



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Religious Studies

383 Winter 2020

Justice, Peace, and Development
(Beyond Borders)

Class time: Tuesday 6:30 to 9:15 in SJ1 2011

Instructor: Maria Truchan-Tataryn and Myroslaw Tataryn
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COURSE 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.

Our class topics and discussions might touch on sensitive issues. It is 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.**

This is not a lecture course! The course presumes your active and committed involvement which means completing the assigned readings and thoughtful reflection on them. Questions are expected and we will be asking you questions. Taking the time to prepare for class is essential: think about what you are asked to do before the class and ask yourself "what does this mean for me?" "How is this affecting my thinking/reflection on the world?" This means that you **must** be disciplined in your work ethic and in your commitment to keeping the seminar moving along. **We will be learning from each other. Seminars work only if everyone participates and facilitates.**

COURSE OBJECTIVES

The purpose of this course is to prepare you for your international service learning placement by encouraging you to think critically about global issues affecting all people, but disproportionately those persons/groups who are marginalized.

REQUIRED TEXT

Jean Vanier, *Becoming Human*. (House of Anansi Press, 1998).

COURSE REQUIREMENTS AND ASSESSMENT

Evaluation:

10-minute news	10%
Attendance & Participation in class discussions	20%
Project	20%
Two Reflection paper on volunteer experience	10 %
Country seminar presentation	20%
Placement country report	20%

In all your written material clarity and logic of argument are central. Taking a position is only part of a good argument, what is more important is your ability to explain why the position you have taken is reasonable based on the evidence.

A. 10-minute news

-Present and lead discussion concerning one news item (identify your source) from the previous week about an event in the world beyond North America;

-short synopsis and why this is important to me;

-possible sources (all available online): CBC news; Globe and Mail; Toronto Star; Huffington Post; POLITICO; The New York Times; Washington Post; BBC news; The Guardian; Al Jazeera; The Independent (UK); Reuters; Deutsche Welle (English); Africa Today;

-ALL class members are expected to contribute to the discussion, whether presenting or not.

B. Project

You will be part of a group working on one of the topics provided below. You will investigate the topic regarding the ethical questions it raises, the way in which the topic fits into global issues, and what are possible repercussions upon choices made in our society. The project shall involve both research and personal reflection. Your group will make a 20-minute presentation of your project to the class **(Feb.11)**. **In addition**, you will write a 2 page personal assessment of the topic, outlining how you understand the ethical questions involved and what your ethical stance is towards the questions and why you have taken this position. **Your personal assessment is due on Feb. 14th**.

Project themes:

i. The garment industry: go to the Mall and check out where our clothes come from and what questions does it raise for the ethically sensitive consumer? Research why we have so many clothes manufactured offshore. What are the pluses and minuses of this system?

ii. Go to a grocery store: where does our produce i.e. lettuce/apples/bananas come from? How do our grocery shopping choices affect local farmers? How do our grocery shopping choices affect Indigenous peoples of other countries?

iii. Fast food is fast, but what else??? Is the fast food industry environmentally responsible? Does it treat workers ethically? Are we eating what we think we are eating (is the industry transparent?)?

C. Two reflection papers on volunteer experience

The reflection will identify an event and/or person you encountered, the challenges that the situation/person presented, how you felt about what was going on, and how you came to understand the situation. The reflection will conclude with your response to “what have I learned about myself?”

Due dates: (Feb. 4 and March 20)

D. Placement country seminar/report

- In collaboration with the others travelling to the same country, you will present a seminar (30 min.) to the class on your placement country.

- 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.

- Your report will be an individual written report (8-10 pp.) focusing on at least two important current issues for your placement country which may impact your summer experience.

- 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 perceived in XXXX is so different to what I am used to that....for me*).

The written report is due one week after the last class: April 7, 2020.

COURSE SCHEDULE

- 7.1.2020 “Chimamanda Adichie: The Danger of a Single Story”
Thinking about Social Justice within a Systematic Framework: the danger of the dominant unexamined narrative
- 14.1.2020 Decolonisation: Africa, South America, Eastern Europe
- 21.1.2020 The hegemony of normalcy
- 28.1.2020 Constructing the victim: locally and globally
- 4.2.2020 Global migration; dislocation; human trafficking
- 11.2.2020 Moving from rights to solidarity
Local is global: Ethical challenges of capitalism (project)
Consuming or accompanying?
- 25.2.2020 Indigenous peoples
- 3.3.2020 Gender; feminism; globalisation
- 10.3.2020 Climate change
- 17.3.2020 Economic inequalities: health, education, transportation
- 24.3.2020 Vanier, *Becoming Human*
Volunteer placement discussion
- 31.3.2020 Placement seminars

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

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.

RULES FOR GROUP WORK IN ASSIGNMENTS

When working on your Placement Seminar, the Group Assignment Checklist must be completed and submitted on the day of the seminar:

https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group_assignment_disclosure.pdf

ATTENDANCE POLICY

Your attendance and participation (asking questions) are obligatory.

CORRESPONDENCE

We prefer that you contact us via the emails provided and we will attempt to respond within 24 hrs.

OTHER IMPORTANT INFORMATION [REQUIRED LANGUAGE APPROVED BY SJU SENATE COUNCIL]

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, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

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, www.uwaterloo.ca/accessability-services/.