

HDDR 6352 - Social Justice in the 21st Century

February 1-3, and March 8-10, 2013

Instructor: Jeffrey Aresty
co-instructor: Ruha Devanesan

Web Site: to be provided

E-Mail: to be provided

Course Introduction and Syllabus

COURSE WORKSPACE

We will set up an online workspace for this course, on which we will post readings, course material, and other information generated during our sessions. Only class members and invited guests will have access to the workspace.

PLEASE NOTE: The only way we have to contact class members is through the SMU e-mail address provided to Professor Aresty by the Department – PLEASE CHECK YOUR SMU E-MAIL REGULARLY FOR UPDATES TO THIS SYLLABUS AND FOR INFORMATION ABOUT THE CLASS.

ORIENTATION & CAVEAT

Ruha Devanesan and I have not designed this course as a traditional survey of international social justice theory in recent years. Rather, we approach this topic from both an understanding that in different times, “social justice” may mean very different things to different populations operating under very different legal regimes, and a recognition that justice work in the 21st Century has evolved and scaled because of the introduction of new Information, Communication Technologies (ICTs). We use a “case study” orientation to examine several social justice movements’ use of ICT and to examine the roles of parties and third parties in the pursuit of social justice, access to justice, and social activism.

Social Justice, as a concept, has a long history rooted in both theological and secular philosophy. “On the ground,” social justice movements have concentrated on the protection of the disenfranchised and using traditional communication and organizational concepts. The advent of the new organizational and communication channels offered by ICTs has changed both the nature and the breadth of social justice movements.

The goal of the course is to create an understanding of how ICTs both have been and can be used to facilitate access to information and knowledge, economically empower the least advantaged, minimize and resolve conflicts on the micro and macro level.. The course will explore both the benefits and drawbacks of technology-focused development and conflict work.

This course focuses on a practical and cutting-edge theoretical and implementational framework for the student hoping to work in international development, international political conflict resolution and international mediation and negotiation.

Course Format:

We will use readings, videos, invite guests to present, and engage you in group work. Course material will consist of 30% theoretical materials, 30% contemporary reports and materials from the forefront practitioners in the field of ICT4D (ICT for Development) and 40% case studies of real-world implementation of ICTs in development and conflict resolution.

We will ask and answer the following questions through our readings, class discussions, your blog posts, and your group presentations.

- What are the theoretical underpinnings of international development and its connection to conflict in the 21st century
- What is ICT4D and what is the history of ICT4D in the past 30 years
- What is the impact of the Internet on international conflict creation, sustenance and resolution in the last two decades? How has the birth of the Internet changed the face of conflicts? Has it only been a force in resolving conflicts or has the Internet also contributed to creating and sustaining conflict? How has the Arab Spring affected traditional notions of social justice?
- What is the impact of social media on conflict creation, prevention and resolution?
- What is the role of mobile phones in International Development, crisis management and conflict resolution?

Evaluation and Grading:

30% of grade will be based on four weekly posts on the class blog

15% of grade will be based on class participation and comments on other class members' posts on class blog

25% of grade will be based on end-of-semester presentation

30% of grade will be based on individual final paper, based on end-of-semester group presentation

Discussion "Blogs"

The Discussion Blogs will be done through the course website. You will be expected to write blog posts based on selected readings in between our two in-class face to face meetings. Post one contribution per blog according to the topic posted. You may discuss things you learned in class,

further the topic by adding additional information from your own research, posting the links to the websites that you utilize, as well as articles that relate to the topic. There is no right or wrong answer – it is about your views, your ideas, and your knowledge and a way for us to see that you are taking information away from the class and putting some in.

You will be expected to do all the blog posts, which are 30 % of your grade. You should answer the prompt questions completely. You should also discuss what other people before you said (unless you're the first poster). You should cite class readings and outside sources. You are encouraged to post more than once as part of an ongoing discussion.

Numerical Grading Scheme for Blogs (Out of 10 points):

6 - 6.9; if you simply posted but didn't answer the questions.

