

St. Jerome's University  
in the University of Waterloo  
Department of Religious Studies

## RS 383

### Justice, Peace, and Development

**Instructor:** Prof. Klaire Gain

**Contact info:** kg16wf@brocku.ca

**Office hours:** Monday 4:00-6:00- SH 2115 or by appointment.

**Class time:** Monday 6:30-8:30- SJ1 Room 3013

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. The course will begin with a look at the “big questions”: what does it mean to have an ethical stance? How do I form my ethical position? Then the course will proceed to the “on the ground” questions of justice and what is the relation between my “ethics” and the “questions on the ground”. In particular the course will serve to prepare participants for their three-month summer international volunteer experience.

**Evaluation:**

Article(s) presentation (Will present on the week of your country)	15%
Reflection papers (2) on assigned readings	20 %
Reflection paper on volunteer experience (February 25)	10 %
Participation in class discussions	10 %
Seminar presentation (March 25 & April 1)	20 %
Placement country report (April 1)	25%

All written assignments are to be double-spaced using 12 pt. font, preferably Times. Assignments are to be submitted online and therefore you will not be allowed to submit beyond the timed deadline. Late assignments will be assigned a grade of 0. In exceptional circumstances and with a medical note, assignments may be accepted beyond the deadline and in hard copy. Verified medical emergencies may necessitate re-scheduling of assignments and tests.

## COURSE OUTLINE

The course will involve three components:

- A. In class discussions of assigned readings
- B. Volunteer experience and discussions in class
- C. Seminar and report on **your** placement country

In class hours will be balanced against the expectation of volunteer service hours.

Reading expectations: you are expected to have read the articles identified with the week. The persons leading the discussions will have read the obligatory article and the article(s) they are presenting to the class as a minimum.

### **Week 1- January 7th: Introductions and Syllabus Review**

Chimamanda Adichie: “The Danger of a Single Story”

### **Week 2- January 14th: Thinking about Social Justice within a Systematic Framework: the danger of the dominant unexamined narrative.**

Scott Kline, “Ethics: How Shall We Live?” and “The Examined Moral Life,”  
from *The Ethical Being*. (Ottawa: Novalis, 2013) pp. 20-62.

Le Guin, U. (1993). *The ones who walk away from Omelas*. 1-7.

### **Week 3- January 21st: Canada and First Nations: Now & the Future**

“Producing Legitimacy: Reconciliation and the Negotiation of Aboriginal Rights in Canada.” *The Journal of the Royal Anthropological Institute* 13: 3 (Sep., 2007), 621-638.

“To Treaty or Not to Treaty? Aboriginal Peoples and Comprehensive Land Claims Negotiations in Canada.” *Publius* 38:2 (2008), 343-369.

### **Week 4- January 28th: Perils and Potential of Service Learning: Privilege and Power**

Drolet, J. (2013.). Getting Prepared for International Experiential Learning: An Ethical Imperative. In Tiessen, R & Huish R (2013): *Globetrotting or Global Citizenship: Peril and Potential of International Experiential Learning*. pp. 185-197

Mcdonald, K (2013). (De)colonizing Pedagogies: an Exploration of Learning with Students Volunteering Abroad. In Tiessen, R & Huish R (2013): *Globetrotting or Global Citizenship: Peril and Potential of International Experiential Learning*. pp. 209-229

### **Week 5- February 4th: The Global Victim Industry: Africa**

Wendy Harcourt. “Editorial: Reclaiming a Continent.” *Development* 55(2012): 4, 433-434.

Dzodzi Tsikata. “Development Alternatives for a Post-Crisis World: An African perspective.” *Development* 55(2012): 4, 497-502.

Swidler and Watkins, “ ‘Teach a Man to Fish’: The Sustainability Doctrine and Its Social Consequences.” pp. 1-11

Watkins and Swidler, “Working Misunderstandings: Donors, Brokers, and Villagers in Africa’s AIDS Industry.” pp. 197-214

### **February 11<sup>th</sup>- Reading Week**

**Week 6- February 18th: Latin America**

Roberto S. Goizueta, "The Preferential Option for the Poor and the Proper Place of Theology." In his *Caminemos con Jesus: Toward a Hispanic/Latino Theology of Accompaniment*. Orbis, 1995. 173-211.

