



Centre for Studies in Social Justice

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Raj Patel speaking at the University of Windsor, October 18, 2010. Watch a video of his talk at the Centre for Studies in Social Justice website.

www.uwindsor.ca/socialjustice

University
of Windsor 
thinking forward

CSSJ Newsletter

Fall 2010

The focus of this issue of the Centre for Studies in Social Justice Newsletter is on university and community groups that are working to bring about social justice in our community.

Since the Centre was created in 2003 linkages with community groups have been vital to our programming and our research. Our conferences, discussions and lectures, while obviously appealing to an academic audience, also draw attendees from the broader community. In addition to organizing our own events, the Centre often partners with other organizations to bring attention to important social justice issues, particularly in our community. The Centre was a major sponsor of the Canadian Social Forum held in Windsor in June 2010 which drew activists, service providers, NGOs, and academics. Three of the articles in this newsletter were inspired by presentations at that forum. Shelley Gilbert, Fran Cachon and the Windsor Committee in Support of all Political Prisoners in Colombia and Lilianny Obando Villota have contributed articles based on their presentations.

OUT OF SIGHT, NOT OUT OF MIND

Local group speaks out for imprisoned activists in Colombia

Windsor Committee in Support of all Political Prisoners in Colombia and Lilianny Obando Villota (WCSCLO)



*Colombian Political Prisoner
Lilianny Obando Villota*

Mention Colombia and most people think of drugs and drug violence. Yet what gets less attention in our media is the reprehensible human rights situation in that country.

According to the International Trade Union Confederation, Colombia is the most deadly place in the world to be a trade unionist. Trade unionists and human rights workers are often accused of being supporters of the guerrilla (FARC-EP). Humanitarians working in Colombia are routinely imprisoned by the state or killed by paramilitaries.

Take the case of Lilianny Obando Villota. Lilianny is known to Canadians thanks to her numerous visits to this country. In 2006 she spoke at the University of Windsor when the Centre for Studies in Social Justice and the Windsor Peace Coalition invited Lilianny and a colleague to present on the work of their federation of farm worker unions, FENSUAGRO, and the situation of farm workers in Colombia generally. Her mission in Canada was to promote a human rights alert network among the peasant base for gathering information and reporting on human rights violations they encountered. For this work, Lilianny has been imprisoned since 2009.

The Windsor Committee in Support of all Political Prisoners in Colombia and Lilianny Obando Villota (WCSCLO) was founded in response to the jailing of Lilianny Obando. WCSCLO is part of the International Campaign to Free All Political Prisoners and Prisoners of War in Colombia. We emphasize

Lilianny's situation due to our long-standing connection with her and respect for her work. As an organization we are gravely concerned by the reports coming from Colombia regarding her treatment and that of other political prisoners.

Lilianny, in particular, has been targeted for attack on numerous occasions inside El Buen Pastor Women's Prison. She is being unjustly accused for her work, and—without any evidence whatsoever—of funnelling the money she collected on behalf of FENSUAGRO to the FARC-EP.

Unfortunately Lilianny's situation is not unique. Thousands of innocent people find themselves deprived of their liberty in Colombian penitentiaries. The penal and prison policies put in place in recent years by the Colombian government have not resolved the sensitive problems faced by the prison population as a whole. On the contrary, they have given rise to an unprecedented worsening of the structural problems that characterize these "human warehouses."

Moreover, the systematic repression, stigmatization and criminalization imposed by the Colombian state on the different organizational initiatives of the popular sectors have spawned a gradual increase in the number of persons jailed for political reasons.

Physical and psychological torture is a recurring practice in the government's treatment of political prisoners and prisoners of war. This is exposed clearly in the denunciation by the political prisoners of Patio 6 of the Buen Pastor Women's Prison in Bogota, who have stated that the National Penitentiary and Prison Institute (INPEC) engages in psychological torture and violates their fundamental rights.

The women political prisoners of that jail have become a model of dignity and steadfastness. As a result, the State has singled them out for the abuse it continually visits on its detractors both within and outside its prisons. These brave women must not only face and suffer the structural problems of the penitentiary

ries and endure continuous repression because they are considered to be dangerous “terrorists” and enemies of the existing social and political order.

Demanding justice

Reading reports of these abuses has mobilized many Canadians to work in solidarity with Liliyany Obando and other political prisoners in Colombia. The Windsor Committee in Support of all Political Prisoners and Liliyany Obando Villota demands that the Ministries of the Interior and of Justice of the Republic of Colombia and INPEC immediately enforce its policy of prisoner classification, in keeping with the nature of the punishable act as stipulated by both Article 63 of Law 65/93 and the national and in international norms that apply to the treatment and classification of prisoners, as the first step towards guaranteeing the safety and fundamental rights of the political prisoners.