7 - 7.9; if your answers to the questions were incomplete

8 - 8.4; if the question has more than one part and not every part was completed

8.5 - 8.9; if you answered all the questions but didn't offer reasons why

9 - 9.4; if you answered all the questions and included a thoughtful personal opinion, with some support

9.5 - 10; if you answer all the questions and included additional detail and research about your opinion or included additional research

Note there is wiggle room within each level (of 0.5 - 1 points). This is where we factor in things like when you posted (early on or near the deadline), whether you discussed what someone else in your class had to say, if you referenced class discussion, if you used relevant and valid outside material, if you responded more than once, how much you wrote (though it's about quality, not quantity), how insightful your blog was, and the amount of effort apparent in your work.

Group presentations on chosen topics and individual final paper.

General theme: during the first weekend, we will select groups and each group will pick a particular international conflict or aspect of a conflict and analyze the ways in which ICTs have been used to fuel or dampen the fire of the conflict. Students will meet during the weeks between in-class sessions to plan their final project. Questions we expect to be explored in each final project on the use of an ICT for development or conflict resolution include:

Which tools have been most effective and why?

What aspects of your particular conflict context made it amenable to the use of ICTs (either to fuel or to resolve it)?

If you find that ICTs have been used in a certain way to create and fuel a conflict, do you believe the same ICTs can be used to resolve the conflict?

Each student will pick a particular aspect of the group topic and prepare a 10 page final paper on this aspect. The group will make a half-hour (max 45 minutes) presentation of the overall topic on the final day of class.

INVITED GUESTS

(There will be additions and substitutions based on availability.)

Adam White
Alan Rosenblatt
Bodo Balasz
Sanjana Hattotuwa

Required Reading

(There will be additions and substitutions based on class discussions and group projects.)

Due for Friday February 1st:

- *Alliance for Peacebuilding*: Peacebuilding 2.0: Mapping the Boundaries of an Expanding Field: http://www.allianceforpeacebuilding.org/resource/collection/4ED94B79-E709-4FBB-B2AB-DE7604A02561/AfP_Mapping_Report_online_FINAL.pdf
- *Stauffacher, Drake, Currion & Steinberger*: Information and Communication Technology for Peace: The Role of ICT in Preventing, Responding to and Recovering from Conflict. http://www.unapcict.org/ecohub/resources/information-and-communication-technology-for-peace-the-role-of-ict-in-preventing-responding-to-and-recovering-from-conflict/at_download/attachment1
- *Richard Heeks*, The ICT4D 2.0 Manifesto: Where Next for ICTs and International Development? http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/di_wp42.htm
- *Rockefeller Foundation*: Scenarios for the Future of Technology and International Development: <http://www.rockefellerfoundation.org/uploads/files/bba493f7-cc97-4da3-add6-3deb007cc719.pdf>

Due for Saturday February 2nd:

- *John G. Bock*, The Technology of Nonviolence: Social Media and Violence Prevention – Sections I & II (pp. 1- 55).
- USIP - Blogs and Bullets - <http://www.usip.org/files/resources/pw65.pdf> [36 pages]
- USIP interview on social media and radio in peacemaking in pakistan/afghanistan: <http://www.usip.org/publications/new-media-and-old-using-social-media-and-radio-build-peace-in-pakistan-and-afghanistan>
- ARTICLE: How Social Media Users Area Helping NATO Fight Gadhafi in Libya: <http://www.shabablibya.org/news/how-social-media-users-are-helping-nato-fight-gadhafi-in-libya>

- ARTICLE: Misinformation and London Riots - misinformation on Twitter: Rob Procter, Farida Vis & Alex Voss. Riot rumours: how misinformation spread on Twitter during a time of crisis (but twitter is adept at correcting misinformation). *The Guardian*. December 7, 2011.
<http://www.guardian.co.uk/uk/interactive/2011/dec/07/london-riots-twitter>
- ARTICLE: Twitter Saves Lives in Mexico: <http://www.americasquarterly.org/node/2576>
- ARTICLE: How Egyptian Activists Kept Their Ushahidi Project Alive Under Mubarak:
<http://irevolution.net/2011/05/25/u-shahid-interviews/>
- ARTICLE: People Power 2.0: How Civilians Helped Win the Libyan Information War:
<http://www.technologyreview.com/featuredstory/427640/people-power-20/>
- PODCAST: “[Online deception & the Arab Spring](#),” *Al Jazeera*. June 18, 2011.

