

Central European University

Course Name: Social Justice and Inclusion in Europe

Number of credits: 2

Semester /Academic year: Winter 2019-2010

Location:

Instructor:

Iulius Rostas, Visiting Professor

Contact: rostasi@ceu.edu

Consultations: by appointment only via email

Goal of the course

The course will equip students with the knowledge, skills and values to analyze social inclusion policies in Europe through the lenses of social justice.

Description of the course

Tackling social inequalities becomes a pressing issue in Europe and elsewhere. The course will analyze forms of oppressions as part of social justice and inclusion in European societies. By exploring the forms of oppression experienced by different groups in society, students will understand the exclusion mechanism and how to tackle social exclusion. Students will have the opportunity to learn concepts and theories connected to social justice and to review social inclusion policies in Europe. Key concepts in social justice will be analyzed during the course. Combining lecture, discussions, students' presentations, and practical exercises students will become more aware of oppressions, will expand their knowledge on social justice issues, and will internalize equality and social justice as societal values in democratic settings. The class will explore the arguments against identity politics with which very often groups that are disenfranchised are labeled once they mobilize for social change.

Learning outcomes

The aim of this course is to expand student knowledge of social justice issues and social inclusion in Europe. During the course different relevant concepts and theories will be analyzed and discussed related to social justice and inclusion in order to achieve the following learning outcomes:

- Understanding of social justice issues in Europe;
- Ability to critically analyze social inclusion policies in Europe towards vulnerable groups;
- Understanding the importance of oppression in analyzing social inequality;
- Skills to draft recommendations on the social inclusion of vulnerable groups;

- Ability to design research plans on issues related to social justice and inclusion.

Assessment

Students must attend and participate in all the classes. They are required to read in advance the assigned readings. The course includes two individual assignments that should be completed one-day before the class and send by email to the instructor. Additional make up assignments will be allocated in the case of medically certified absence. Each student will have to give a presentation in the class on a topic agreed in advance with the instructor.

Assessment will be based on:

- participation during the classes 15%
- individual assignments 10%
- presentations 25%
- and a final paper 50%.

Structure of the course

The course will consist of twelve meetings. Each meeting will consist of a short lecture, discussions and a practical component, in which students will apply theories, concepts and tools to the concrete situations and policies.

Meeting 1 Equality, Social Justice and Democracy

The lecture will be focused on the concepts of Equality and Social Justice as values in a democratic society. The role of the state in promoting equality and ensuring fair rules will also be discussed. Other connected issues to look into are the role of the elites and the social mobility in democracies.

Readings:

Jonathan Wolff, *Social justice and public policy: a view from political philosophy*, in Gary Craig, Tania Burchardt and David Gordon (Eds.) *Social Justice and Public Policy: Seeking fairness in diverse societies*, Bristol: The Policy Press, pp. 17-32.

Nancy Fraser, *Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation*, THE TANNER LECTURES ON HUMAN VALUES Delivered at Stanford University April 30–May 2, 1996, available at: https://tannerlectures.utah.edu/_documents/a-to-z/f/Fraser98.pdf

Supplementary Readings:

John Rawls, *Justice as Fairness: A Restatement*, Cambridge, Harvard University Press; 2nd edition, 2001 Chapter 12 and 13, pp. 39-58.

Robert Dahl, *On Political Equality*, New Haven: Yale University Press, Chapter 2 Is Political Equality a Reasonable Goal? pp. 4-37.

Meeting 2 Oppression and Justice

The class will explore the meaning and the forms of oppressions. How to tackle oppression and the role of human rights will be discussed. Two other related concepts - institutional and structural discrimination - will be discussed.

Readings:

Iris Marion Young, *Five Faces of Oppression*, in Lisa Heldke and Peg O'Connor (eds) *Oppression, Privilege, & Resistance*, Boston: McGraw Hill, 2004.

Paulo Freire, *Pedagogy of the Oppressed*, London: Penguin Books, 2017, Chapter 1, pp. 17-43.

Fred L. Pincus, "Discrimination Comes in Many Forms: Individual, Institutional, and Structural", in Maurianne Adams Warren J. Blumenfeld Rosie Castaneda Heather W. Hackman Madeline L. Peters Ximena Zuniga (Eds.) *Readings for Diversity and Social Justice*, London: Routledge, 2000, pp. 31-35.

Meeting 3 Poverty

Poverty is often associated with income and the competition on labor market. The discourse on poverty often present stigmatized groups as unwilling to search for jobs preferring to live out of social benefits. This narrow perspective on poverty and the measures implemented to alleviate poverty contributes to further stigmatization of disenfranchised groups. The class will discuss different perspective on poverty and the multiple factors causing it.

