

Yazier Henry (Fall) PUBPOL 474 2019

'Social Justice, Political Conflicts and Public Leadership'

PUBPOL 474 Provisional (Working) Syllabus

Seminar Title: Social Justice, Political Conflicts, Democratic Practice and Leadership in the Spheres of Public Advocacy

Office: 3303

Office Hours: Tuesdays 2:30 – 3:30 pm

Class Meetings: Tuesdays-Thursdays 10:00am-11:30am Classroom: [1220]

Course Description

This is a course for students interested in social justice, equality, social justice movements and anti-democratic movements. This course will explore the role of public leadership, public policy, and the rule of law in the context of the democratic state and democratic movements. It will provide a comparative understanding of how social movements shape public discourses on human rights and democratic practice over time. It will explore the role of civic movements and leaders play in transforming social understandings and meanings of human rights (social, political, economic and environmental rights) over the last two centuries. It will explore the relationships between individual action, collective processes and political outcomes in the context of institutional, systemic, political and social structures in society. It will address how inherent and intersecting relationships of power, systems of power and structures of dominance occur and function in the public sphere. It will address how the lived experiences of peace, violence, oppression and social resistance closely correlate to larger societal norms, ethics and political values in democracies. It will explore the intricate relationships between public policy, the law, societal structure, administrative violence and political culture in the context of public leadership and democratic praxis. It will pay special attention to the consequences (positive and negative; good and bad) social movements, social actors and societal leaders produce for politics, the economy, the environment, justice, equality, human rights and human lives every day. This course will introduce students to the intellectual and technical rigors of democratic, non-violent and effective leadership in the spheres of policy, the law and society. It will engage how the social and political endeavors of social justice leaders and movements have and continue to address the difficult questions facing our world and lives today. The course will provide an overview of how leaders negotiate, manage, overcome and resolve conflicts in organizational, intra-organizational settings, national and transnational contexts. Importantly it will provide students with a theoretical understanding of how trans-generational and social trauma comes to bear on successful institutional, systemic, and programmatic intervention at the nexus of social justice work, the law and public policy. The course will address the importance of understanding what core systemic and structural democratic values are as well as why such values are crucial for social justice, historical justice and political equality.

This is a course in 'Social Justice' leadership. NO prior professional experience is required.

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

Important Notes

- Class attendance is required.
- If you have difficulties and or concerns, you must address these me professionally, respectfully and maturely in office hours. Doing so will reflect positively on your class participation grade. It also demonstrates your capacity for leadership beyond feelings of entitlement and privilege.
- It is important that all learners read the BA Handbook, which governs in class behavior. This document applies to both the instructor and the learner.
- I expect my classroom to be a non-violent space in which to learn, for engaging in constructive, analytical and difficult dialogues on complex socio-political; socio-legal; politico-ethical and complex questions.
- Important Ford School Policies regarding classroom please read the link below: <http://fordschool.umich.edu/academics/expectations>
- This course will count towards values and ethics program components.

Course Objectives: Major

- Improve ability to think politically, systemically and strategically.
- Improve social, political, emotional and individual leadership skills.
- Improve intellectual capacity for social and political agency.
- Developing a global view of the political and social world in the public sphere of everyday life.
- Improve ability to read the world political, ethically and analytically.
- Understand the role of social movements in processes of political and social transformation.
- Understand individual and collective processes of social responsibility in Democratic Transformation.
- Understand how social and public social and political thresholds contribute to conflict, conflict management, peace and societal change.
- Develop a deeper understanding of the ethics of social justice movements and coalitions.
- Develop a deeper understanding of political and systemic ethics in the context of public leadership.
- Develop a deeper understanding of the social and political intersections of race, gender and class in the public sphere.

Course Objectives: Minor

- Improve public speaking abilities and confidence.
- Improve conceptual understanding, reading and listening capabilities.
- Improve ability to write politically and for social causes.
- Overall improvement of social, organizational and institutional leadership capacities.
- Strengthen students’ capacity to think and act across multiple social and institutional faultlines.
- Understand more carefully the intricate connections between policy, law, morality, social trauma and society.

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

- Explore more systematically the intricate connections between policy, law, society and socio-political action.

Course Pack

- Course Readings: downloaded electronically on the course CANVAS site. Canvas site will go live after our first meeting. Purchase your textbooks online.

