



# ST. JEROME'S UNIVERSITY

Department of Religious Studies

**RS 383: Justice, Peace, and Development (Beyond Borders)**

**Winter 2024**

**Mondays, 2:30pm – 5:20pm, SJ2 2001**

*We acknowledge that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. We give thanks for the privilege to work on this land and we are committed to working toward healing and reconciliation through research, learning, teaching, and the building of community.*

## **INSTRUCTOR INFORMATION**

Instructor:

Email:

Office:

Office Hours: By appointment

## **COURSE DESCRIPTION**

### **Calendar Description:**

An examination of communities, movements, and theologies which express a Christian hope for justice, peace, and development in the encounter with injustice, oppression, and poverty.

### **Detailed Description:**

This course will serve to prepare participants for their three-month summer international service learning experience. To do so, we have an opportunity to think critically about global social justice issues that affect all people, but disproportionately affect those persons and groups who are marginalized by our political and social institutions and structures. Throughout the course, we are going to make connections between 'on the ground' questions of justice, the K-W context, the Canadian context, and the global context. We are going to be making connections to our own personal sense of ethics, our values, and our concerns for justice. We are also going to be making connections between the ideas presented in our readings, your volunteer experience, other classes, and your engagement in the world.

Our aim throughout the term is to develop a community of learning so prepare yourselves to read and think actively and creatively, to communicate your ideas with all of us, and to ask lots of questions! To be clear, this is not a lecture course. It is a course that invites you to active and committed involvement in the course, to thoughtful reflection and rich conversations. It will be important for all of us to take time to prepare for class. Central questions for the course: what am I learning about the type of person that I want to be in the world? How is this course affecting my thinking and reflection on the world? What kind of world do I want to help to create? What does it mean to be a responsible global citizen?

Our class conversations might touch on sensitive issues. It's essential that we engage with each other openly, honestly, and with respect. It also means that what we say in class must be treated confidentially.

## COURSE OBJECTIVES and /or Learning Outcomes

- examine and understand some of the critical issues of injustice that people are facing around the world, and make connections between the K-W context, the Canadian context and the global context
- reflect critically on the meaning of global responsible citizenship by examining global social justice issues such as poverty; unequal economic globalization; impacts of colonization; growing disparities between the global North and South; refugee and migrant experiences; climate change; impacts of war; the empowerment of women
- consider the relationship between personal living and systemic limits on those decisions
- help to prepare students for their three-month service learning placement by learning about the placement country, its geo-political, economic and social realities, the effects of colonization and imperialism, the lived experience of marginalized persons and communities, specific social justice issues faced by the placement country, and ways in which the placement organization is responding to particular experience of social injustice
- participate in a community of learners wherein you can engage in conversation, demonstrate respect for the ideas of others, and communicate your own insights and ideas clearly

## REQUIRED TEXTS [AND OTHER REQUIRED READINGS]

- Paulo Freire, *Pedagogy of the Oppressed*. 50<sup>th</sup> Anniversary Edition with a new introduction by Donaldo Macedo. Bloomsbury: 2018, 2020.
- additional readings for the course will be taken from a variety of sources and will be made available via the LEARN course site

## COURSE REQUIREMENTS AND ASSESSMENT

<u>Assignment</u>	<u>Due Date</u>	<u>Weighting</u>
Active Course Citizenship	Every Week	10%
Critical Reflection Papers	Three Times (3 X 10%)	30%
LEARN Responses	Three Responses X Three Times	15%
Group Project Proposal	After Reading Week	10%
Group Poster + Presentation	March	15%
Individual Country Report	April (during exam period)	20%
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Total		100%

\*Please note that detailed assignment guidelines will be posted on LEARN.

What follows are some general descriptions of the various assignments:

### Assignment 1: Active Course Citizenship

All students are expected to come to class having completed the assigned readings and prepared to contribute to discussion. When we come to class prepared, it contributes to the good (or demise) of the whole. We will be learning with and from each other so it will help all of us if we have read thoughtfully and are prepared to dialogue with each other. It also helps all of us if we are present and ready to start class on time. Each student will take a turn at presenting and leading discussion concerning one news item about an event in the world beyond North America [details will be posted on LEARN].

