Tarefas e temas 2013

Oct 7 - Student select topics from list

 Oct 14- Groups are finalized by your Professor, if  groups are not
 complete already

 Oct 21- Topics are finalized by discussion within the group -- what to
 study and how the various schools / students will study it

  Oct 28- Students outline, division of labor, students also identify
 literature  informative for their research

  Nov 4-  Project design complete by the group -- at this point,
 everything should be prepared for realizing the project, i.e., the
 overall
 structure will be drafted, literature (al least preliminary)   will be
 found, locations and concrete partners will be identified,   etc. This
 marks the start of the fieldwork or research by students, if not
 already so.

  Nov 18- Intermediate report on the project

  Dec 2 - Final report on the project launched on the web and presented
 in the university class.

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| **Topics** |  |
| Immigration | Clementine, Tobias, (Filipe + 2) |
| Indigenous rights/collective rights |  |
| Disability/Ability | amilcar |
| Child welfare |  |
| Poverty, hunger, homelessness |  |
| Worker rights | Cheila (Lena+Pedro) (Filipe +2) |
| Women’s rights    | Alex |
| Gender/sexual rights | Alex |
| Racism (institutional and new form of racisms and their impact on social justice and human rights) | (Lena+Pedro) |
| Anti-racism policies | Tobias |
| Transformation of citizenship and human rights (tensions between national belonging and social justice; tensions between formal citizenship and access to welfare) | amilcar |
| Cultural difference and human rights (i.e. debate on veil in different contexts; tensions between support to cultural diversity and women rights; effect of multicultural backlash in different contexts; Redistribution and recognition policies and human rights). | amilcar |
| Human trafficking <http://vimeo.com/55017560> |  |
| Sustainability at the local level (i.e., examine place-based initiatives and context specific challenges) | Cheila, Clementine |

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| Cultural difference and human rights (i.e. debate on veil in different contexts; tensions between support to cultural diversity and women rights; effect of multicultural backlash in different contexts; Redistribution and recognition policies and human rights). Cultural diversity <http://vimeo.com/54997488> | amilcar  |
| Sustainability at the local level (i.e., examine place-based initiatives and context specific challenges – would be great for both service and learning and case study). | Cheila, Clementine |