In addition to all of the readings, the course website on Canvas provides access to the syllabus, many of the readings, all assignments, resources on topics addressed in the course, and discussion items related to the course. I will post intermittent announcements related to class on canvas. It is important that you read and analyze such announcements carefully.

Class Participation

Attendance is required. Class time will usually be devoted to short lectures, discussions, conceptual, analytical, intellectual processing activities. These activities will include individually as well as in groups. Class Attendance and participation in class discussions are required and expected of all students. Students are required to complete and reflect on the readings prior to class. To have given thought beforehand to handouts/emails containing topics for class discussion. Students are required to do more than simply read the course texts; they are required to read actively, reflectively and in relation to the set weekly discussion themes. The readings provide important background for class lectures, discussions and processing activities. The readings in this instance form the basis for class discussions. The readings act as the basis for deeper and more directed discussions and dialogues informed by the questions in the course description and the thematic titles. Students are expected to their own reading and thinking work. Therefore, not to expect all the thinking work to be done by their instructor. This is a very important leadership skill and should not be underestimated. Students are encouraged to watch all assigned films. The films allow for a conceptual engagement beyond reading and texts. Lastly, please be aware that this is a seminar and what this means conceptually in the broader context of our learning and teaching environment. Please read BA handbook (available online) explaining the policies regulating our behavior in the classroom. The handbook forms the institutional, instructional and ethical foundation for the time and intellectual work we as a class do together in the context of the Ford School and the University of Michigan. Both the instructor and the learner to have a responsibility to make the classroom a safe space to learn and to teach.

Required Texts

- Randy Shaw, *The Activist's Handbook: A Primer Updated Edition with a New Preface* (University of California Press:2001)
- James Rutherford, *Moral and Political Philosophy* (Top 20 Publishing: 2004)
- Nelson Mandela, *No Easy Walk to Freedom* (Oxford: Heinemann International, 1965) (Don't have to purchase – available online)

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

Writing Assignments:

The course requirements include the following writing assignments:

- Rough Draft Reflection Paper due October 10th.
- Reflection Paper, (Length 3 pages) due October 18th.
- In Class Mini Presentations October 10th and November 14th
- Integrated Analytical Review due November 18th
- Draft Short Paper, due November 27th.
- Final Group Project, due December 10th.
- Final Class Presentations December 10th.
 - Short Paper, (Length 10 pages), due December 12th
- Exam TBD

Grades:

(Grades will be determined using the following weights)

- Reflection Paper - 10%
- Integrated Analytical Book Review – 15%
- Class Presentations - 20% (5, 5 and 10%)
- Final Short Paper - 20%
- Final Leadership Reading Group Projects – 20%
- Ungraded Conceptual and Analytical Assignments – 5%
- Class Participation – 10%

- Reflective Class and Notes Journal (Ungraded) – Additional Credit 10%

After reading and thinking through pp 1-3 of this document. Make Notes and list any Questions. List your initial questions in the space provided below. Be proactive and come and address these with me in office hours. Remember here that being able to ask the right analytical and reflective questions is an important leadership skill. So is being proactive.

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

Important UNO Documents

- UNHDR: [Universal Declaration of Human Rights](#)
- United Nations Charter: <http://www.un.org/en/charter-united-nations/>
- United Nations Resolution 1514, 1960: [United Nations Resolution 1514, Declaration on the Granting of Independence to Colonial Countries and Peoples](#)
- UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious, or Linguistic Minorities:
http://www.ohchr.org/Documents/Issues/Minorities/Booklet_Minorities_English.pdf
- UN Declaration on the Rights of Indigenous Peoples: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.
UN Convention on Social, Economic and Cultural Rights <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
- International Criminal Court: <http://www.icc-cpi.int/home.html>
- United Nations Organization: <http://www.un.org/en/>

Other Important Global Organizations

- World Trade Organization: <https://www.wto.org/index.htm>
- International Monetary Fund: <http://www.imf.org/external/about.htm>
- World Bank: <http://www.worldbank.org/en/about>
- Bretton Woods Agreement:
<http://www.economist.com/blogs/economistexplains/2014/06/economist-explains-20>

Important National Documents

Constitution of the United States
Constitution of the State of Michigan

Important Institutional Documents

BA Student Handbook, Gerald R. Ford School of Public Policy
Undergraduate Student Handbook, University of Michigan

I set these texts as prerequisite reading for most of the classes I teach (undergraduate and graduate).