Likewise, we demand the complete and definitive cessation of the transfer of political prisoners to prisons far from their homes and families which is done in order to silence those who dare to denounce the grave humanitarian situation that prevails inside the penitentiaries. In accordance with international norms, political prisoners should not be housed in the same areas as paramilitary fighters and others who have threatened their lives.

It's clear that the strategy of the Colombian government is to disrupt any organizing processes that ►P6



Focus on Research Dr. Charlene Y. Senn



Dr. Charlene Senn

Charlene Y. Senn, PhD is a professor of psychology and women's studies at the University of Windsor and the Faculty of Arts and Social Science Senior Research Leadership Chair (2009-2014). Her research centres primarily on male violence against women and girls and includes work on sexual coercion and rape and the effects of pornography on women. Research conducted with colleagues and graduate students also explores sexual consent and communication, sexual exploitation of youth, and heterosexual and lesbian women's sexual and physical health. Dr. Senn publishes in a range of interdisciplinary and psychology journals such as the *Journal of Interpersonal Violence* and *Psychology of Women Quarterly* but also enjoys writing about research for a more general (often feminist) audience (e.g., chapters in undergraduate textbooks, “You can change the world: Action, participatory, and activist research” and “Violence against women and girls: What feminist counsellors need to know to begin their work with women”).

Dr. Senn's research has been funded by SSHRC and CIHR. She was a recipient of an Ontario Women's Health Council Career Award (2005-2008) and with the assistance of this funding (matched by the University) formed the multidisciplinary Health Research Centre for the Study of Violence against Women (HRC-VAW) at the University of Windsor. The HRC-VAW, which is now directed by Dr. Patti Fritz (Department of Psychology), continues to receive support through Dr. Senn's Research Leadership Chair.

For the past five years, Dr. Senn's research has focused on developing and evaluating an effective sexual assault resistance education program for young women in high school and the first year of university. This research is an attempt to put feminist and social psychological theories into practice.

According to researchers Tjaden and Thoennes, more than one in six women will be sexually assaulted in their lifetimes. While Dr. Senn is very careful to point out that only men can stop rape, there are things that women can do in many instances to defend against coercive men's actions and potentially reduce the severity of the sexual assaults. Research has suggested that many young women delay their resistance to unwanted sexual advances because these situations do not fit their expectations about rape, that is, these acts are usually perpetrated by men they know rather than strangers and in situations that should have been safe (e.g., a home, party, workplace). Based on a 2001 synthesis by Rozee and Koss, a program was developed by Dr. Senn and graduate students Stephanie Gee and Kristin Saunders. The program is designed to counteract barriers to women's speedy recognition of men's sexual coercion and to develop effective strategies for verbal and physical self-defence. Dr. Senn also has created an enhancement to the program adding emancipatory sexuality education. There is a plan underway to establish the long term effectiveness of the program and then to facilitate a roll out to other universities in Canada.

Dr. Senn is also engaged in a research collaboration with Dr. Anne Forrest and Drs. Victoria Banyard and Mary Moynihan, from the University of New Hampshire to evaluate the effectiveness of the Bringing in the Bystander™ sexual assault education program. This program will be offered to male and female first year students in residences on campus beginning in September 2011 with the support of the Strategic Priority Fund. In addition to the impact of the program on individuals, the research will measure changes in the campus climate related to sexual assault across a five year period. ■

International Day for the Elimination of Racial Discrimination

By Margaret Mundaka Riquelme, BA, Diaspora Studies and Anthropology, University of Windsor

On March 23 the Centre for Studies in Social Justice, along with The Student Magazine and OPIRG Windsor, presented a panel discussion to commemorate the United Nations International Day for the Elimination of Racial Discrimination. This is a day to remember and honour those who, in 1960, courageously stood up to the South African apartheid regime and demonstrated their opposition to the Pass Laws that segregated the population and limited the movements of non-white peoples. During the peaceful demonstration, the police opened fire without warning and killed 69 people. In spite of the remembrance of this violent event, the mood of this day is not one of sadness but one of respect and hope, and is seen as an opportunity to organize globally to expose and combat all forms of racialized discrimination and oppression.

Before the panellists spoke, Jasjeet Ajimal, a University of Windsor student, presented an award to Sana Zaidi the winner of the Student Magazine poster contest. Contestants prepared posters to mark the International Day for the Elimination of Racial Discrimination. Ajimal is the publisher and creator of the Student Magazine, a magazine that aims to help high school students with the transition to university.

