

Arts & Science 1C06 – Inquiry: Global Challenges (2016-17)

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. In term one, we will consider the causes, effects and implications of these challenges, exploring how they are conceived, constructed and understood. Building on this foundation, term two will 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.

Objectives

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

1. Explain 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 and/or interventions (in appropriate formats) that demonstrate in depth knowledge of particular (self-selected) cases of injustice and 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.

Class Times

M 12:30-2:20, TSH B106
Th 12:30-1:20, TSH B106 (A-Kla) & KTH B104 (Kle-Z)

Instructors

Dr. Beth Marquis
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Term I & II Office Hours:
T 11:30-12:30; Th 10:30-11:30

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Term I Office Hours:
W 2:30-3:30, Th 11:30-12:30
Term II Office Hours:
M 2:30-4:30

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:

Term 1 Capstone Proposal	Due October 17, 2016	= 10%
Term 1 Capstone Source Review	Due November 10, 2016	= 15%
Term 1 Capstone Essay	Due December 8, 2016	= 25%
Term 2 Capstone Proposal	Due February 6, 2017	= 10%
Critical Response Paper	Due March 9, 2017 (or before)	= 15%
Term 2 Capstone Essay	Due April 6, 2017	= 25%

Assignment Descriptions & Evaluation Criteria:

Capstone Proposals (10% x2) and Final Essays (25% x2)

These assignments ask you to develop, investigate, and respond to a researchable question about a specific manifestation of a contemporary global challenge. 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 term 1, your research question should focus on exploring the causes, understandings, and implications of a contemporary global challenge. In term 2, in line with the focus on promoting social change, a substantial component of the project must entail a critical consideration of potential strategies (existing or proposed by you) for responding to the challenge discussed. For both projects, the final submission should be an essay of 10-12 pages in length.

As a first step in this process, you will be required each term to submit a 3-4 page proposal that outlines your research question and indicates its significance, discusses 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).

Capstone Source Review (15%)

The source review is an opportunity to engage in further investigation and analysis of select texts relevant to your capstone research. You will be required to select 2 or 3 key sources (articles, books, films) and write a 4-5 page comparative analysis that demonstrates your understanding of the texts and your ability to engage in key scholarly debates related to your research topic.

Critical Response Paper (15%)

For this assignment, you will be required to attend TWO events on campus or in the community that speak to one or more global challenges (e.g., relevant public lectures, film screenings, or workshops). Events appropriate to the assignment will be recommended, though you're also welcome to find and propose possibilities on your own. After attending these two events, you will be expected to write a 4-5 page critical response, which considers how the events resonate

with ideas discussed in the course, and compares and analyses the change strategies taken up or discussed. You're encouraged to submit your response paper as soon as possible after attending your selected events. It must be submitted no later than 12:30pm on March 9, 2017.

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 April 10, 2017. 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 Rebecca Bishop in the Arts & Science Program Office as appropriate.

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. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

Sustainable Written Work Submission Guidelines

The written work submission guidelines for this course have been chosen to support the more sustainable use of paper, energy and toner. Four levels of criteria have been developed by the Office of Sustainability and encouraged for adoption by professors and faculties. The submission guidelines for this course meet the Platinum standard. All written work must 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. For more information about criteria for sustainable written work submissions, visit the Office of Sustainability website: www.mcmaster.ca/sustainability

Course Modifications & Email Contact

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. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check **their McMaster email** and course websites weekly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

Course Schedule

Note: readings should be completed PRIOR to the Monday class on the week for which they are assigned

Term 1

Week 1 (September 8): Introduction: Scholarly Inquiry & Global Challenges

Week 2 (September 12, 15): Colonialism, Neocolonialism, and Globalization (MS)

○ **Required Readings:**

- Nkrumah, K. (1965). Introduction to *Neo-Colonialism, The Last Stage of Imperialism*.
- Banerjee, S.B. & Linstead, S. (2001). Globalization, multiculturalism, and other fictions: Colonialism for the new millennium? *Organization*, 8, 683-722.

Week 3 (September 19, 22): Constructing & Enacting Difference (BM)

○ **Required Readings:**

- Alegria, S. (2014). Constructing racial difference through group talk: An analysis of white focus groups' discussion of racial profiling. *Ethnic & Racial Studies*, 37(2), 241-260.
- Olsen, C., El-Bialy, R., Mckelvie, M., Rauman, P., & Brunger, F. (2016). 'Other' troubles: Deconstructing perceptions and changing responses to refugees in Canada. *Journal of Immigrant and Minority Health*, 18(1), 58-66.

