

## ARTSSCI 1C03 – Inquiry: Global Challenges (2019-20, Term 1)

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### Course Description

In this course we will investigate some of the most difficult sociopolitical challenges affecting us today at the global level. Our approach will be interdisciplinary, with an attention to both theoretical frameworks and empirical actualities. At the beginning of the course, we will consider the causes, effects and implications of these challenges, exploring how they are conceived, constructed and understood. Building on this foundation, we will then shift our focus to questions of response, considering some of the strategies and approaches deployed by individuals, grassroots organizations, and institutions to attempt to rectify these problems.

"Global Challenges" will be taught as an inquiry course, which means that students will be expected to formulate their own questions about the themes and issues discussed, and let these questions guide their learning process through written assignments and research projects. More than simply a pedagogical approach, this focus on self-directed inquiry is tightly connected to the concerns of the course, as the capacity to ask and explore meaningful and significant questions is central to promoting positive social change.

### Class Times

Tu 2:30-4:20, KTH B132  
Th 9:30-10:20, BSB 120 (A-Mac) & BSB 121 (Mae-Z)

### Instructors

Dr. Beth Marquis  
Mills Library 524  
905.525.9140 x27667  
[beth.marquis@mcmaster.ca](mailto:beth.marquis@mcmaster.ca)

#### *Office Hours:*

Th 10:30-12:30

Dr. Mat Savelli  
KTH 230  
905.525.9140 x24166  
[msavelli@mcmaster.ca](mailto:msavelli@mcmaster.ca)

#### *Office Hours:*

Tu 12:30-1:30, 4:30-5:30pm

### Objectives

Upon successful completion of this course, students should be able to:

1. Explain and engage critically with scholarly perspectives on global challenges, applying these in the service of analyzing particular cases and manifestations.
2. Discuss, compare, and evaluate diverse approaches to addressing global challenges and struggling against inequity and injustice.
3. Develop, investigate, and respond effectively to compelling and researchable questions about contemporary global challenges.
4. Construct well-formulated and insightful arguments that demonstrate in depth knowledge of particular (self-selected) cases of injustice and/or responses to injustice.

### Required Texts:

There are no texts to purchase for this course; all readings will be accessible through online channels such as public websites and McMaster's eBook collections and journal databases. Links to these materials will be available on the course Avenue site. See the schedule below for initial reading assignments. Additional readings may be assigned as we move through the term.

## Assignments and Evaluation:

Critical Response Paper	Due October 1, 2019 (or before)	= 25%
Capstone Development		
Written Proposal	Due October 22, 2019	= 25%
Discussion of Feedback & Progress	Week of November 11, 2019	= 10%
Capstone Essay	Due December 3, 2019	= 40%

## Assignment Descriptions & Evaluation Criteria:

### **Capstone Proposal (25%), Discussion (10%) and Final Essay (40%)**

These assignments ask you to develop, investigate, and respond to a researchable question of relevance to contemporary global challenges (e.g., an investigation of the causes, understandings, and implications of a particular challenge, or an exploration of the strengths, limitations, and ramifications of a strategy for responding to global challenges). You will be required to construct a research question of interest to you, to identify and obtain information relevant to answering the question, to evaluate the validity and appropriateness of the evidence, to draw reasoned conclusions, and to communicate a coherent and persuasive response in an essay of 8-10 pages in length.

As a first step in this process, you will be required to submit a 4-5 page proposal that outlines your research question and indicates its significance, discusses and analyses literature of relevance to this topic (at least 5 sources), and describes your proposed means of researching and responding to your question. The proposal should also include a preliminary bibliography (which should not be included in the page count).

Shortly after receiving your graded proposal, you will be required to participate in a brief discussion of your developing project with one of the course instructors. This discussion will last approximately 10 minutes, and should include a brief summary of your essay's central argument/idea (as it currently stands), an indication of how you intend to respond to the feedback provided on your proposal, and a discussion of at least one substantive question about your essay's content (posed by you).

### **Critical Response Paper (25%)**

For this assignment, you will be required to attend an event on campus or in the community that speaks to one or more global challenges (e.g., a relevant public lecture, film screening, or workshop). Events appropriate to the assignment will be recommended, though you're also welcome to find and propose possibilities on your own. After attending this event, you will be expected to write a 3 page critical response, which considers how the event resonates with ideas discussed in the course, and critically evaluates the arguments and strategies taken up or discussed. You're encouraged to submit your response paper as soon as possible after attending your selected event. It must be submitted no later than 2:30pm on October 1, 2019.

## Policy Statements

### **Assignment Deadlines & Missed/Late Work:**

Students are expected to hand in all assignments on the specified due dates. Late submissions will be subject to a penalty of 3% per day (including weekend days). Assignments submitted after the beginning of class on the due date will be counted as one day late. No assignments will be accepted after December 10, 2019. Given that some course assignments require electronic submission, you should familiarize yourself with the Avenue to Learn dropbox in advance of the deadlines, and ask for assistance as necessary. Problems with electronic submission WILL NOT be accepted as an excuse for lateness.

### **McMaster Student Absence Form (MSAF):**

In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Madeline Van Impe in the Arts & Science Program Office.

### **McMaster Policy on Academic Integrity:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at: <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities:**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

### **Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO):**

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office (i.e. to Shelley Anderson or Madeline Van Impe in the Arts & Science Program Office) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Sustainable Written Work Submission Guidelines**

The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Platinum standard of the Office of Sustainability; <http://www.mcmaster.ca/sustainability/>. All written work should be submitted in the following format: double-sided pages, reduced line spacing (1.5 lines), exclusion of title page, sans-serif font. Some work will also be submitted and returned online.

