

ARTSSCI 1C03 – Inquiry: Global Challenges (2021-22, Term 1)

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

Mon 10:30-11:20 (discussion)
IWC 223 (surnames A-Law)
IWC 224 (surnames Lee-Z)

W 4:30-5:20, (Zoom meeting)

Instructors

Dr. Becca Collins-Nelsen
collir2@mcmaster.ca

Office Hours:

Thurs 3:30- 4:30
(Zoom)

Dr. Mat Savelli

msavelli@mcmaster.ca

Office Hours:

Mon 2:30-3:30
(Zoom)

Course 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.

Course Format:

Each week, students are responsible for (1) watching a recorded discussion video on that weekly topic (found on Avenue to Learn and meant to account for an hour of class time on Wednesdays – 3:30-4:30), (2) attending a large group meeting on Wednesdays from 4:30-5:20

(via Zoom), and (3) attending an in-person small group discussion on Mondays from 10:30-11:20. The videos will be posted on Tuesday mornings and students are expected to have watched them prior to Wednesday's large group meeting. The small group discussion (based on the assigned readings) will be held the following Monday.

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 7 (or before)	= 25%
Capstone Development		
Written Proposal	Due October 28	= 25%
Discussion of Feedback & Progress	Week of November 15	= 10%
Capstone Essay	Due December 7	= 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 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 watch an online video (e.g. a documentary or lecture) or attend an event in the community that speaks broadly to one or more global challenges. Although the instructors may propose some possible options, students are encouraged to find and propose possibilities on your own. After viewing the video or attending this event, you will be expected to write a 3 page critical response, which considers how the video/event resonates with ideas discussed in the course, and critically evaluate the arguments and strategies taken up or discussed. You are encouraged to submit your response paper as soon as possible after attending your selected event/viewing the video. It must be submitted no later than 11:59pm on October 7.

Course Schedule

September 8/13: Introduction to Global Challenges and Inquiry Learning

September 15/20: Colonialism & Neocolonialism

- **Required Readings:**
 - Nkrumah, K. (1965). Introduction to *Neo-Colonialism, The Last Stage of Imperialism*.
 - Klay Kieh Jr. (2012). Neocolonialism: American Foreign Policy and the First Liberian Civil War. *Journal of Pan African Studies*, 5(1), 164-184.

September 22/27: Constructing & Enacting Difference / Case: Indigenous Deaths

- **Required Readings:**
 - Fanon, F. (1952/2013). The fact of Blackness (abridged). In N. Mirzoeff (ed.). *The Visual Culture Reader*, 3rd 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.

September 29 / October 4: Globalizing the Human Experience

- **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.

October 6 / 18: Human Rights

- **Required Readings:**
 - Ibhawoh, B. (2018). Visions and disputes. In *Human Rights in Africa* (pp. 1-20). Cambridge University Press.
 - 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.

October 20 / 25: Global Tax and Trade / 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).

October 27 / November 1: Gender Based Violence

○ **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.

Capstone Proposals due on October 28

November 3 / 8: Tolerance, Intolerance, and Free Speech

○ **Required Readings:**

- Voltaire (1763). *Treatise on Tolerance*.

November 10 / 15: 'Development' and Justice / 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.

Capstone Discussions to be scheduled between November 15-19

November 17 / 22: Spotlight on Health Humanitarianism

○ **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.

November 24 / 29: Violence and Resistance

○ **Required Readings:**

- King Jr., M.L. (1963). Letter from a Birmingham jail. https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- Johnson, A.E. (2018). Dislocations and shutdowns: MLK, BLM and the rhetoric of confrontation. *Journal of Contemporary Rhetoric*, 8(3), 137-145.

- Loomba, A. (2014). The violence of Gandhi's non-violence. *India International Centre Quarterly*, 41(1), 19-37.

December 1 / 6: Environmentalism and Democracy

○ 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.

December 8: Course Wrap up

Capstone Essays due on December 7

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 11:59pm on the due date will be counted as one day late. No assignments will be accepted after December 8. 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.

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.

SENATE-APPROVED ADVISORY STATEMENTS

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. **It is your responsibility to understand what constitutes academic dishonesty.** 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>.

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

Some courses may use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or

behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

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 should submit their request to their Faculty 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.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to 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.

NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a "Faculty Office"; please note that the Arts & Science Program Office serves in this capacity.

2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](#) and [Resources](#) pages on the Arts & Science Program website.