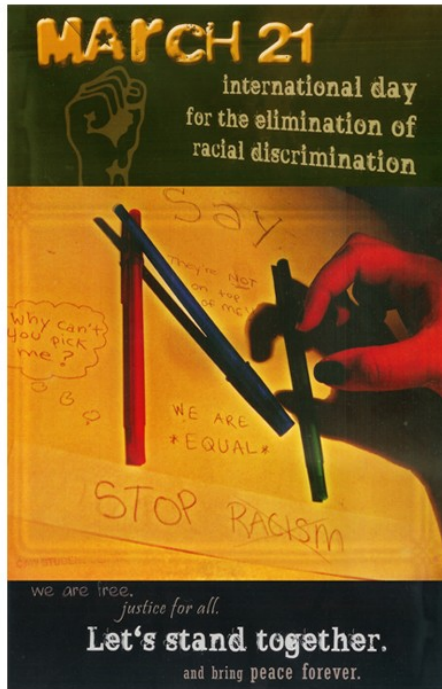
The panel discussion began with Russell Nahdee from the Aboriginal Education Centre. In his presentation entitled, "The Effects of the Economic Downturn on Aboriginal People's Access to Education," he argued that the colonial dynamic cannot be separated from First Nation peoples' lives. The loss of their land and resources under colonialism has had a huge impact on their lives and their economic system. This lack of respect and consideration for First Nations peoples, Nahdee argued, is carried over to the education system through a cultivated ignorance. Nahdee specifically mentioned that

international students may graduate without gaining a holistic view of Canadian history, one that includes the contributions of aboriginal people. Moreover, the university curriculum

reinforces racialized stereotypes and myths of First Nation peoples, while also alienating them from participating in post-secondary institutions.

Nahdee mentioned the recent Macdonald-Laurier report which claims that First Nations Bands mismanaged funds meant for aboriginal students. Nahdee argued that the problem is not a matter of corrupt band leaders but continued underfunding which has led to the undereducation and underemployment of the aboriginal population. Nahdee called the report "an opinion piece based on ideology" which might be used by the Harper government to transform post secondary education for aboriginal people.

The second panel speaker was Dr. Emily Carasco from the Faculty of Law who addressed the issue of "Protecting Human Rights in the Academy." She provided an overview of the history of human rights law, starting from the United Nations Universal Declaration of Human Rights to the Canadian Human Rights Act, both of which make governments responsible for protecting citizens from discrimination. Dr. Carasco argued that this day allows us the opportunity to reflect on our success and failures when trying to eliminate discrimination, and to learn from these failures. Discrimination in post secondary institutions, she argued, is reflected within the processes of hiring, promoting, distributing workloads, and granting tenure, as well as in the culturally biased textbooks that students are required to read. Furthermore, she claimed that there is little diversity within staff on campus, and that the only way to correct this is to commit ourselves to the elimination of discrimination and become responsible for our own actions. That is, to develop and promote a culture of equity within a university context, and push this campus to become a discrimination-free zone no matter who you are. In order to ensure the development of dis-



crimination-free zone policies, systems of accountability must be implemented and publicized to make it known that here, at the University of Windsor, we treat everybody with the respect and dignity that they deserve, and that those who breach these policies will be held accountable.

Finally, Dr. Clinton Beckford from the Faculty of Education, talked about "Race, Language and Culture: The Changing Face of Canada and the Economic Participation of New Canadians." He began by presenting data from a report of Statistics Canada which gave projections that by 2031 Canada's population will be composed of 35% racialized minorities while as much as 77% of these individuals will be born outside of Canada. He stated that Canada is a settler country that needs immigration to fill labour gaps due to its aging population and declining birth rates. Despite this need for immigrants, 42% of immigrants are unemployed and more are underemployed. In addition, working immigrants suffer from wage differentials, lack of job security and job safety. He touched upon the problem of not recognizing foreign credentials in Canada. He spoke about obstacles to finding meaningful employment such as a lack of strategic social networks, lack of connections in the job market, lack of knowledge of the system and a lack of Canadian experience. Dr. Beckford mentioned the devastating impact that this could have on immigrant source countries: specifically a brain drain effect and the over reliance on remittances. He then spoke of his personal experience and the barriers he had faced in Canada as a newcomer, prior to his current teaching position.

At the event I prepared a display informing attendees about the Mapuche Social Movement in Chile. The Mapuche, an aboriginal group comprising the poorest population group in Chile, are currently seeking greater autonomy and landrights in that country. The display presented information about how multinational corporations, some Canadian, ► P6

Focus on Teaching: Frances Cachon, discusses her experience



Frances Cachon, PhD
candidate in Sociology and
sessional instructor

Discovering Critical Pedagogy: Bridging Activism & Academia—an Embodied Instructor's Tale

"...[F]olks turn away from reality because the pain of awareness is so great. Yet it is only by becoming more fully aware that we begin to see clearly." bell hooks

Undergrad was a 'coming of age' for me; a kind of transformative initiation. While I'd always had an affinity for social justice, university awakened my critical consciousness. Sociology introduced me to C.W. Mills, Karl Marx, Noam Chomsky, and bell hooks—the deal was sealed, I was hooked!

