 18 October  Anti-racism and Social Justice


Recommended:

Thursday, 20 October  Anti-Racism and Decolonization

Recommencended:


III. Intersectionality, Feminist and Queer Justice

Tuesday, 25 October  Introduction to Gender, Sexuality and Social Justice


Recommended


Thursday, 27 October  LGBT Rights and Queer Intersectionality

- Read: Kevin Duong. “What Does Queer Theory Teach Us about Intersectionality?” Politics & Gender, 8 (2012): 370-386.

Recommended:


NOVEMBER 2016

Tuesday, 1 November  Decolonizing Feminism and Queer Politics


Recommended:

IV. ABLEISM AND DISABILITY JUSTICE

Thursday, 3 November  Disability and Ableism


Recommended


7 – 11 November -- Fall Reading Week

**Tuesday, 15 November**

**Unsettlingly Deficiency/Impairment Rhetoric and Social Justice**


**Recommended**


• Paul Harpur. "*From disability to ability: changing the phrasing of the debate*," *Disability & Society*, 27, 3 (2012): 325-337, DOI: 10.1080/09687599.2012.654985


**Thursday, 17 November**

**RESEARCH & SMRC PRACTICE DAY (no formal lecture)**

*Personal practice opportunity. Our SMRC builds on the 3MT® student competition at the U of Queensland. See Canadian video examples here: [http://www.caqs.co/3mt_videos.php](http://www.caqs.co/3mt_videos.php). See also University of Alberta’s Faculty of Arts’ “*Arts in 60 Seconds*”: [https://uofa.ualberta.ca/arts/research/arts-in-60-seconds](https://uofa.ualberta.ca/arts/research/arts-in-60-seconds)*

**Tuesday, 22 November**

**Disability Justice and Settler Colonialism**


Recommended

Thursday, 24 November  Attend and complete blog assignment on Dr. Rauna Kuokkanen’s political science departmental seminar (Thursday, 24 Nov, 3:00-5:30 Tory 10-4).

Tuesday, 29 November  Discussion of Blogs and 5MRC Practice Session

Thursday, 1 December  5MRC (Five Minutes Research Challenge) Presentations
Each member of the class will present a summary of their final, completed, research paper in 5 minutes maximum.

Tuesday, 6 December  5MRC (Five Minutes Research Challenge) Presentations
Each member of the class will present a summary of their final, completed research paper in 5 minutes maximum.

Distribution of Final Take Home Comprehensive Exam.

Class ends Tuesday, 6 December 2016
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS
AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your cooperation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism
No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating
30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)
30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts
No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence
No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: http://www.osia.ualberta.ca/en.aspx
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

Procedures for Instructors Regarding

Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean — or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

30.4.3(2) a. i  a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
30.4.3(2) a. ii Reduction of a grade in a course
30.4.3(2) a. iii a grade of F for a course
30.4.3(2) a. iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
30.4.3(3) b Expulsion
30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

30.4.3(3) e Suspension of a Degree already awarded
30.4.3(3) f Recission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6.2(9), which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR STEVEN DEW
PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 27/08/2015

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