

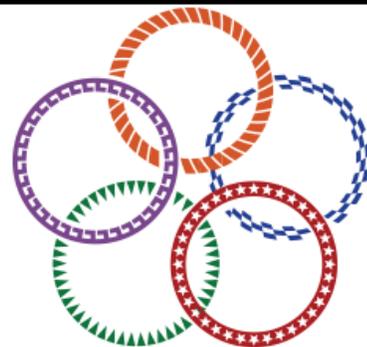
There is no final examination for this course

Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

Contact Information



Announcements

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

A [General Discussion](#) topic* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why

Instructor

- Course-related questions (e.g., course content, deadlines, assignments, etc.)
- Questions of a personal nature

Technical Support,

Centre for Extended Learning

- Technical problems with Waterloo LEARN

Contact Details

Post your course-related questions to the [Ask the Instructor](#) discussion topic*. This allows other students to benefit from your question as well.

Questions of a personal nature can be directed to your instructor.

Instructor: Craig Fortier
craig.fortier@uwaterloo.ca

Your instructor checks email and the [Ask the Instructor](#) discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.

learnhelp@uwaterloo.ca

Include your full name, WatIAM user ID, student number, and course name and number.

Technical support is available during regular business hours, Monday to

Friday, 8:30 AM to 4:30 PM (Eastern Time).

[LEARN Help Student Documentation](#)

[Student Resources](#)

Learner Support Services,

Centre for Extended Learning

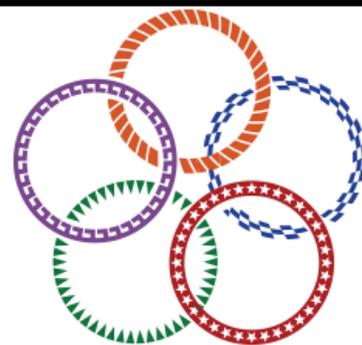
- General inquiries
- WatCards (Student ID Cards)
- Examination information

extendedlearning@uwaterloo.ca

+1 519-888-4002

Include your full name, WatIAM user ID, student number, and course name and number.

* Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.



Course Description and Learning Outcomes

Description

The goal of this course is to delve into the radical imagination. We explore how communities (past and present) have resisted, challenged, and dismantled systems of power and oppression. By examining social inequality on both a structural and interpersonal level, we investigate how our daily interactions and relationships resist, reinforce, and respond to the structures of capitalism, heteropatriarchy, settler colonialism, white supremacy, and ableism in our social contexts. We also discuss how communities and individuals imagine and bring about new ways of being in the world.

Along the way, we will stumble upon a number of important questions: What are the various ways that activists, academics, and others come to understand and define social justice? Where do ideas for social change come from and how does this change take place? How do "regular folks" resist, imagine, and bring about change while faced with exploitation, oppression, and violence? What is the role of government and public policy in maintaining and/or achieving social justice? How do people form relationships of solidarity across differences in power, culture, identity, and positionality?

Pedagogy

This course is developed under the premise that **knowledge** is created and generated in multiple ways (i.e., through oral traditions, land-based traditions, lived experiences, spirituality and ceremony, scientific and academic research, etc.) and that we must resist the colonialist limits of Western ontologies that delegitimize other ways of knowing and being. As such, the readings, activities, videos, and assignments that I have curated in this course will draw on these various ways of knowing and learning. Each week will combine a mix of reading, viewing/listening, discussion, case studies, and short answer/self-reflection.

Despite being a virtual course, your **interactions** with other humans, non-human beings, and the earth are foundational to engaging with the course materials. This engagement could be rooted in the communities in which you have developed relationships (i.e., work, family, social organizations, activist groups, ethnocultural and/or religious communities,

recreational/artistic/sporting communities, etc.). It might also develop through active engagement in a social movement/group that you have identified as being of particular interest to you in this course.

As an online course, I would like to create a virtual space that opens up **discussion** between you and your classmates. This will be a place to grapple with the course materials in a respectful and thoughtful manner—it is not the same as Twitter or the Facebook comments section—but rather a space for careful, humble, and serious discussion and debate. It should be a place where you are open to being challenged about your politics and positions, but also a space where your critiques should be tempered by your understanding that folks are entering this space with a desire to learn and change. This means that we should attempt to create a space of care, mutual respect, accountability and trust—this is very difficult to do in online spaces.

While this is a space of learning, it is also a space that seeks to resist the structures of oppression that permeate our day-to-day interactions. As such, I urge all students to be self-reflexive about behaviours or comments that have been identified as patriarchal, misogynist, classist, racist, homophobic, transphobic, ableist, etc. We are all in a process of learning and unlearning these logics that dominate our society, so there is no expectation here that anyone is self-actualized and perfect—all I ask is that you are mindful of how what you think, say and/or the way in which you interact with others is circumscribed by these forces. As Karl Marx once eloquently put it, "The ideas of the ruling class are in every epoch the ruling ideas."

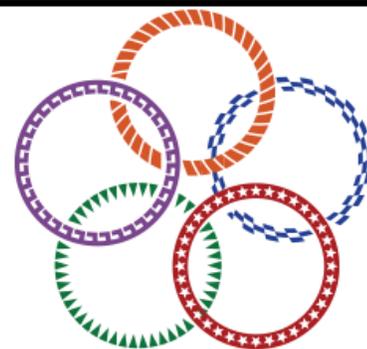
Course Learning Outcomes

Upon completion of this course, students should:

- have **knowledge** of the historical origins of contemporary power structures and **comprehend** how these structures of social inequality impact our day-to-day lives;
- be able to critically **analyze** the way in which public policy creates social inequality and also plays a role in supporting social justice;
- have **knowledge** of how social movements seek to create social change and **apply** these goals, strategies, and tactics of collective action to real-world scenarios;
- have the ability to **synthesize** a myriad of individual and personal problems to place them within a broader structural and intersectional social context in order to contribute to grassroots social movement; and
- be able to **evaluate** goals and strategies for social change to determine their effectiveness, their weaknesses, the barriers that they face, and the opportunities that they present.