At school I discovered a vibrant community of young activists; we worked to bring fair trade and ethical purchasing policies to our campuses. We devoured Naomi Klein's *No Logo* and screened films about the *Zapatistas*. We protested against the U.S. invasion of Iraq, the 'Third World' debt cycle, and the expansion of corporate led globalization. For me, someone who had always been inspired by the social movements of the 1960s, it was all very exciting. Not to romanticize it in retrospect—sometimes a film event would only attract three people. As a non-vegan at activist potlucks I sometimes felt 'other'. Nevertheless, we spoke a common language and shared common goals, we were actively creating alternatives. It felt good.

Graduate school seemed the next logical step. Master's studies, while intellectually engaging, lacked the rich activism that informed my undergrad. In an effort to bridge the growing divide between my academic life and social activism, I opted to write my thesis about the burgeoning global justice movement, specifically how global civil society was both responding to and being shaped by processes of neoliberal socioeconomic restructuring.

I defended my thesis and began my first assignment as a postsecondary instructor in the same week. In the process I learned I still didn't quite 'get' postmodernism and that many of my professors were either unaware of or hostile to the global justice movement—or "fringe protests" as one colleague described it. Worse, my students were oblivious and often disinterested—"W.T.O., what? Seattle protests? Never heard about it" they'd say. I survived that first class having gained a love/hate relationship with postmodernism, a greater appreciation for the art of teaching and a deeper committed to C.W. Mills' vision of Sociology as a critical, publically engaged social discourse. I enrolled in doctoral studies—became enthralled with the anthropology of globalization, made peace with postmodernism, got married, bought a house, and accepted additional teaching assignments.

At first teaching was exhilarating—it was an honour to connect students with the critical and transformative nature of sociological analysis. But as a young female, my embodied experience in the role of professor was awkward. Overly preoccupied with projecting legitimacy, I struggled with antiquated notions of 'neutral' education and 'objectivity'. Meanwhile the demands of adult life and graduate school took me further still from activism. Sure, the political nature of sociology was still present, but *professing knowledge* at the front of a classroom often left me feeling disconnected and ineffectual. Challenging students to think critically about issues of race, gender and class was both thrilling and exhausting. Ultimately, I was ill equipped ► P8

2010 Social Justice High School Forum

The human rights forum has a long tradition in the Windsor/Essex County area dating back to the 1980s and 1990s. The forum was revived five years ago by a group of educators and activists who formed **Teachers for Global Awareness**. The Centre for Studies in Social Justice has been involved in this group and has helped organize these fora since 2006.

This year, Teachers for Global Awareness hosted its fourth annual Social Justice High School Forum. The theme was **Gender**. The forum was held on February 16, 2010 at the University of Windsor, in Dillon Hall and the Ambassador Auditorium. The event offered students their choice of two workshops out of a total of 13 (each student attended one workshop in the morning and one workshop in the afternoon) on topics such as Gender and Islam, Gender and Immigration, Sports and Gender, How to Start a Gay Straight Alliance (GSA), and Feminism 101. In addition to attending the workshops the students were entertained in the morning by a performance by Faith Nolan, a Canadian social activist, folk and jazz singer-songwriter and guitarist of mixed African, Mi'kmaq and Irish heritage. As stated on her website, "her music is her political work, a politics firmly rooted in her being working class, a woman, African Canadian and queer."

At the end of the day the students had an opportunity to reflect on what they learned and to share their ideas for action. The positive feedback we have received from the students who attended the event has been incredible. Here is a sample of some of the feedback Teachers for Global Awareness received from students:

"I have been to two of the social justice fora and every year they get better. Their efforts help students realize the truth of what is really going on."

"Thank you so much, it's been an amazing experience."

"I found the speakers were knowledgeable and passionate about their topics. I enjoyed the depth and insight that was provided by the speakers."

Various groups contributed time and money to make the forum a reality. These include: University of Windsor Alumni Association, Office of the VP, Research, Office of the VP, Admin & Finance, The Centre for Studies in Social Justice, Office of the Dean, Faculty of Human Kinetics, The Centre for Teaching and Learning, UWSA, Greater Essex County District School Board, Windsor Essex Catholic District School Board, Conseil scolaire de district des écoles catholiques du Sud-Ouest, Ontario Secondary School Teachers' Federation, and govital internet inc.

Teachers for Global Awareness look forward to receiving a new batch of high school students at the 2011 high school social justice forum to be held on February 22. The theme will be **Conflict and Resolution** and many exciting workshops have already been confirmed.

