



ST. JEROME'S UNIVERSITY

Department of Religious Studies

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

Winter 2023

Mondays, 6:30pm – 9:00pm, SJ1 3020

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: Dr. Cristina Vanin
Email: cdvanin@uwaterloo.ca
Office: Sweeney Hall (SH) 2030
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 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 and our own personal sense of ethics. 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, 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? What does this all mean for me? How is this affecting my thinking and reflection on the world? What kind of world do I want to help to create?

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 in order to understand the impact and significance of issues such as poverty, unequal economic globalization, growing disparities between the global North and South, intersections of race, gender, climate change, migration
- consider the relationship between personal living and systemic limits on those decisions
- help to prepare students for their three-month service learning placement in particular 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, and specific challenges faced by the placement organization
- 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]

- Patty Krawec, *Becoming Kin: An Indigenous Call to Unforgetting the Past and Reimagining Our Future*. Minneapolis, Broadleaf Books: 2022.
- Paulo Freire, *Pedagogy of the Oppressed*. 50th 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 LEARN and/or on reserve in the St. Jerome's Library

COURSE REQUIREMENTS AND ASSESSMENT

<u>Assignment</u>	<u>Due Date</u>	<u>Weighting</u>
Active Course Citizenship	Course	15%
LEARN Post: one time	Course	10%
LEARN Responses: three times (3 X 5%)	Course	15%
Reflection Papers (2 X 10%)	Feb. AND March	20%
Group Seminar	April 3	20%
Individual Country Report	April 11	25%
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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.

Assignment 2: LEARN Post (one)

Students will sign up to post to LEARN discussion **ONE** time during the semester. The posts will consist of a written critical reflection on the reading(s) assigned for the Monday class. Posts must be submitted by Friday evening before the relevant Monday class, 11:59pm.

Assignment 3: LEARN Responses (three)

Students will respond to LEARN posts **THREE** times during the semester. Responses must be submitted by Monday morning, 9:00am. The response 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.

Assignment 4: Two Critical Reflection Papers [DUE: February 17 AND March 24]

This assignment gives you the opportunity to reflect critically on your volunteer experience. You are asked to identify a situation and/or a person that you encountered that you experienced as challenging, and the reality of the event / person (gifts; challenges). Your critical reflection involves answering the following questions: (i) what is the reality of the situation or person that you encountered; (ii) what were your thoughts and feelings about the situation / person; (iii) what did you come to understand about the situation / person; (iv) what have you learned about yourself through this encounter and reflection; (v) what connections did you make between what we're discussing in class and what you've learned through reflecting on this encounter. The reflection papers should be 500-600 words in length.

Assignment 5: Group Seminar on Placement Country [April 3]

In collaboration with the others who are traveling to the same country, you will present a seminar to the class on your placement country (30 minutes).

The seminar will include: (i) history and geo-political background of the country; (ii) effects of colonisation / imperialism; (iii) current sources of political / social / economic tensions; (iv) marginalized groups and their treatment; (v) issues related to your particular placement.

You will follow the presentation with generating 10-15 minutes of conversation / discussion.

Assignment 6: Individual Report on Placement Country [DUE: April 11]

This report will focus on at least two important issues that are current in your placement country which you think may have an impact on your summer service learning placement.

You do not need to talk about the history and geo-political background nor about the effects of colonisation. Instead, your focus is on the current issues and experiences of marginalization in your placement country. What is the relationship between these current issues and experience and your upcoming placement?

The report should be analytical (explain the situation, issues and experience) and it should include a personal evaluation (e.g., what is the significance of what I've learned? How does it affect my sense of myself and my thoughts about my upcoming placement?)

The report should be 2250-2500 words in length (9-10 pages), 12-point type], double-spaced, one-inch margins.

Submission

Assignments must be submitted via the LEARN Dropbox.