George Reklitis, "Remittances and Development in Central America." In unpublished MA thesis of the same name. Dalhousie U., 2003. 1-60.

**Week 7- February 25th: Latin America**

Galeano, E., Belfrage, C., & Aleede, I. (1997). Introduction: 120 Million Children in the Eye of the Hurricane. In *Open Veins of Latin America: Five Centuries of the Pillage of a Continent* (pp. 1-8). NYU Press.

Todd Gordon, & Jeffery R. Webber. (2008). Imperialism and Resistance: Canadian Mining Companies in Latin America. *Third World Quarterly*, (pp.63-83)

**Week 8- March 4th: Eastern Europe: "The Collapse of Communism" and "Ukraine's crisis"**

Ilya Prizel, "The First Decade after the Collapse of Communism." *SAIS Review*. 19 (1999): 2, 1-15.

Zsolt Darvas, "Beyond the Crisis: Prospects for Emerging Europe." *Comparative Economic Studies*. 2011, 53. 261-290.

Ella Libanova, "What Kind of Crisis is Ukraine Passing Through at the Beginning of the Third Millennium?" *Problems of Economic Transition*. 53 (2010):2. 3-23.

**Week 9- March 11th: Our World: Climate; Migration**

Cees Withagen, "The Climate Change, Migration and Conflict Nexus." *Environment and Development Economics*. 324-327.

Celia McMichael, et al, "An Ill Wind? Climate Change, Migration, and Health." *Environmental Health Perspectives*. 120 (2012): 5. 646-654.

Michael Brett-Crowther, "Climate Change, Forced Migration, and International Law." *International Journal of Environmental Studies*. 69: 4. 694-696.

**Week 10- March 18th: Tying up loose ends & Volunteer experiences**

**Weeks 11 & 12- March 25<sup>th</sup> & April 1st: Placement seminars**

## Assignment expectations

I. Reflection papers (2 x 10% each): 2-3 pp (500-750 words)- due the class date of the assigned readings.

- highlight particular points which struck you as important in the articles and reflect on them;
- why did you find them particularly significant?
- do they help you reflect on your attitude(s) towards other cultures/people?

2. Article Presentation (15%): 20-30 mins.

- present one of the articles for the week dedicated to your placement country
- provide a brief overview of the article and discuss important aspects
- create discussion questions for the class to engage them in conversation
- feel free to bring in other material that is relevant to the reading to add to depth of discussion

3. Reflection paper on volunteer experience (10%): 2-3 pp (500-750 words).

- focus on an event/conversation/person which/who you found particularly challenging;
- provide details of the encounter: paint a picture in words (verbatim as much as possible);
- what was challenging? what emotions did this evoke in you?
- what can you learn about yourself from this encounter?

4. Placement country report (25%) and Seminar presentation (20%):

- in collaboration with the other(s) travelling to the same country, you will present a seminar (30 min.) to the class on your placement country;
- your report will be an individual written report (8-10 pp.) focussing on at least two important issues with which your placement country is currently dealing and which may have an impact on your summer experience;
- the seminar will include:
  - i) history and geo-political background of the country;
  - ii) effects of colonialism/imperialism;
  - iii) current sources of political/social/economic tension;
  - iv) marginalized groups and their treatment;
  - v) issues related to your particular placement.
- the written report will not repeat a discussion of i) or ii) but rather focus on current issues/marginalization and how these relate to your placement; it should be both analytical (*this is the situation and these are the issues*) and personal (*the way in which persons with AIDS/disabilities are perceive in XXXX is so different to what I am used to that.....for me*);

## **Late Work**

Late assignments will be assigned a grade of 0. In exceptional circumstances and with a medical note, assignments may be accepted beyond the deadline and in hard copy. Verified medical emergencies may necessitate re-scheduling of assignments and tests.

## **Attendance Policy**

Your attendance and participation are obligatory.

## **Important Information**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information](#).

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 professor, 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 offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**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](#).

**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:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.