Arthur Barbut,
Volunteer, Teachers for Global Awareness

OUT OF SIGHT, NOT OUT OF MIND

◀P3 develop inside the prisons. The end desired is to morally and politically kill political prisoners and prisoners of war and, thus, to suppress all talk of the systematic and premeditated human rights violations occurring on a daily basis in Colombian jails. We the members of the WCSLO will continue to vocalize our support on behalf of those who face cruel and unjust imprisonment under the repressive regime in power in Colombia. ■

International Day for the Elimination of Racial Discrimination

◀P4 are usurping Mapuche land for the purpose of extracting resources or setting up pollution generating factories. In turn, this affects the Mapuches' livelihood and food and water supply. However, most appalling is the systematic application of the so called anti-terrorist law against Mapuche activists. The informational display encouraged students to find out more about Canada's role in Mapuche oppression. In addition, donations were collected for the Mapuche who were among the most affected by the recent earthquakes and tsunami in Chile. ■

**the
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Contact us: theissue@uwindsor.ca

The Windsor Essex Anti-Human Trafficking Action

By Shelley Gilbert



Shelley Gilbert,
Co-ordinator of Social Work
Services, Legal Assistance
of Windsor, and, Co-chair,
Windsor-Essex Anti-Human
Trafficking Action Group

In many communities across the country, including Windsor, members of the public, government agencies, and other community partners have begun the process of both identifying human trafficking

and determining what to do about this human rights violation. Locally, the Windsor Essex Anti-Human Trafficking Action Group has established an ongoing dialogue with survivors of trafficking while providing direct support and advocacy to victims. In addition to direct representation and support, the Action Group provides education to service providers as to signs of human trafficking and the emotional/physical symptoms often experienced by survivors. The Action Group has developed service delivery protocols with government services to ensure survivors are recognized and treated humanely and lobbies provincial and federal governments for effective legislative reform. Currently, each of the men and women we support has been exploited by means of forced labour and debt bondage arrangements.

As our group has witnessed first hand, human trafficking is profitable due to the trafficker's ability to move and "reuse" the human being, much as one would handle a commodity. This cycle may repeat indefinitely over an extensive period of time. Human trafficking, therefore, differs from trafficking in illicit materials. For example, once drugs or guns are sold, they disappear along with the buyer. Not so with a trafficked human being who can be moved from one place or community to another, changing hands from one employer to another over and over again.

There are four key elements of human trafficking. These are: recruitment, movement, coercion, and exploitation. Given the context we work in,

these concepts would seem fairly straight-forward and clear. However, this is not the case as there is ongoing debate and discussion both internally within our own organization, but also with local and federal enforcement agencies as to what constitutes these elements.

Some questions that arise in our discussions are, for example: Should deplorable work and/or living conditions be considered abusive or exploitative? Is the threat of deportation when the person has incurred a \$10,000 debt to come to Canada a form of coercion or control? Is charging someone \$6,000 to \$10,000 to come to Canada a form of exploitation that keeps them in an abusive work environment and does this constitute a form of debt bondage?

What has been most troubling is that these abused individuals live among us while being ignored by all levels of government. Federally, there are policies that ignore the problems experienced by foreign workers and which may, inadvertently, contribute to exploitation and abuse. Provincially, for example, there is little enforcement of employment standards or protection and very little funding to assist services for outreach, education or advocacy. It has been our experience that the current legislation and policies in place, as well as a lack of enforcement of employment standards, may bolster the very elements that define human trafficking.

The Palermo Protocol provides the most useful public policy guidelines for understanding human trafficking. This protocol essentially requires its ratifying countries to: 1) introduce national legislation to prevent and suppress trafficking, 2) to punish traffickers, and 3) protect its victims. This protocol recognizes the need for a combined approach integrating the effective prevention of trafficking along with the prosecution of traffickers and the protection of human rights and assistance to victims.

In response to the Palermo Protocol, Canada enacted legislation in the *Immigration and Refugee Protection Act*

and the *Criminal Code*. The difficulty with these is that they speak to only one part of what the Palermo Protocol expected. That is, they deal only with the punishment of offenders. There is nothing in the legislation assisting with prevention or providing protection to survivors.

In an attempt to address that need, the Temporary Resident Permit for victims of trafficking was introduced in 2006. It provides 180 days of "reflection time" to individuals determined to be survivors of human trafficking by an immigration official. Although this is certainly a step in a positive direction, there remain two difficulties. First, the permit is still temporary. It is possible that a victim might fully cooperate with the police investigation and the criminal court process only to be expected to return and reintegrate in their country of origin. Although the permit can be renewed by immigration, permanent residency can not be requested until the individual has held the permit for 3 years. Secondly, during the "reflection time" individuals require provincial services to address both basic and psychosocial needs. Yet currently there is little to nil funding for provincial services to address these needs. Agencies are forced to patch together services without adequate resources or expertise to meet the needs of these survivors.