Yazier Henry (Fall) PUBPOL 474 2019

'Social Justice, Political Conflicts and Public Leadership'

Schedule of Reading and Reading List:

Week 1 - Introduction and Class Overview

Tuesday, September 3th: No Readings

- Class Introductions, and Ground rules and expectations
- Administration, Tone, Preparation and planning

Read – when you are able to in the first two weeks.

- Heidi Grunebaum and Yazier Henry, "Where the Mountain Meets its Shadow: A Conversation of Memory and Identity and Fragmented Belonging in Present-day South Africa" in Bo Strath and Ron Robins (eds.), *Homelands: The Politics of Space and the Poetics of Power* (Brussels: Peter Lang, 2003), pp. 267-283. **(I set this text so that you can get a sense of my writing, thinking and intellectual work.)**

Administration; Tone, Preparation and Planning

Thursday, September 5th: Reading –

- Toni Morrison, *The Dancing Mind* – November 6, 1996.

Week 2 – Introduction and Overview

Tuesday, September 10th: Reading –

- Lynn Hunt, *Inventing Human Rights: A History* (New York: WW Norton & Company, 2008), pp. 11-34.
- Heidi Grunebaum and Yazier Henry, "Where the Mountain Meets its Shadow: A Conversation of Memory and Identity and Fragmented Belonging in Present-day South Africa" in Bo Strath and Ron Robins (eds.), *Homelands: The Politics of Space and the Poetics of Power* (Brussels: Peter Lang, 2003), pp. 267-283.

Thursday, September 12th: Reading –

- Read the Preamble of the [Universal Declaration of Human Rights](#)
- Charter of the United Nations, pp. 2-3:
<http://www.un.org/en/charter-united-nations/>
- Read the [United Nations Resolution 1514, Declaration on the Granting of Independence to Colonial Countries and Peoples](#), 1960.
- Laura F. Edwards, *The Peace: The Meaning and Production of Law in the Post-Revolutionary United States*, 2011, UC Irvine Law Review [Vol. 1:3] pp. 565-585

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

Week 3: Locating Ourselves Geo-Politically, Concepts and Terms

Film: **Film:** *Precious Knowledge* (Dos Vatos Productions – 2011)

Tuesday, September 17th: Reading –

- James Rutherford, *Moral and Political Philosophy* (Top 20 Publishing: 2004), Pp. 1-40.
- December Green and Laura Luehrmann, *Comparative Politics of the Third World: Linking Concepts and Cases* (Boulder/London: Lynne Rienner Publishers, 2007). pp. 1-17.

Thursday, September 19th:

- Steve Biko, *I Write What I like* (San Francisco: Harper & Row, 1978) pp. 152-153.
- Frankl, Victor. “A Case for Tragic Optimism”. *Man’s Search for Meaning*. (First Washington Square Press. 1959) pp. 159-180
- Ruth Wodak. “‘Us’ and ‘Them’: Inclusion and Exclusion – Discrimination via Discourse.” *Identity Belonging and Migration* (Liverpool: Liverpool University Press, 2008). pp. 54-77.

Week 4: Imperialism, Colonialism, and Decolonization

Tuesday, September 24th:

- Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous People* (London/New York: Zed Books Ltd., 1999), pp .19-41.
- Nikhil Pal Singh, *Universalizing Settler Liberty*, in *Jacobin Magazine*, August 2014), pp. 1-14.
- Judith Lewis Herman, *Trauma and Recovery from Domestic Abuse to Political Terror*, (London: Pandora, 2001) pp1-32.

Thursday, September 26th:

- Dietmar Rothermund, *A Routledge Companion to Decolonization* (London and New York: Routledge, 2006), pp. 1-4 & pp. 15-32.
- Wayne McWilliams & Harry Piotrowski, *The World Since 1945 A History of International Relations*, (Boulder, Colorado: Lynne Rienner Publishers, 2009). pp. 7-28.

Week 5: Human Rights, Universality, and Social Movements

Film: *The Fourth World War* (Rick Rowely, USA, 2003)

Tuesday, October 1st:

- Masood A. Baderin, Manisuli Ssenyonjo (eds.), *International Human Rights Law: Six Decades after the UDHR and Beyond*, (London: Routledge, 2016). pp. 31-48.