### **Email Contact and Student Responsibility Statement**

*Please Note:* The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email. It is the responsibility of students to check **their McMaster email** and course websites regularly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

## Course Schedule

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### **Week 1 (September 3, 5): Colonialism & Neocolonialism (MS)**

- **Required Readings:**
  - Nkrumah, K. (1965). Introduction to *Neo-Colonialism, The Last Stage of Imperialism*.

### **Week 2 (September 10, 12): Constructing & Enacting Difference (BM) / Case: Indigenous Deaths**

- **Required Readings:**
  - Fanon, F. (1952/2013). The fact of Blackness (abridged). In N. Mirzoeff (ed.). *The Visual Culture Reader*, 3<sup>rd</sup> ed. (pp. 463-465). London: Routledge.
  - Razack, S. (2014). 'It happened more than once': Freezing deaths in Saskatchewan. *Canadian Journal of Women and the Law*, 26(1), 51-80.

### **Week 3 (September 17, 19): Globalizing the Human Experience (MS)**

- **Required Readings:**

- Ritzer, G. & Ryan, M. (2003). The globalization of nothing. *Social Thought and Research*, 25, 51-81.
- Harvey, D. (2007). Neoliberalism as creative destruction. *The Annals of the American Academy of Political and Social Science*, 610(1), 21-44.

#### **Week 4 (September 24, 26): Human Rights (BM) / Case: Migration**

##### ○ Required Readings:

- Zhao, J. (2015). China and the uneasy case for universal human rights. *Human Rights Quarterly*, 37(1), 29-52.
- Maynard, R. (2017). "Of whom we have too many": Black life and border regulation. In *Policing Black Lives: State Violence in Canada from Slavery to the Present* (pp. 158-185). Black Point, NS: Fernwood.

#### **Week 5 (October 1, 3): Global Tax and Trade (MS) / Case: Global Sport**

##### ○ Required Readings:

- Milin, Z. (2014). Global Tax Justice and the Resource Curse: What Do Corporations Owe? *Moral Philosophy and Politics*, 1(1), 17-36.
- Corrarino, M. (2014). 'Law Exclusion Zones': Mega events at sites of procedural and substantive human rights violations. *Yale Human Rights and Development Legal Journal*, 17(1).

***Critical Response Papers due before class on October 1***

#### **Week 6 (October 8, 10): Gender Based Violence (BM)**

##### ○ Required Readings:

- Betasamosake Simpson, L. (2014). Not murdered, not missing: Rebellling against colonial gender violence. <https://www.leannesimpson.ca/writings/not-murdered-not-missing-rebellling-against-colonial-gender-violence>
- Onwuachi-Willig, A. (2018). What about #UsToo? The invisibility of race in the #MeToo movement. *The Yale Law Journal Forum*, 128, 105-120.

#### **Week 7 (October 15, 17): Fall Break**

#### **Week 8 (October 22, 24): The Wars on Terrorism and Drugs (MS – far right)**

##### ○ Required Readings:

- Cottee (2017). "What ISIS Really Wants" Revisited: Religion Matters in Jihadist Violence, but How? *Studies in Conflict & Terrorism* 40(6), 439-454.
- Hamid, S. (2019) "White Supremacism Isn't Insanity." *Foreign Policy*, 21 March.

***Term 1 Capstone Proposals due before class on October 22***

#### **Week 9 (October 29, 31): 'Development' and Justice (BM) / Case: Corporate Social Responsibility**

##### ○ Required Readings:

- Ziai, A. (2017). Post-development 25 years after *The Development Dictionary*. *Third World Quarterly*, 38(12), 2547-2558.
- Frankental, P. (2001). Corporate social responsibility: A PR invention? *Corporate Communication*, 6(1), 18-23.

### **Week 10 (November 5, 7): Spotlight on Health Humanitarianism (MS)**

#### ○ Required Readings:

- Whittall, J. (2016). Treating terrorists. *MSF Analysis*, 05/08/2016.
- Fassin, D. (2007). Humanitarianism as a Politics of Life. *Public Culture*, 19(3), 499-520.

### **Week 11 (November 12, 14): Violence and Resistance (BM)**

#### ○ Required Readings:

- King Jr., M.L. (1963). Letter from a Birmingham jail. [https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)
- Paret, M. (2015). Violence and democracy in South Africa's community protests. *Review of African Political Economy*, 42(143), 107-123.

**Capstone Discussions to be scheduled between November 11-15**

### **Week 12 (November 19, 21): Environmentalism and Democracy (MS)**

#### ○ Required Readings:

- Kopnina, H. (2012). The Lorax Complex: Deep ecology, ecocentrism and exclusion. *Journal of Integrative Environmental Sciences*, 9(4), 235-254.
- Klein, N. (2015). Don't look away now, the climate crisis needs you. *The Guardian*, 06/03/2015.

### **Week 13 (November 26, 28): Digital Media, Art, and Social Change (BM)**

#### ○ Required Readings:

- Gladwell, M. (2010). Small change: Why the revolution will not be tweeted. *New Yorker*, 04/10/2010.
- Dean, A. (2015). The CMHR and the ongoing crisis of murdered or missing indigenous women: Do museums have a responsibility to care? *Review of Education, Pedagogy, and Cultural Studies*, 37(2-3), 147-165.

### **Week 14 (December 3): Globalism – Worth Fighting for or Just Worth Fighting?**

- No required readings

**Capstone Essays due before class on December 3**