It is apparent that enacting legislation is not enough. We must make available the services, the resources, and the expertise in order to assist people. Only then can organizations operationalize the legislation meant to protect victims and survivors of human trafficking.

The Windsor Essex Anti-Human Trafficking Action Group believes that foreign workers, no matter the environment whence they come, have the same rights in the workplace as do all Canadians. We must ensure that our government enacts legislation to protect people from exploitative recruiters hired by Canadian employers. Workers must also be educated about the laws and standards in Canada. Finally, we must enforce those standards and ensure people are provided the services they require to be healthy, productive members of our communities.

The unfortunate reality is that ►P8

Focus on Teaching: Frances Cachon

◀P5 to deal with the emotions such engagement evoked. I would finish a course feeling depressed, frequently hearing from students, “*I liked your class, but you ruined everything!*” Intellectually this was a great compliment, but I was growing increasingly disenchanted with the process.

Teaching introductory sociology as a pregnant woman further exasperated this discontent. Standing before hundreds of students worrying about leaking breast milk challenged my feminist sensibilities. I became painfully aware of the mind/body dualism that pervaded my analytical understanding of gender as a social construction. My physical experience of pregnancy, the physiological changes this entailed made the erasure of my body in the classroom impossible. And so I began to incorporate the actualities of my own life in relation to the curriculum I was teaching. Presenting knowledge as a

situated knower allowed me to deconstruct knowledge as external and conceptual. Reenergized by a new appreciation of Dorothy Smith’s and Patricia Hill Collins’ theoretical work on standpoint knowledge, which emphasizes the vital importance of our lived or embodied experience as a basis of knowledge, I found my voice.

During class I began to emphasize the importance of experience as a standpoint on which to base analysis. The results were amazing! The tone of my classes changed completely, students became more engaged and connected to the course. Sharing my excitement with a friend she loaned me a copy of bell hook’s *Teaching to Transgress*—deeply moved, I read the book in one night. It seemed unreasonable that I hadn’t previously encountered Paulo Freire’s work.

Critical pedagogy, a theory and practice of helping students achieve critical consciousness, gave me the tools I needed to help students to think critically. In adopting this ap-

proach I relinquished the role of professor and became a facilitator. Subverting the traditional authoritarian student/professor dynamic I opened myself to experience and participate in the learning process. I also began to introduce non-traditional texts, such as hip-hop music, film, and poetry. This pedagogical strategy purposefully intervened and altered the classroom atmosphere. Provocation and engagement were invited, so that emotion became a vital pedagogical tool. When for example we addressed Canada’s painful history of residential schools and forced cultural assimilation, many of us cried. The classroom morphed from isolating and depleting, to participatory and affirming. Consequently, I am once again actively engaged in the transformative potential of education. Thanks to bell hooks, I now realize that education is not inherently liberatory. It fulfills this critical potential only when we open ourselves to actively and passionately engage with our students. ■

Anti-Human Trafficking

◀P7 human trafficking is not a new issue. The buying, selling, and exploitation of people has existed for centuries. What is new is how the criminal justice system, law enforcement, government services and community agencies have begun to identify this issue, to recognize its existence, and to address it.

Society’s handling of human traf-

ficking issues is similar to how we approached family or domestic violence 25 years ago. Just as there was a societal change in approach toward family violence issues, all social service providers must begin to recognize, address, and deliver services that meet the needs of survivors. Like the pioneers and activists who influenced public awareness and moved the political agenda of family violence, anti-human traf-

ficking advocates also must develop relationships with the police, crown attorneys, government services, and community agencies. In turn, these relationships will help establish policies and legislation which prosecute offenders while protecting survivors and supporting their basic and psychosocial needs. When this is achieved, the human rights of trafficking victims in our country will have been realized and secured. ■



Responding to the Policing of the G20 Summit. A Moment of Truth for Canadian Democracy

On October 28, 2010, the Centre for Studies in Social Justice presented Nathalie Des Rosiers of the Canadian Civil Liberties Association. View a video of her talk on our website:

www.uwindsor.ca/socialjustice/video-conferences

ChangeCamp Windsor-Essex

The Centre for Studies in Social Justice was one of the sponsors of a recently-held unconference called "ChangeCamp Windsor-Essex."

The first ChangeCamp, which took place in Toronto in 2009, was envisioned as a participatory and web-enabled, face-to-face event bringing together citizens, policy-makers, technologists, design-thinkers, social change agents, and media creators. These participants were gathered to answer one question: "How do we re-imagine government and governance in the age of participation?"

Inspired by this event, the organizers of Windsor-Essex ChangeCamp came up with their own question which they hoped would get Windsorites thinking about the change they want to see in the city. "How can we re-imagine Windsor-Essex as a stronger and more vibrant community?" was the question that participants were asked on Saturday, May 8 at the Windsor Public Library.

