

## POLI 606 (L01): Social and Global Justice

Pre/Co-Requisites: none	
Instructor: Dr. Regina Cochrane	Lecture Location: EDC 264
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### **COURSE DESCRIPTION**

Beginning in the 1960s, modern notions of social justice prioritizing redistributive measures carried out by a territorial state were subjected to an ongoing series of challenges. Social movement activists and theorists of the 60s and 70s moved beyond the economism of such notions, expanding their purview to encompass gender, sexuality, and ethnicity. During the 80s and 90s, multiculturalists, indigenists, post-colonialists, and LGBTQs promulgated new understandings of social justice oriented around the recognition of cultural “difference.” The concurrent rise of neoliberal globalization, with its erosion of the welfare state in the Global North and imposition of structural adjustment programs in the Global South, has further impacted these shifts by not only undermining the redistributive powers of states but also highlighting the transnational nature of social injustice and its implications for political representation and the possible transnationalizing of the public sphere. Hence, a key debate in social justice today is the one between political philosopher Nancy Fraser—who has proposed a post-Westphalian, global-civil-society-oriented reframing of social justice as entailing irreducible and interlinked moments of economic redistribution, cultural recognition, and political representation—and various critics of her approach. Most recently, however, these critics include Fraser herself, in her very recent rethinking of the interrelated threats we currently face—escalating racism, the erosion of care, the climate crisis, the undermining of democracy—as a system of “cannibal capitalism” that is “wired to devour the social, political, and natural bases of its own existence.”

This course will encompass an in-depth and critical examination of Fraser’s theory of social and global justice through an examination of her major recent writings, certain key works of major political thinkers who have influenced her approach, and her debates with some of her most important contemporary critics. The class will follow a participatory, seminar-type format oriented POLI 506/Winter 2020 2 around response to assigned discussion questions and open discussions, supplemented by a small amount of lecture time. Given the very wide-ranging nature of these contemporary debates on social and global justice, this course is suitable not only for students with an interest in political theory but also for those with interests and/or specializations in international relations, comparative politics (development), women and politics, indigenous politics, environmental politics, and Canadian politics.

### **COURSE OBJECTIVES & LEARNING OUTCOMES**

1. To understand the main issues at stake in the redistribution/recognition/representation debate and Fraser’s extension of that debate to the transnational sphere and to a consideration of the related meta-level injustices of misframing and metapolitical misrepresentation.

2. To critically evaluate the adequacy of Fraser's approach to social and global justice by examining some of the debates between Fraser and her critics.
3. To extend contemporary debates on social and global justice by critically examining Fraser's most recent work and by putting this approach into critical dialogue with other very current orientations to social and global justice.

#### **REQUIRED TEXTBOOK(S)**

- Kevin Olsen (ed.), *Adding Insult to Injury: Nancy Fraser Debates Her Critics*. London and New York: Verso, 2008.\*
- Kate Nash (ed.), *Transnationalizing the Public Sphere: Nancy Fraser et al.* Cambridge and Malden, MA: Polity Press, 2014.\*\*
- Wendy Brown, *Undoing the Demos: Neoliberalism's Stealth Revolution*. New York: Zone Books, 2015.\*\*
- Nancy Fraser, *Cannibal Capitalism: How Our System is Devouring Democracy, Care, and the Planet—and What We Can Do about It*. London and New York: Verso, 2022.\*\*\*
- A selection of book chapters and journal articles available at the Taylor Family Library, in e-books and e-journals held by the TFL, or in the form of (single) scanned articles/chapters posted in the "course readings" file on d2l.

\* This book is presently on order at the University of Calgary Bookstore and is also available as an ebook (approx. \$14) from versobooks.com.

\*\* These books are available at the University of Calgary Bookstore, in ebook editions (approx. \$16-20) from Indigo and Amazon.ca, and from the TFDL (in limited-download ebook format).

\*\*\* This book is available at the University of Calgary Bookstore and in ebook edition (approx.. \$10-12) through Amazon.ca or Indigo.

#### **COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
Class Participation	15%	term
Essay 1	35%	March 8
Essay 2	50%	April 12
Total	100%	

*If a student misses a required course component, please get in touch the instructor as soon as possible.*

#### **COURSE SCHEDULE & TOPICS**

DATE	TOPIC	READINGS*
Jan. 13	Introduction: Social Justice, Redistribution, and the Rise of Recognition Politics	- K. Olson, <i>Adding Insult to Injury</i> , "Introduction," 8 pp. - M. Fineman, "The Vulnerable Subject," 23 pp. - S. Thompson, "Introduction," <i>The Political Theory of Recognition</i> , 18 pp.
Jan. 20	The Redistribution-Recognition Debate I	- N. Fraser, "From Redistribution to Recognition," 31 pp. - J. Butler, "Merely Cultural"; N. Fraser, "Heterosexism, Misrecognition, and Capitalism: A Response," 28 pp.