### **Assignment 2: Critical Reflections Posted to LEARN (Three)**

This assignment gives you the opportunity to reflect critically on the connections between what we are reading / discussing in class, your volunteering experience, and preparations for the Spring term three-month international service learning experience.

You will prepare three critical reflection papers throughout the course.

The reflection papers should be 550-600 words in length and will be posted on LEARN.

### **Assignment 3: LEARN Responses (three responses X three times in the term)**

Students will respond thoughtfully to the critical reflections posted on LEARN by your fellow students.

You will respond to a minimum of three students after each of the critical reflections have been posted.

The responses will indicate the further insights that the post has provided for you and you will pose at least two further questions and ideas that are raised for you by the post.

Each response should be 250-300 words in length.

### **Assignment 4: Group Research Project PROPOSAL on Placement Country + Organization**

In collaboration with the others who are traveling to the same country and have the same placement, you will submit a proposal for the group project. This proposal will include a preliminary bibliography. That bibliography will include both websites or other media / resources AND 10-12 academic articles / essays / book chapters.

Each group will submit ONE research proposal.

Each group will meet with the instructor to discuss the proposal and the requirements for the project.

**NOTE:** Each group member is expected to contribute resources that are different from the other members of the group.

**NOTE:** ALL members of the group are responsible for contributing to all aspects of the research and should be able to speak to any and all resources used in the research.

### **Assignment 5: Group Research Project Presentation on Placement Country + Organization**

At the end of the term, each group will present on what the group has learned through the research project (30 minutes). You will follow the presentation with generating 10-15 minutes of conversation / discussion.

The research presentation will include information about:

- (i) the history and geo-political background of the country;
- (ii) the effects of colonisation / imperialism on the people in the country;
- (iii) current sources and experiences of political / social / economic tensions;
- (iv) the major social justice issues that are present in the country;
- (v) the particular social justice issue that your placement organization is addressing;
- (vi) how the placement organization is addressing the particular issue; AND the values / principles that are central to the way in which the placement organization does its work.

The presentation materials will be submitted to the instructor.

**Assignment 6: Individual Essay on Placement Country + Organization [DUE: April 15, 2024]**

This final assignment is an opportunity for each student to write an individual essay that includes a critical reflection on what you have learned through your group research about your placement country, the particular social justice issue addressed by your placement organization, and the values and principles that are key to how the placement organization responds to the issue.

This assignment is also an opportunity to personally integrate and evaluate what you have learned in the course and to relate that learning to your upcoming placement.

The essay should be 2300-2500 words in length (9-10 pages), 12-point type], double-spaced, one-inch margins.

Details about what needs to be included in the individual essay will be posted on LEARN.

**Submission of Assignments**

All assignments must be submitted to LEARN.