The format of Windsor-Essex ChangeCamp was based on the format of an unconference. Unconferences are inspired by technological trends. Unconferences are radically different from traditional conferences in much the same way that social media are different from traditional media. Just as social media (i.e. Facebook, Twitter and MySpace) are highly participatory so are unconferences. Unconferences are in some ways similar to open-source software development practices in that they are collaborative. There is no "sage on the stage" at an unconference: they are all about discussion and participation rather than simply listening to presenters. Anyone interested in participating was welcome and no fee was charged.

The first activity of the day was to create the schedule grid collaboratively. Each attendee was given paper to write down topics of discussion that they were interested in. These papers were placed on the wall, creating a grid with five concurrent sessions over three time slots. People gathered in groups to discuss the topics and then

reported back to the larger group. The topics were determined not by the organizers but by the people in attendance. This follows from the basic rule of an unconference: there are no speakers, the audience are the speakers. Two of the events' organizers, Mita Williams and Nicole Noel, acted as facilitators and note-takers throughout the day with Mita posting on-line the summaries of the group discussions on the Windsor-Essex ChangeCamp blog in real time, as they were reported. Meanwhile, participants tweeted their thoughts and impressions and photos were posted to Facebook and the ChangeCamp website throughout the day giving people who couldn't attend the chance to see what was happening.

Topics of discussion included:

- improving public transit in and around Windsor;
- how to create a more vibrant downtown and riverfront;
- building alliances with aboriginal peoples;
- establishing a regional food policy;
- building a more inclusive and sustainable community;
- and opening and standardizing government datasets making them freely available to the public.

ChangeCamps often attract the tech-savvy as many are motivated by the idea of making government and governance more transparent through use of technology. However, the goal of the event was to bring people together and hopefully foster collaboration between people working for technological and social change. Those in attendance at Windsor-Essex ChangeCamp represented different sectors of the community including local politicians, bloggers, anti-poverty and aboriginal rights activists, librarians and small business owners.

Although the people in attendance had different perspectives, the focus of the event was on finding solutions to Windsor's problems. This first local unconference was friendly and colle-

gial, and from the feedback and comments we received, the attendees were certainly keen on getting together again. The organizers had requests from participants to host a reunion of this event and several people asked if it could be made into a monthly meetup. For more information about past and future meetups and events, please visit: <http://wechangecamp.ca/>■



Here are some Camp rules:

- Whoever comes is the right people.
- Whatever happens is the only thing that could happen.
- Whenever it starts is the right time.
- When it's over, it's over.

And then there's the Law of Two Feet: everyone is responsible for getting as much out of the session as possible, and if you're in a session that isn't piquing your interest, use your two feet to move to another session that is more interesting.

Golden Future Project wins 2009-2010 Student Social Justice Project of the Year Award



Participants in Golden Future Project receive their award

CALL FOR NOMINATIONS

The Centre for Studies in Social Justice invites nominations for its "SOCIAL JUSTICE PROJECT OF THE YEAR AWARD."

The University of Windsor Centre for Studies in Social Justice invites nominations for its "SOCIAL JUSTICE PROJECT OF THE YEAR AWARD." This year the Centre wishes to honour a **student group**. Eligible nominees include student groups whose project(s) have demonstrated an outstanding commitment to the rights of the marginalized or oppressed, the health of people and the environment, or the well-being of animals.

Nominations should include:

- a letter from the nominator explaining why the designated group deserves the award
- two supporting letters from individuals familiar with the nominated group's contributions or a brief overview of the project from the participants
- any appropriate supporting documentation (articles that describe the project, testimonials, etc.)

Deadline for Nominations: January 31, 2011

* Send nominations and all supporting documents to the Centre for Studies in Social Justice, 251-1 Chrysler Hall South, University of Windsor, Windsor, ON N9B 3P4.

Please direct any questions to Dr. Tanya Basok, Director, Centre for Studies in Social Justice, at 519 253-3000 Ext. 3498 or E-mail: basok@uwindsor.ca.

The award will be presented at a reception to be hosted by the University of Windsor Centre for Studies in Social Justice in late March or early April.

On May 12, 2010 the Centre for Studies in Social Justice awarded its annual social justice person/project of the Year Award at a reception held at Katzman Lounge at the University of Windsor.

Golden Future is a five-year outreach program initiated by members of Golden Key International Honour Society Windsor Chapter. The project aims to improve the lives of youth and vulnerable populations in Cape Town, South Africa.

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Dr. Clayton Smith nominated the group, which was founded by Gary Kalaci in 2007. According to Dr. Smith, "Incorporating the values of Golden Key and enabling all students to reach their full potential is of paramount importance to this project... Ultimately, Golden Future will serve to nurture and support various communities in South Africa by creating a sustainable system, while simultaneously providing student volunteers with an opportunity that will help them broaden their character and help them grow into socially responsible leaders of tomorrow."