COURSE SCHEDULE (Subject to Change)

Week	Date	Topic	Readings Due
1	January 9	Introduction to the course Our bundles and stories	<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i>: “Nii’kinaaganaa” AND “Introduction” • TED Talk: The Danger of a Single Story
2	January 16 POST regarding January 23 [DUE: Jan.20]	How did we / you get here? What is your creation story? What happens when you have to leave your land? How do we encounter and accept multiple and different stories?	<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i>: Chapter 1: Creation • Short Video: “We Are the Haudenosaunee” • Mary Jo Leddy, <i>At the Border Called Hope</i>, pp. 102-125 AND pp.275-279
3	January 23 POST regarding January 30 [DUE: Jan. 27]	Where do we see evidence of insatiable hunger and accumulation today? Are there any options to massive accumulation and dispossession? SJU PUBLIC LECTURE: Tiny Resurrections, Jan.26, 7:30pm	<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i>: Chapter 2: Colonization • Listen to Tanya Talaga, 2018 CBC Massey Lecture #2: ‘Big Brother’s Hunger’ • Short Video: “Doctrine of Discovery” • Joe and Stephanie Mancini, <i>Transition to Common Work</i>, Chapter 4: Virtues • Short Video about the Catholic Worker
4	January 30 POST regarding February 6 [Due: Feb. 3]	How are people and words kept in the background of our privileged stories? Who and what are we not noticing?	<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i>: Chapter 3: Removal • <i>Open Veins of Latin America</i>, Chapter 1: pp. 11-31 • Short Video on UN Declaration on Rights of Indigenous Peoples from Australia • TED Talk: “Why Brazil’s indigenous people fight for the Amazon rainforest?”
5	February 6 POST regarding February 13 [Due: Feb. 10]	How are people made to disappear? How do we work to re-place and create space for those who are rendered invisible?	<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i>: Chapter 4: Replacement • TBD

Week	Date	Topic	Readings Due
6	February 13 CRITICAL REFLECTION 1 due Feb. 17	Intersections: gender; race, the land	<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i> Chapter 5: Eradication • Shamara Shantu Riley, "Ecology is a Sistah's Issue Too: The Politics of Emergent Afrocentric Womanism" • Ibram X. Kendi, <i>How to be an Antiracist</i>, Chapter 14: Gender
		READING WEEK	Beyond Borders Retreat
7	February 27 POST regarding March 6 [DUE: March 3]	What kind of education leads to full humanity for all persons?	<ul style="list-style-type: none"> • Paulo Freire, <i>Pedagogy of the Oppressed</i>, Chapters 3 + 4
8	March 6 POST regarding March 13 [DUE: Mar. 10]		<ul style="list-style-type: none"> • Paulo Freire, <i>Pedagogy of the Oppressed</i>, Chapters 3 + 4
9	March 13 POST regarding March 20 [DUE: Mar. 17]	Climate change: impacts	<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i> Interlude: Flood, AND Chapter 6: The Land: Our Ancestor • Robin Wall Kimmerer, "Shkitagen: People of the Seventh Fire," in <i>Braiding Sweetgrass</i> • TED Talk on Amazon rainforest
10	March 20 CRITICAL REFLECTION 2 due Mar. 24		<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i>, Chapter 7, The People: We Are Related • TBD
11	March 27		<ul style="list-style-type: none"> • Patty Krawec, <i>Becoming Kin</i>, Chapter 8, Solidarity: Becoming Kin • TBD

Week	Date	Topic	Readings Due
12	April 3	Group Seminars	

MANAGING UNCERTAIN TIMES

We're going to hope that conditions will be such that we will continue with in-person classes through the entire winter term, but the pandemic renders our best laid plans precarious, so let's be prepared for whatever may come.

If we have to cancel in-person classes for a short period of time (e.g., one week), we will move the class meetings online, via MS Teams, during the scheduled class times. These online class meetings will not be recorded.

If we have to cancel in-person classes for an extended period of time, we will move the class meetings online, via MS Teams, during the scheduled class times. These online class meetings will not be recorded.

COURSE POLICIES

Correspondence:

If you need to contact me by email, please use my 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:

All extensions must be requested a minimum of one week before the assignment is due. Any requests after this week will be granted only if accommodations are secured through proper processes (e.g., self-declaration of illness, VIF, other relevant documentation). Without documentation, no extension will be granted after the original due date has passed.

Attendance

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

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.

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 www.uwaterloo.ca/academicintegrity/ 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 www.uwaterloo.ca/academicintegrity/ 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 / 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: Lindsay Thompson (Lindsay.thompson@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