Due for Sunday February 3rd:

- WEBSITE: Kony 2012 - <http://www.kony2012.com/>
- Criticism:
 - ARTICLE: Kony 2012 and the Failed Fantasy of Firepower in Libya, Syria, Uganda...
http://www.huffingtonpost.com/lisa-schirch/kony-2012-and-the-failed-b_1336574.html
 - ARTICLE: African voices respond to hyper-popular Kony 2012 viral campaign:
<http://boingboing.net/2012/03/08/african-voices-respond-to-hype.html>
 - ARTICLE: Medical aid worker on Kony 2012: "The aid industry has just been Biebered." <http://boingboing.net/2012/03/09/medical-aid-worker-on-kony-201.html>
 - [BLOG](#): KONY 2012 Video - Honest Native Critique:
http://www.internationalpeaceandconflict.org/profiles/blog/show?id=780588%3ABlogPost%3A712922&xgs=1&xg_source=msg_share_post
 - ARTICLE: Taking ‘Kony 2012’ Down A Notch:
<http://justiceinconflict.org/2012/03/07/taking-kony-2012-down-a-notch>
Response: Taking ‘Kony 2012’ Down A Notch – Response to Criticism -
<http://justiceinconflict.org/2012/03/09/taking-kony2012-down-a-notch-responding-to-criticism>
 - [ARTICLE](#): Let’s Talk About Kony -
<http://securingrights.wordpress.com/2012/03/07/lets-talk-about-kony/>

Due between Sunday February 3rd and Friday March 8th:

- Patrick Meier & Diane Coyle. [New Technologies in Emergencies and Conflicts](#). UN Foundation Vodaphone Report: 2009.
- Report on Information and Communications Technology for Peace:
http://ict4peace.org/pubs/ict4peace_ebook.pdf

- Peacebuilding in the Information Age: Sifting Hype from Reality: <http://ict4peace.org/wp-content/uploads/2011/01/Peacebuilding-in-the-Information-Age-Sifting-Hype-from-Reality.pdf>
- UNDP Mobile Technology Primer: <http://www.pbs.org/wnet/need-to-know/security/video-crisis-mappers-mobile-technology-helps-disaster-victims-worldwide/9325/>
- REPORT: global mapping of technology for transparency and accountability: http://ict4peace.org/wp-content/uploads/2011/05/global_mapping_of_technology_final.pdf

Due Friday March 8:

- **Crisis Mapping: Ushahidi & Frontline SMS Case Study**
 - BOOK: Marta Poblet; Chapter 3: [Mobile Technology, Crowdsourcing and Peace Mapping: New Theory and Applications for Conflict Management](#)
 - VIDEO: Juliana Rotich: <http://www.guardian.co.uk/activate/video/activate-2010-juliana-rotich>
 - VIDEO: PBS Documentary on Crisis Mapping: <http://www.pbs.org/wnet/need-to-know/security/video-crisis-mappers-mobile-technology-helps-disaster-victims-worldwide/9325>
 - VIDEO: Patrick Meier - Introduction to Crisis Mapping: <http://vimeo.com/4362515>
 - REPORT: The potential and challenges of open data for crisis information management and aid efficiency: A preliminary assessment: <http://ict4peace.org/wp-content/uploads/2012/03/The-potential-and-challenges-of-open-data-for-crisis-information-management-and-aid-efficiency.pdf> [9 pages]
 - REPORT: Peacebuilding In the Information Age: Sifting Hype from Reality; pp. 34-38

Due Saturday, March 9:

- UNDP Mobile Technology Primer: <http://www.pbs.org/wnet/need-to-know/security/video-crisis-mappers-mobile-technology-helps-disaster-victims-worldwide/9325/> [58 pages]
- Readings from Mobile tech for conflict resolution_[To be announced]: <http://www.springerlink.com/content/978-94-007-1384-0#section=912354&page=9&locus=29>
- *[Further readings to be announced in class February 1, 2013]*

The following scale, based on the department standard, will be used to calculate final grades:

94-100 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

NOTE:

The information below is required content for all SMU syllabi – the language is taken from standard university guidelines.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on the holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of absence. (See University Policy No. 1.9.)

Honor Code: Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty at the URL below:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Class Decorum: Turn off (or set on vibrate) all cell phones or pagers. Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive as is leaving early. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is imperative at all times.