Yazier Henry (Fall) PUBPOL 474 2019

'Social Justice, Political Conflicts and Public Leadership'

- Jackson Nyamuyu Maogoto, *War Crimes and Realpolitik*. (Lynne Rienner Publishers. Boulder, Colorado. 2004). pp. 15-27 & pp. 125-141.
- Michael Ignatieff, *Human Rights As Politics and Idolatry*. (Princeton University Press, Princeton, New Jersey. 2001). Pp. 3-52.

Thursday, October 3rd:

- Amory Starr, *Anti Corporate Movements Confront Globalization* (London/New York, Zed Books, 2000). Pp. 1-44.

Week 6: Democratic Systems, Structure, Core Values and Dialogic Necessity

Tuesday, October 8th:

- Giorgio Agamben "Introductory Note on the Concept of Democracy." *Democracy in What State?* (Columbia University Press. New York, New York. 2011). pp. 1-5.
- James Rutherford. *Moral and Political Philosophy*. (Top 20 Publishing. Columbus, Ohio. 2004). pp. 43-81.

Thursday, October 10th:

- Paolo Freire, *Pedagogy of the Oppressed*, Trans. Myra Bergman Ramos (New York: Penguin Books. 1996). pp. 68-105.
 - John Markoff, *Waves of Democracy Social Movements and Political Change* (California/London/New Delhi: Pine Forge Press, 1996). Pp. 101-126.

Mini Presentation 1 and Rough Draft Reflection Paper Due

Week 7: Oppressive Systems, Political and Social Conflicts

(Fall Study Break October 14th and 15th)

Tuesday, October 15th: No Class

Thursday, October 17th:

- Steve Biko, *I Write What I like* (San Francisco: Harper & Row, 1978). pp. 87-98.
- Karl Jaspers. *The Question of German Guilt*. Trans. E.B. Ashton. (The Dial Press. New York. 1947). pp. 31-46
- Jeff Conant. *A Poetics of Resistance*. (AK Press. Canada. 2010). pp. 261-275
- Jeff Conant. *A Poetics of Resistance*. (AK Press. Canada. 2010).pp 323-338 (optional)

Reflection Paper Due: October 18th at 23h59.

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

Week 8: Oppressive Systems, Social Pain and Structural Continuities

Tuesday, October 22nd:

- Orlando Patterson. *Slavery and Social Death: A Comparative Study*. (Harvard University Press. Cambridge, Massachusetts. 1982). Pp. 1-34
- Amory Starr, (London/New York, Zed Books, 2000). pp. 45-82

Thursday, October 24th:

- John Markoff, *Waves of Democracy Social Movements and Political Change* (California/London/NewDelhi: Pine Forge Press, 1996). pp. 1-12
- Judith Lewis Herman, *Trauma and Recovery from Domestic Abuse to Political Terror*, (London: Pandora, 2001). pp. 33-50

Week 9: Political Oppression, Social Pain and Structural Systems

Tuesday, October 29th:

- Nelson Mandela, *No Easy Walk to Freedom* (Oxford: Heinemann International, 1965) (Don't have to purchase – available online)

Thursday, October 31st:

- Nelson Mandela, *No Easy Walk to Freedom* (Oxford: Heinemann International, 1965) (Don't have to purchase – available online)

Review: • James Rutherford. Moral and Political Philosophy. (Top 20 Publishing. Columbus, Ohio. 2004).

Week 10: Social Trauma, Political Violence and Socio-Structural Empathy

Tuesday, November 5th:

- Judith Butler, *Frames of War: When is life Grievable?* (London: Verso, 2009). pp.1-32.
- Yazier Henry, “The Ethics and Morality of Witnessing: On the Politics of Antjie Krog (Samuel) Country of My Skull.” *Trauma, memory, and Narrative in the Contemporary South African Novel* (Amsterdam- New York: Rodopi, 2012). pp. 107-140.

Thursday, November 7th:

- Jill Bennett, ‘Tenebrae after September 11: Art, Empathy and the Global Politics of Belonging.’ Jill Bennett and Rosanne Kennedy (eds.), *World Memory: Personal Trajectories in Global Time* (Basingstoke: Palgrave Macmillan, 2003). pp. 177-193.