Week 4 (September 26, 29): Globalizing the Human Experience (MS)

○ **Required Readings:**

- Ritzer, G. & Ryan, M. (2003). The globalization of nothing. *Social Thought and Research*, 25, 51-81

- Singh Grewal, D. (2008). Network power: The social dynamics of globalization. Lecture for *Carnegie Council*.

Week 5 (October 3, 6): Human Rights (BM)

○ **Required Readings:**

- Zhao, J. (2015). China and the uneasy case for universal human rights. *Human Rights Quarterly*, 37(1), 29-52.
- Regilme, S.S.F. (2014). The social science of human rights: The need for a 'second image reversed?' *Third World Quarterly*, 35(8), 1390-1405.

Note: Section 2 (Kle-Z) in BSB 117 on October 6

Week 6 (October 10, 13): Fall Break

Week 7 (October 17, 20): Global Tax and Trade (MS)

○ **Required Readings:**

- Brock, G. & Pogge, T. (2014). Global tax justice and global justice. *Moral Philosophy and Politics*, 1(1), 1-15.
- Ruckert, A., Schram, A., & Labonte, R. (2015). The Trans-Pacific Partnership Agreement: Trading away our health? *Canadian Journal of Public Health*, 106(4), e249-e251.

Term 1 Capstone Proposals due before class on October 17

Week 8 (October 24, 27): Transnational Mobility, Migration, & Trafficking (BM)

○ **Required Readings:**

- Liu, W. (2015). The embodied crises of neoliberal globalization: The lives and narratives of Filipina migrant domestic workers. *Women's Studies International Forum*, 50, 80-88.
- Van Wichelen, S. (2015). Scales of grievability: On moving children and the geopolitics of precariousness. *Social & Cultural Geography*, 16(5), 552-566.

Week 9 (October 31, November 3): The War on Terrorism (MS)

○ **Required Readings:**

- Ramadan, T. (2016). Terror isn't just 'mad,' 'irrational,' and 'inhuman,'" *Politico*, 25/03/2016.
- Attran, S. (2015). ISIS is a revolution. *Aeon*, 12/15/2015.

Week 10 (November 7, 10): Conflict and Gendered Violence (BM)

○ **Required Readings:**

- Leatherman, J.L. (2011). Sexual violence and the global political economy of war. In *Sexual Violence and Armed Conflict* (pp. 116-148). Cambridge: Polity Press.
- Denov, M. & Ricard-Guay, A. (2013). Girl soldiers: Towards a gendered understanding of wartime recruitment, participation, and demobilisation. *Gender & Development*, 21(3), 473-488.

Term 1 Capstone Source Reviews due before class on November 10

Week 11 (November 14, 17): The War on Drugs and Its Side Effects (MS)

○ **Required Readings:**

- Glenny, M. (2016). It's time to tell the emperor: The war on drugs has failed. Address at the *Global Initiative: Future of Borders*, 02/02/2016.

- Martin, C. (2015). Casualties of war: How the war on drugs is harming the world's poorest. *Healthy Poverty Action Report*, February 2015.

Week 12 (November 21, 24): Colonialism, Necropolitics, and Indigenous Deaths (BM)

○ **Required Readings:**

- Niezen, R. (2009). The politics of suicide. In *Rediscovered Self: Indigenous Identity and Cultural Justice* (pp. 125-148). Montreal: McGill-Queens University Press.
- Razack, S. (2014). 'It happened more than once': Freezing deaths in Saskatchewan. *Canadian Journal of Women and the Law*, 26(1), 51-80.

Week 13 (November 28, December 1): Global Sport as Global Challenge (MS)

○ **Required Readings:**

- Thibault, L. (2009). The globalization of sport: An inconvenient truth. *Journal of Sport Management*, 23, 1-20.
- 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).

Week 14 (December 5): Environmental Degradation and Injustice (BM)

○ **Required Readings:**

- Nickum, J.E. & Wester, P. (eds.). (2014). An exchange between Ben Crow and Yoram Eckstein on the global water crisis. *Water International*, 39(5), 774-784.
- Levy, B.S. & Patz, J.A. (2015). Climate change, human rights, and social justice. *Annals of Global Health*, 81(3), 310-322.