**COURSE SCHEDULE (Readings are subject to change)**

Week	Date	Topic	Readings Due
1	January 8	Introductions <ul style="list-style-type: none"> <li>• to each other</li> <li>• to the course</li> <li>• to global social justice and international service learning</li> </ul>	<ul style="list-style-type: none"> <li>• TED Talk: The Danger of a Single Story</li> </ul>
2	January 15	Exploring Global Citizenship <ul style="list-style-type: none"> <li>• what does it mean?</li> <li>• the personal and the social / global</li> </ul>	<ul style="list-style-type: none"> <li>• Review United Nations Sustainable Development Goals Website (especially goals and key topics) + 2023 video on current status</li> <li>• TED Talk: “Why the only future worth building includes everyone” (Pope Francis)</li> <li>• Scott Kline, <i>The Ethical Being</i>, Chapter One: Ethics: How Shall We Live? Who Do We Hope to Become?</li> </ul>
3	January 22	RESPONSIBLE GLOBAL CITIZENSHIP — ISSUES  1A. Colonization: A Focus on Canada <ul style="list-style-type: none"> <li>• First Nations, Inuit and Métis</li> <li>• Experience and Legacy of Residential Schools</li> <li>• Care of Indigenous Children</li> </ul>	<ul style="list-style-type: none"> <li>• Patty Krawec, <i>Becoming Kin</i>: Chapter 2: Colonization</li> <li>• Listen to Tanya Talaga, 2018 CBC Massey Lecture #2: ‘Big Brother’s Hunger’</li> <li>• Bob Joseph, residential schools, from <i>21 Things You May not Know about the Indian Act</i></li> <li>• Videos Series on the TRC #3: The Residential Schools</li> <li>• Cindy Blackstock 2013 Opening Statement to Canadian Human Rights Tribunal</li> <li>• Indian Act Fact Sheet</li> </ul>
4	January 29  <b>First Critical Reflection DUE on Friday, Feb.2</b>	RESPONSIBLE GLOBAL CITIZENSHIP — ISSUES  1B. Colonization: Global Perspectives	<ul style="list-style-type: none"> <li>• UN Declaration on the Rights of Indigenous Peoples— Community Guide</li> <li>• Video from Australia on UN Declaration on Rights of Indigenous Peoples from Australia</li> <li>• <i>Open Veins of Latin America</i>, Chapter 1: pp. 11-31</li> <li>• C. Armitage, “The residuals of colonial rule and its impact on the process of racialization in Uganda”</li> </ul>

Week	Date	Topic	Readings Due
5	February 5  First LEARN Responses DUE on Friday, Feb. 9	RESPONSIBLE GLOBAL CITIZENSHIP — ISSUES 2. The Experience of Refugees and Migrants  3. The Impacts of War and the Search for Peace	<ul style="list-style-type: none"> <li>• Mary Jo Leddy, <i>At the Border Called Hope</i></li> <li>• “Italy’s Lampedusa caught between solidarity and survival as migration rises,” Al Jazeera, October 20, 2023</li> <li>• UN International Organization for Migration (IOM) Recommendations to the Council of the European Union</li> <li>• Samantha Nutt, <i>Damned Nations: Greed, Guns, Armies &amp; Aid</i></li> <li>• Sean Carroll + Samantha Nutt, CTV News Power Play, October 2023</li> <li>• Mennonite Central Committee: “A Cry for Home” [selections]</li> </ul>
6	February 12	RESPONSIBLE GLOBAL CITIZENSHIP — ISSUES 4. Climate Change  5. Empowering Women	<ul style="list-style-type: none"> <li>• World Resources Institute: 10 Big Findings from the 2023 IPCC Report on Climate change</li> <li>• TED Talk October 2021: How to make radical climate action the new normal (Al Gore)</li> <li>• David Suzuki Foundation: “Equity Strategy for Municipal Climate Action Planning”</li> <li>• UN WOMEN: selections</li> <li>• World Vision: “Girls’ education: Facts and how to help”; “Literacy and play: New ways to build peace”</li> <li>• UN Report on the State of World’s Indigenous Peoples 5<sup>th</sup> Volume: Foreword + Chapter IV: Indigenous women and rights to lands, territories and resources</li> </ul>
		<b>READING WEEK</b>	<b>Beyond Borders Retreat</b>