The selection committee was impressed by the fact that this project was created and implemented entirely by students. They also noted the level of courage and commitment required to undertake a project in a disadvantaged school in a low-income community in South Africa. ■

More information on Golden Future is available at: www.thegoldenfuture.org



Bike Week @ UWindor

The Centre for Studies in Social Justice and the Office of the Vice President, Administration & Finance with support from the Faculty of Law organized the University of Windsor's first bike week in September of this year. The goal was to encourage members of the University of Windsor community to ride their bikes to campus and to say "thanks" to those that already do.

During the week of September 20, 2010, organizers welcomed cyclists as they arrived with breakfast and ballots for a chance to win prizes donated by Campus Recreation, Ambassador Bikes, Courtesy Cycles and Bicycle World. Breakfast was served in front of the new bike shelter installed in front of Essex Hall.

While many of the riders took advantage of the new bike parking facilities a number of faculty and staff told organizers that they prefer to store their bicycles in their offices or labs and expressed their desire for more secure bike parking facilities. Better parking infrastructure will encourage more people to bike to campus.

It's a hope echoed by Bike Week

organizer Arthur Barbut, policy advisor in the Office of the Vice-President, Administration and Finance. "We want to demonstrate the need for investment in this infrastructure," Barbut said. "It's part of making our campus operations sustainable and responsible."

The health benefits of cycling are well documented. With rising gas and parking rates, the economic benefits are obvious. The environmental impact of leaving the car at home and cycling are also significant. During our bike week we estimate that participants biked a total of 2,142km. Had we driven vehicles instead 0.70 metric tons of CO₂ would have been released into the air we breathe. To offset this carbon footprint we would have to plant one new tree. This also equates with 236 litres of gasoline that was not used, generating a savings of \$212 (at 90 cents per litre).

A number of the bikers we met during the bike week ride all year round. While many bike commuters are fair-weather riders only, if we calculated that the entire group of participants cycled to campus for

just four months out of the year we would be looking at over 34,000 km travelled by bike which would offset close to 11 metric tons of CO₂ and generate close to \$3,400 in gas savings.

It is fair to say that the impact is quite significant and certainly something that we can achieve as a community. Particularly if we provide additional bike shelters on campus and work with Parking Services to provide more affordable parking passes for bikers, this would be something that the campus community could embrace in the future. ■

Arthur Barbut, Policy Advisor, Office of the Vice-President, Administration & Finance.

Nicole A. Noël, Research Coordinator, Centre for Studies in Social Justice



Christopher Waters, Associate Dean and Associate Professor of Law on his way to work



CALL FOR PAPERS

www.studiesinsocialjustice.org

Studies in Social Justice publishes articles on issues dealing with the social, cultural, economic, political, and philosophical problems associated with the struggle for social justice. This interdisciplinary journal aims to publish work that links theory to social change and the analysis of substantive issues. The journal welcomes heterodox contributions that are critical of established paradigms of inquiry.

The journal focuses on debates that move beyond conventional notions of social justice, and views social justice as a critical concept that is integral in the analysis of policy formation, rights, participation, social movements, and transformations. Social justice is analysed in the context of processes involving nationalism, social and public policy, globalization, diasporas, culture, gender, ethnicity, sexuality, welfare, poverty, war, and other social phenomena. It endeavours to cover questions and debates ranging from governance to democracy, sustainable environments, and human rights, and to introduce new work on pressing issues of social justice throughout the world.

Involved in Social Justice Research?

Contact the Center for Studies in Social Justice if you want to form a research interest group in your field of research.

FREE MEMBERSHIP!

If you are interested in joining the Centre for Studies in Social Justice you can join on-line by visiting our website, www.uwindsor.ca/socialjustice, and following the links to Membership. Membership gets you invitations to our events and you will receive our email announcements and newsletter.

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Principal Contact

Nicole Noël,
Journal Manager
Centre for Studies in Social Justice
University of Windsor
Windsor, Ontario, N9B 3P4, Canada
Phone: 519-253-3000 ext. 3492
Email: nnoel@uwindsor.ca

Contact Us

Tanya Basok, PhD,
Director
251 Chrysler Hall South, University of Windsor
(519) 253-3000 ext. 3498, basok@uwindsor.ca

Nicole A. Noël, MA,
Research Coordinator
251-2 Chrysler Hall South, University of Windsor
(519) 253-3000 ext. 3492, nnoel@uwindsor.ca

Galina Yeverovich,
Assistant
251-1 Chrysler Hall South, University of Windsor
(519) 253-3000 ext. 2326, galinay@uwindsor.ca

Newsletter Staff

Editor: Nicole Noël, Layout: Galina Yeverovich

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