Term 1 Capstone Essays due by 5:00pm on December 8

Term 2

Week 1 (January 5): Introduction: Addressing Global Challenges

Week 2 (January 9, 12): 'Development' and Justice (BM)

○ **Required Readings:**

- Sachs, W. (2010). One world. In *The Development Dictionary* (2nd ed.), (pp.111-126). London: Zed Books.
- Ybema, S., Vroemisse, M., & van Marrewijk, A. (2012). Constructing identity by deconstructing differences: Building partnerships across cultural and hierarchical divides. *Scandinavian Journal of Management*, 28(1), 48-59.

Week 3 (January 16, 19): Corporate Social Responsibility (MS)

○ **Required Readings:**

- Frankental, P. (2001). Corporate social responsibility: A PR invention? *Corporate Communication*, 6(1), 18-23.
- Anner, M. (2012). Corporate social responsibility and freedom of association rights. *Politics & Society*, 40(4), 609-644.

Week 4 (January 23, 26): Violence and Resistance (BM)

○ **Required Readings:**

- Schock, K. (2013). The practice and study of civil resistance. *Journal of Peace Research*, 50(3), 277-290.

- Paret, M. (2015). Violence and democracy in South Africa's community protests. *Review of African Political Economy*, 42(143), 107-123.

Week 5 (January 30, February 2): Changing the Political System (MS)

○ **Required Readings:**

- Nederveen Pieterse, J. (2012). Leaking superpower: WikiLeaks and the contradictions of democracy. *Third World Quarterly*, 33(10), 1909-1924.
- Huemer, M. (2010). Is there a right to immigrate? *Social Theory and Practice*, 36(3), 429-461.

Week 6 (February 6, 9): Space, Emotion, and Social Movements (BM)

○ **Required Readings:**

- Crossa, V. (2013). Play for protest, protest for play: Artisan and vendors' resistance to displacement in Mexico City. *Antipode*, 45(4), 826-843.
- Said, A. (2015). We ought to be here: Historicizing space and mobilization in Tahrir Square. *International Sociology*, 30(4), 348-366.

Term 2 Capstone Proposals due before class on February 6

Week 7 (February 13, 16): Global Feminism (MS)

○ **Required Readings:**

- Eisenstein, H. (2015). The sweatshop feminists. *Jacobin Online*, 17/06/2015.
- Fraser, N. (2009). Feminism, capitalism, and the cunning of history. *New Left Review*, 56, 97-117.

Week 8 (February 20, 23): Reading Week

Week 9 (February 27, March 2): Digital Media and Social Change (BM)

○ **Required Readings:**

- Gladwell, M. (2010). Small change: Why the revolution will not be tweeted. *New Yorker*, 04/10/2010.
- Gerbaudo, P. (2015). Protest avatars as memetic signifiers: Political profile pictures and the construction of collective identity on social media in the 2011 protest wave. *Information, Communication & Society*, 18(8), 916-929.

Week 10 (March 6, 9): Spotlight on Health Humanitarianism (MS)

○ **Required Readings:**

- Whittall, J. (2016). Treating terrorists. *MSF Analysis*, 05/08/2016.
- Razack, S. (2007). Stealing the pain of others. *Review of Education, Pedagogy, and Cultural Studies*, 29(4), 375-394.

Critical Response Papers due before class on March 9

Week 11 (March 13, 16): Artistic Interventions (BM)

○ **Required Readings:**

- 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.
- Dave, N. (2015). Music and the myth of universality: Sounding human rights and capabilities. *Journal of Human Rights Practice*, 7(1), 1-17.

Week 12 (March 20, 23): Environmentalism and Democracy (MS)

○ **Required Readings:**

- Jacobs, M. (2013). Green social democracy. *Fabian Review*, 21/01/2013.
- Klein, N. (2015). Don't look away now, the climate crisis needs you. *The Guardian*, 06/03/2015.

Week 13 (March 27, 30): Education and/as Change (BM)

○ **Required Readings:**

- Spaaij, R. & Jeanes, R. (2013). Education for social change? A Freirean critique of sport for development and peace. *Physical Education & Sport Pedagogy*, 18(4), 442-457.
- Davies, L. (2016). Security, extremism, and education: Safeguarding or surveillance? *British Journal of Educational Studies*, 64(1), 1-19.

Week 14 (April 3, 6): Globalism – Worth Fighting for or Just Worth Fighting? (MS)

Term 2 Capstone Essays due before class on April 6