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

- Walt Edison (ed.), *The Age of Protest*, (California: Goodyear Publishing Co. Inc., 1969). pp. 246 – 254. (Abraham Maslow)

Week 11: Political Solidarity, Social Violence and Socio-Structural Empathy

Tuesday, November 12th:

- Judith Lewis Herman, *Trauma and Recovery from Domestic Abuse to Political Terror*, (London: Pandora, 2001). pp. 51-95.
- Michael Gecan. *Going Public*. (Anchor Books. New York. 2002). pp19-48

Wednesday, November 14th: Mini Presentation 2

Week 12: Public Leadership – Between Social Justice and Political Responsibility

Tuesday, November 19th:

- Paolo Freire, *Pedagogy of the Oppressed*, Trans. Myra Bergman Ramos (New York: Penguin Books. 1996). pp. 106-163.
- Aziz Choudry, Jill Hanley, and Eric Shragge (Eds.). *Organize!* (PM Press. Oakland, California. 2012). pp. 242-253

Thursday, November 21st: Integrated Analytical Review of Mandela & Herman Due

- Randy Shaw, *The Activist’s Handbook* (Berkeley: University of California Press, 2001). Preface, pp ix-xiii
- Amory Starr, (London/New York, Zed Books, 2000). pp. 111-147.
- Judith Lewis Herman, *Trauma and Recovery From Domestic Abuse to Political Terror*, (London: Pandora, 2001). pp. 214-236.

Week 13: Democratic Transformation, Social Movements and Public Thresholds

Tuesday, November 26th:

- John Markoff, *Waves of Democracy Social Movements and Political Change* (California/London/NewDelhi: Pine Forge Press, 1996). pp. 13-36.
- Nikhil Pal Singh, *Black is a Country: Race and the Unfinished Struggle for Democracy* (Cambridge/London, Harvard, 2004). pp. 174-211.

Thursday, November 28th: (Thanksgiving Recess: Wednesday, November 27th)

- Randy Shaw, *The Activist’s Handbook* (Berkeley: University of California Press, 2001). pp. 1-44.

Yazier Henry (Fall) PUBPOL 474 2019

‘Social Justice, Political Conflicts and Public Leadership’

Course Conceptual and Theoretical Consolidation

Week 14: Strategic Leadership, Social Movements and Democratic Transformation

Tuesday, December 3rd:

- Amory Starr, (London/New York, Zed Books, 2000). pp. 148-228.

Thursday, December 5th:

- Aziz Choudry, Jill Hanley, and Eric Shragge (Eds.). *Organize!* (PM Press. Oakland, California. 2012). pp. 71-81.
- Hentoff. *The Age of Protest*, Walt Edison (ed.). (California: Goodyear Publishing Co. Inc., 1969). pp. 255-261.
- Kenneth Keniston. *The Age of Protest*. Walt Edison (ed.), (California: Goodyear Publishing Co. Inc., 1969). pp. 227 – 245.

Course Conclusion

Week 15: Final Presentations and Course Conclusion

Tuesday, December 10th

Final Group Project due in class and on Canvas, December 10th.

Final Papers due Thursday, December 12th:

After reviewing the Syllabus and the first day of class, complete the assignment on pages 12 and 13 of this document. Please bring this assignment with you to class Thursday, September 5th.

Yazier Henry (Fall) PUBPOL 474 2019
‘Social Justice, Political Conflicts and Public Leadership’

Analytical and Initial Planning Exercise (Detach and Complete)

Notes and questions on Syllabus: Don’t hesitate to point out any glaring errors in the syllabus here.

Why have you decided to take this course? Make brief and quick notes below:

What are your learning objectives and priorities for this course? List at least 5 of your intellectual and academic objectives below:

What are your professional and academic expectations for the Instructor? List

Yazier Henry (Fall) PUBPOL 474 2019
‘Social Justice, Political Conflicts and Public Leadership’

What are your professional and academic expectations for yourself – the learner? List

Strong and effective leaders in the public sphere are not only proactive they are able to manage and overcome adversity! What type of leader and future professional are you? In a paragraph, briefly explain in the space below:

What key, most important and relevant (as relevant, key and important to the course description and objectives) points of the Morrison reading? List at least 4 -