This online course was developed by Craig Fortier, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

About the Course Author and Instructor



Course Author and Instructor— Craig Fortier



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Educational Background

Bachelor of Arts – Accounting (University of Waterloo)

Masters of Social Work (University of Toronto)

PhD – Sociology (York University)

Current Research

I am currently working on three major research projects:

1. *Speaking Fruit* is a collaborative art-project that brings the experiences, goals, dreams, and political desires of migrant workers in the Seasonal Agricultural Worker Program to the general public through a multi-media mobile fruit stand.
2. *Unsettling Movements* examines the relationship between radical left anti-authoritarian social movements in large cities (migrant justice, anti-capitalist, queer/trans*, prison abolition, Black liberation, urban Indigenous) with Indigenous land-based struggles asserting sovereignty. It asks the questions: Can non-Indigenous social movements decolonize in the process of political struggle? And if so, what does that look like?
3. *Home Field Advantage* studies the historical origins of baseball in the United States, Hawai'i, Cuba, Japan, and Taiwan and examines the role of settler colonialism, imperialism, and anti-colonial/imperial resistance that the game plays in the formation of national identities.

Research interests include: social movements; settler colonialism; decolonization; borders & sovereignty; migrant justice; nationalism, queer/trans* movements; baseball history.

Philosophy of Teaching

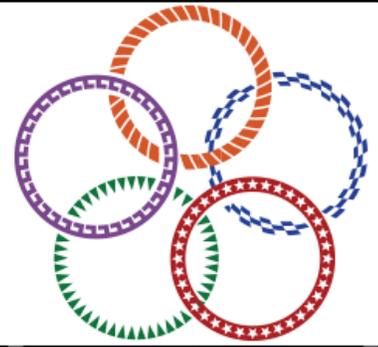
My pedagogical approach is rooted in my experience as a community worker where I developed workshops on interpersonal conflict, the roots of youth violence, immigration, sexuality, and racism for youth who had dropped out or had been pushed out of high schools in some of Toronto's most racialized and marginalized neighbourhoods. Using locally rooted, culturally appropriate, and youth-centred approaches to collective learning I helped to develop Hip Hop education modules as part of my work with the Grassroots Youth Collaborative. This experience and some of the many questions that came out of working in youth organizations, tenant support, and other community-based initiatives pushed me to seriously consider pursuing graduate studies and a career in academia.

I believe in the importance of creating a learning environment based on the principles of mutual respect, accountability, and humility. This means that it is important for me to acknowledge the various pressures, life circumstances, and motivations of the students in my classrooms and to be open to multiple ways of learning. In this sense, the classroom is a living and dynamic part of our social and political landscape exhibiting the many issues of inclusion/exclusion, power imbalances, pressures and expectations, and material realities that exist in our broader societies. With this in mind, I believe it is important to acknowledge how my own positionality within these systems of oppression influences my relationships with students in fluid, yet material ways. Being aware of the way that race, gender, ability, status, and other factors impact classroom dynamics, I take great care to develop exciting and historically rooted classes that help students engage in respectful dialogue with each other.

Hobbies/Interests/Sports

I am actively engaged in a number of social movement groups and movements, including No One Is Illegal-Toronto, the Ontario Coalition Against Poverty and in support of the sovereignty struggles at Grassy Narrows First Nation, Six Nations, among others.

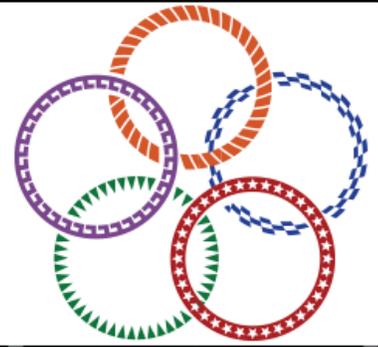
I am one of the coordinators of the Field of Dreamers Cooperative Softball Association, a league that was created to resist the (trans)misogyny, nationalism, heteronormativity, and ultra-competitiveness that is prevalent within recreational sports leagues. I have played centre field for the Uncertainty softball team for over 10 years.



Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Introduce Yourself	Ungraded
Individual Reflections	Ungraded
Assignment 1: Double Take 1	25%
Assignment 2: Double Take 2	25%
Assignment 3: Oral History <ul style="list-style-type: none">• Proposal (5%)• Interview (10%)• Social Movement Analysis (25%)	40%
Discussion Posting Participation	10%



Materials and Resources

Textbooks

Required

- Fortier, C. (2017). *Unsettling the Commons: Social Movements Within, Against, and Beyond Settler Colonialism*. Winnipeg: ARP.
- Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Halifax: Fernwood Publishing.
- Walia, H. (2013). *Undoing border imperialism*. Oakland: AK Press.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](https://wstore.uwaterloo.ca/) (<https://wstore.uwaterloo.ca/>).

For your convenience, you can compile a list of required and optional course materials through [BookLook](https://wstore.uwaterloo.ca/course-materials/my-booklook.html) (<https://wstore.uwaterloo.ca/course-materials/my-booklook.html>) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Course Reserves

Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Resources

- Library services for [Co-op students on work term and Extended Learning students](https://uwaterloo.ca/library/services/co-op-students-work-term-and-extended-learning-students) (<https://uwaterloo.ca/library/services/co-op-students-work-term-and-extended-learning-students>)