Amartya Sen, *Poverty and Famines: An Essay on Entitlement and Deprivation*, Oxford: Clarendon Press, 1981, Chapter 2 Concepts of Poverty, pp 9-24.

Michele Lamont and Mario Luis Small, *How Culture Matters: Enriching Our Understanding of Poverty*, pp. 76-102 in Ann Chih Lin and David R Harris (ed) *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*, New York: Russel Sage Foundation, 2008.

Noah K. Tenai, *Is poverty a matter of perspective? Significance of Amartya Sen for the church's response to poverty: A public practical theological reflection*, HTS Theological Studies vol.72 n.2 Pretoria 2016, <http://dx.doi.org/10.4102/hts.v72i2.3143>

Supplementary Reading:

Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, 2000, Chapter 4 Poverty as Capability Deprivation, pp. 87-110.

Brigitte Rohwerder (2016). *Poverty and Inequality: Topic guide*. Birmingham, UK: GSDRC, University of Birmingham.

Meeting 4 Development and Environment

The class will discuss different perspectives on development, the connection between development and environmentalism and the impact of environmentalist claims on the poor.

Readings:

Behrooz Morvaridi, *Social Justice and Development*, London: Palgrave MacMillan, 2008, Chapter 1, from section Development without human rights, pp 20-32.

Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, 2000, Introduction: Development as Freedom, pp. 3-12.

Peter Wenz, *Does Environmentalism Promote Injustice for the Poor?* In Ronald Sandler and Phaedra C. Pezzullo (Eds.) *Environmental Justice and Environmentalism: The Social Justice Challenge to the Environmental Movement*, Cambridge: MIT Press, 2008, pp. 57-84.

Assignment: students will describe a case of environmental justice that they are familiar with from direct or indirect experience (not longer than a page)

Meeting 5 Identity Politics: diversity, mobilization and social justice

The class will explore the role of identity in the struggle for social justice. Aspects of privilege and power will be analyzed, as well as the role of identity in mobilizing people for collective action.

Readings:

Gwyn Kirk and Margo Okazawa-Rey, *Identities and Social Locations: Who am I? Who are my people?* Chapter 2 from *Reading for Diversity and Social Justice* (2nd ed) ed. ADAMS, M. et al., New York, NY: Routledge: 2010.

Allan Johnson, *Privilege, Power, and Difference*, New York: McGraw-Hill, 2006, Chapter 2 Privilege, Oppression and Difference pp. 12-40.

Francesca Polletta and James M. Jasper, *Collective Identity and Social Movements*, in *Annual Review of Sociology* 2001 27:1, 283-305, DOI 10.1146/annurev.soc.27.1.283

Meeting 6 Racism and Migration

The class will discuss the concepts of Race, Racism and Privilege and Racism and the forms of oppressions ethnic and racial groups are facing in society. In analyzing oppressive practices, a broader approach to discrimination will be discussed. The class will analyze the consequences of racism for society. Migration represents a challenge for European Union and the class will debate issues connected to migration and specific forms of racism migrants face in Europe.

Readings:

Beverly Daniel Tatum, *Defining Racism: "Can We Talk?"*, in *"Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race*, New York: Basic Books, 1999, pp 1-17.

Reni Eddo-Lodge. *Why I'm No Longer Talking to White People About Race*. London: Bloomsbury, Chapter 3, The System pp 131-72.

Hans Siebers and Marjolein HJ Dennissen (2015). *Is it cultural racism? Discursive exclusion and oppression of migrants in the Netherlands*. *Current Sociology*, 63(3), 470–489. <https://doi.org/10.1177/0011392114552504>

Kira Hudson Banks and Jadah Stephens, *Reframing Internalized Racial Oppression and Charting a way Forward*, in *Social Issues and Policy Review*, Vol. 12, No. 1, 2018, pp. 91—111.

Meeting 7 Gender Inequalities

The class will discuss issues related to gender inequalities: feminism, sexism, patriarchy, homophobia, and sexuality. Different mechanism of exclusion and oppression will be analyzed.

Readings:

bell hooks, *Feminism is for Everybody: Passionate Politics*, Cambridge: South End Press, 2000, Chapter 1 Feminist Politics Where We Stand and Chapter 2 Consciousness-Raising A Constant Change of Heart pp 1-12.

Sylvia Walby, *Theorising Patriarchy*, *Sociology* Vol. 23, No. 2 (May 1989), pp. 213-234

Annamarie Jagose, *Queer Theory: An Introduction*, New York, NYU Press, 1996, Introduction, pp. 1-6.