Week	Date	Topic	Readings Due
7	<b>February 26</b>  <b>Second Critical Reflection DUE on Friday, March 1</b>	What kind of education leads to full humanity for all persons?	• Paulo Freire, <i>Pedagogy of the Oppressed</i> , Chapter 3
8	<b>March 4</b>  <b>Second LEARN Responses DUE on Friday, March 8</b>  <b>Group Research Proposal DUE on Wednesday, March 6</b>	What kind of action leads to liberation and solidarity?	• Paulo Freire, <i>Pedagogy of the Oppressed</i> , Chapter 4
9	<b>March 11</b>  <b>Group Research Meetings with Instructor</b>	What can help us to make decisions about how to respond to social injustices? • contributions from Catholic social thought — principles: (i) the dignity of all persons; (ii) solidarity; (iii) working together for the common good	• Michael P. Hornsby-Smith, <i>An Introduction to Catholic Social Thought</i> , “Introduction” • Joe and Stephanie Mancini, <i>Transition to Common Work</i> , Chapter One and Chapter Four • Video about Dorothy Day and The Catholic Worker
10	<b>March 18</b>  <b>Third Critical Reflection DUE on Friday, March 22</b>	What can help us to make decisions about how to respond to social injustices? • contributions from Catholic social thought — (a) analysis of global economics;  (b) the need for integral development and care for our common home	• Michael P. Hornsby-Smith, <i>An Introduction to Catholic Social Thought</i> , “Chapter One: Capitalism in a Global Context” • Marilyn Waring TED Talk: “The unpaid work that GDP ignores — and why it really counts”  • Pope Francis TED Talk: “Our moral imperative to act on climate change” • Pope Francis, <i>Laudato Si’</i> : Chapter Three: “The Human Roots of the Ecological Crisis”
11	<b>March 25</b>  <b>Third LEARN Responses DUE</b>	Hope for a Future of Justice and Peace	• Patty Krawec, <i>Becoming Kin</i> , Chapter 8, “Solidarity: Becoming Kin” • Robin Wall Kimmerer, <i>Braiding Sweetgrass</i> : “In the Footsteps of

Week	Date	Topic	Readings Due
	on Thursday, March 28		Nanabozho: Becoming Indigenous to Place”; “Epilogue: Returning the Gift” • Pope Francis, Message for 57 <sup>th</sup> World Day of Peace, 2024 • Jane Goodall, <i>Reason for Hope</i>
12	April 1	Group Research Presentations	

## COURSE POLICIES

### Correspondence:

If you need to contact me by email, please use my [cdvanin@uwaterloo.ca](mailto:cdvanin@uwaterloo.ca) address. In most cases, I will respond to emails within 24 hours, although I can't guarantee that I will be looking at email on weekends. You should **use your UW email addresses** for all correspondences with me. Though our course does have an MS Team, I will not be checking the chat for messages. It's best to email me.

Class announcements generally will be posted on LEARN.

### Late Assignments:

Late assignments will be penalized at the rate of two per cent (2%) per day, including weekends.

### Extensions:

If you need to request an extension on an assignment, please reach out as soon as possible and preferably before the assignment is due.

### Attendance

Students are responsible for attending and taking notes at all classes.

Students are expected to notify the instructor before or within 24 hours of an absence.

### Electronic Devices

I request that there be no off-task use of technology while we are participating in our class meetings. Also, please turn off all sound on your devices while we are in class.

### Privacy and Permissions

Materials, lectures, and all audio, video and written content on LEARN is absolutely not to be circulated or reproduced beyond LEARN and this course. Please be considerate and respectful of your colleagues and your instructor's privacy.

The instructor maintains copyright over this course. It is the intellectual property of the instructor and not to be copied or reproduced for any purposes without explicit permission.

### Use of Generative AI

This course includes the independent development and practice of specific skills such as your own critical thinking and reflection skills, your personal integration of learnings from a variety of sources, and your engagement in independent research. Therefore, use of generative artificial intelligence (GenAI)



large language models, like Chat GPT, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](#) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should always be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee:  
<https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

## **OTHER IMPORTANT INFORMATION**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check the [Office of Academic Integrity](#) for more information.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check the [Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on [Student Petitions and Grievances](#) (other than a petition) or the St. Jerome's University Policy on [Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

**Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the

curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

### **Mental Health Support**

All of us need a support system. The faculty and staff at St. Jerome's encourage students to seek out mental health support if needed.

On Campus

Due to COVID-19 and campus closures, services may be available only online or by phone.

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- SJU Wellness Coordinator: Angelina Dodds ([angelina.dodds@uwaterloo.ca](mailto:angelina.dodds@uwaterloo.ca))

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext.6880
- [Here](#) 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online on the Faculty of Arts [website](#).

Download [UW and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.