Jan. 27	The Redistribution-Recognition Debate II	- R. Rorty, "Is 'Cultural Recognition' a Useful Notion"; N. Fraser, "Why Overcoming Prejudice Is Not Enough: A Rejoinder"; 21 pp. - I. M. Young, "Unruly Categories"; N. Fraser, "Against Pollyanna-ism: A Reply"; 22 pp. - Film: K. Loach, <i>The Wind That Shakes the Barley</i>
Feb. 3	The Redistribution-Recognition Debate III	- A. Phillips, "From Inequality to Difference," 14 pp. - N. Fraser, "Rethinking Recognition"; 12 pp. - J. Heath, "Resource Egalitarianism and the Politics of Recognition," 23 pp.
Feb. 10	The Redistribution-Recognition Debate IV	- E. Anderson, "Affirmative Action and Fraser's Redistribution-Recognition Dilemma," 13 pp. - I. Robeyns, "Is Nancy Fraser's Critique of Theories of Distributive Justice Justified?" 20 pp. - C. Zurn, "Arguing over Participatory Parity," 12 pp.
Feb. 17	The Redistribution-Recognition Debate V	- K. Olsen, "Participatory Parity and Democratic Justice," 27 pp. - L. Feldman, "Status Injustice: The Role of the State," 25 pp.
Feb. 24	Term Break	No classes
Mar. 3	The Redistribution-Recognition Debate VI	- G. Coulthard, "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada," 24 pp.
<b>March 8</b>	<b>Due Date for Essay 1</b>	
Mar. 10	Transnationalizing the Public Sphere I	- N. Fraser, "Reframing Justice in a Globalizing World," 19 pp. - N. Fraser, "Abnormal Justice," 29 pp.
Mar. 17	Transnationalizing the Public Sphere II	- N. Fraser, "Transnationalizing the Public Sphere," 27 pp. - N. Couldry, "What and Where is the Transnationalized Public Sphere," N. Fraser, "A Reply"; 22 pp.
Mar. 24	Transnationalizing the Public Sphere III	- K. Nash, "Towards Transnational Democratization," N. Fraser, "A Reply"; 24 pp. - K. Hutchings, "Time, Politics, and Critique"; N. Fraser, "A Reply"; 21 pp. - H. Walia, "Dispossession, Deprivation, Displacement: Reframing the Global Migration Crisis," 14 pp.
Mar. 31	Beyond Transnationalization?	- N. Fraser, "Butchering Democracy: Why Political Crisis is Capital's Red Meat," 23 pp. - H. Walia, "Conclusion," 5 pp.
<b>April 12</b>	<b>Due Date for Essay 2</b>	

Please note that the above schedule is tentative and may change as the need arises.

### **ESSAYS/RESEARCH PAPER(S)**

The first essay in this course (approximate length 15-18 pages, double-spaced, 12-point font, 1" margins, using any standard citation style accepted at U of C) will involve a critical comparison of Brown's analysis, in *Undoing the Demos*, of what Fraser terms the "tangle of looming [economic, social, and political] threats" that we currently face, with a perspective rooted in Fraser's redistribution-recognition-representation approach to social justice. This Fraserian perspective will be drawn from class readings from January 14 to February 17, plus the chapters on the economy (1), social reproduction (3), and democracy (5) in her more recent text, *Cannibal Capitalism*.

The second course essay (approximate length 20-23 pages, double-spaced, 12-point font, 1" margins, using any standard citation style accepted at U of C) should examine and apply Fraser's extension of her redistribution-recognition-representation framework to the transnational sphere, in the form of a post-Westphalian approach to either climate justice or racial/anti-imperialist justice, as well as her more recent, critical re-appraisal of this position and the alternative stance posited by Walia. This essay should focus on the remainder of class readings (i.e., from March 3 to March 31) plus the chapters on racism (2), ecopolitics (4), and political change (6), in Fraser's text *Cannibal Capitalism*.

The content, depth of analysis, and quality of the writing will all be considered in the grading of course essays. The essays should be submitted, in a pdf or (older version) Word file, via the course digital drop box on d2l. Students are advised to keep a copy of their final essay until their final course grade has been released.

### **PARTICIPATION**

Participation requires, before anything else, actually being present in class. Given that many of the readings we will discuss in this class are complex, discussions are important and attending class is therefore essential. Consequently, class attendance will be taken and counted for 5% of the course grade. Participation also entails preparing for class by reading the assigned chapters/articles and preparing responses to assigned questions. The rest of the participation mark (10%) will be based on the overall quality—rather than just the quantity—of a student's contributions to class discussion. Good participation also requires treating other students and the instructor with respect—i.e., not interrupting or attempting to dominate class discussions—as well as engaging in dialogue and debate with classmates and the instructor. Please note that important updates and announcements will be regularly posted on d2l and/or sent out via email. *Therefore, it is the students' responsibility to regularly check both the d2l site and their University of Calgary email accounts.*

### **WRITING STATEMENT**

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADING SCALE:** The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

### **LATE PENALTIES**

Students who, for some serious reason, will be late in handing in their essays must consult with the instructor about this **before** this work is due. Assignments submitted after the deadline, without prior consultation and/or appropriate documentation, may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

### **INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

### **IMPORTANT POLICIES AND INFORMATION**

#### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: [https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22\\_deferral-of-term-work\\_lapseGrade.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf)

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

#### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

**Reappraisal of Grades:**

*For Reappraisal of Graded Term Work, see Calendar I.2*

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

*For Reappraisal of Final Grade, see Calendar I.3*

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Academic Misconduct:**

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

**Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

**Recording of Lectures:**

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

**Academic Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

**Research Ethics**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

**Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Freedom of Information and Protection of Privacy (FOIP) Act:**

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

**Copyright Legislation:**

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

**Important Dates:**

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

**Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

**Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*  
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.