Supplementary readings:

Myra Marx Ferree, *Intersectionality as Theory and Practice*, American Sociological Association 2018 DOI: 10.1177/0094306118755390

Meeting 8 Disability, Ableism and Ageism

The class will explore the forms of oppressions faced by persons with disabilities, their mobilization for change and the intersectionality with issues connected to ageing of population in Europe.

Readings:

James I. Charlton, *Nothing About Us Without: Disability Oppression and Empowerment*, Berkeley: University of California Press, 2000, Chapter 2 The Dimensions of Disability Oppression: An Overview, pp. 21-36.

Yohann Aucante and Pierre-Yves Baudot (2018) *Introduction: Implementing Disability Rights in National Contexts: Norms, Diffusion, and Conflicts*, *Social Policy & Society* (2018) 17:1, 87–100.

Charles A. Emlet, "You're Awfully Old to Have This Disease": *Experiences of Stigma and Ageism in Adults 50 Years and Older Living With HIV/AIDS*, *The Gerontologist*, Volume 46, Issue 6, 1 December 2006, Pages 781–790, <https://doi.org/10.1093/geront/46.6.781>

Meeting 9 Criminalising identities: PLHIV, sex workers and drug users

Certain social identities are associated with a specific behavior categorized as deviant and criminalized. The class will explore the oppression faced by such groups: Persons Living with HIV, sex workers and drug users.

Readings:

Tasnim Azima, Irene Bontella, Steffanie A. Strathdeeb, *Women, drugs and HIV*, *International Journal of Drug Policy* 26 (2015), pp16–21.

Lara Gerassi, *A Heated Debate: Theoretical Perspectives of Sexual Exploitation and Sex Work*, *J Sociol Soc Welf.* 2015 December; 42(4): 79–100.

Annamarie Jagose, *Queer Theory: An Introduction*, New York, NYU Press, 1996, Chapter 7, pp. 93-96 on HIV/AIDS discourse.

Supplementary readings:

Agata Dziuban, *Structural Violence: Social and institutional oppression experienced by sex workers in Europe*, *International Committee on the Rights of Sex Workers in Europe*, February 2015, available at:

<https://www.sexworkeurope.org/resources/community-guide-structural-violence-2015>

Meeting 10 Social Inclusion policies within EU

The class will analyze the social inclusion policies within EU and their development, especially after the adoption of the Lisbon agenda. The meaning of social inclusion and the instruments to promote it will be analyzed during the meeting. The EU social agenda Europe 2020 and its impact on oppressions faced by vulnerable groups will be discussed.

Readings:

Licia Cianetti, *Trickle-Down Social Inclusion: The EU Minorities Agenda in Times of Crisis*, *JCMS: Journal of Common Market Studies*, 56, 4, (785-801), (2017).

Mary Daly, *EU Social Policy after Lisbon*, *JCMS: Journal of Common Market Studies*, Volume 44. Number 3. 2006, pp. 461–81.

Meeting 11 Against Identity Politics: liberalism and political correctness

The class will discuss the liberal arguments against identity politics and will explore counterarguments to the objections brought by liberal thinkers.

Readings:

Francis Fukuyama, *Against Identity Politics: The New Tribalism and the Crisis of Democracy*, in *Foreign Affairs*, September/October 2018 Issue, available at: <https://www.foreignaffairs.com/articles/americas/2018-08-14/against-identity-politics-tribalism-francis-fukuyama>

Mark Lilla, *The End of Identity Liberalism*, in *The New York Times*, Nov. 18, 2016, available at: <https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html>

Supplementary readings:

Samuel Moyn, *Mark Lilla and the Crisis of Liberalism*, *Boston Review*, 27 February 2018, available at: <http://bostonreview.net/class-inequality/samuel-moyn-mark-lilla-and-crisis-liberalism>

Assignment: students will write a one-page essay on their understanding of the concept identity

Meeting 12 Knowledge Production and Social Justice

The class will explore the best ways to conduct research concerning oppression and oppressed groups. Epistemology, paradigm and methodology will be the key concepts discussed during the class. What should be avoided while conducting research? How to engage with research subjects? The issue of ethics and voice in research will also be discussed.

Readings:

Venkatesh Vaidya (2018) *Social Domination and Epistemic Marginalisation: towards Methodology of the Oppressed*, *Social Epistemology*, 32:4, 272-285, DOI: 10.1080/02691728.2018.1444111

Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, second edition, New York; Routledge, 2002, Chapter 1 The Politics of Black Feminist Thought, especially pages 8-17, and Chapter 11 Black Feminist Epistemology pp 251-271.