ARTS&SCI 1C06 - INQUIRY: GLOBAL CHALLENGES
Developing skills to investigate & respond to the challenges of today's world

Course Description & Objectives
In this course we will investigate some of the most difficult challenges affecting us today at the global level—political, social, economic, and environmental. Our approach will be interdisciplinary, with an attention to both theoretical frameworks and empirical actualities. Through an exploration of historical and contemporary readings, and with the help of films, guest speakers, discussions, and student research projects, we will analyze the causes and effects of these global challenges and consider possible responses at both macro and micro levels. The challenges we will address include economic inequality, global health, the legacy of colonialism, patriarchal domination, globalization, global security and violent conflict. We will examine these in the context of a world profoundly transformed by globalization and technology in recent decades. 

"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 presented in the course, and let these questions guide their learning process through written assignments and research projects. Requirements for the major research project(s) will reflect this approach, maximizing students' initiative in generating research questions, choosing how to respond to research problems, and sharing common dilemmas and results with peers.

Term 1 will provide an introduction to the global challenges, exploring how these challenges are conceived, constructed and understood. We will examine the historical antecedents of contemporary global challenges and how they manifest in terms of global poverty, gender inequality, conflict, human security and human rights.

Term 2 will shift our focus to struggles against global injustice and inequality, with a view to understanding human agency and the transformative power of political communities that act together. We will begin the term by asking what it means to engage in politics in the context of the struggle for freedom and equality. To this end, we will read from some of history's great revolutionary texts and explore debates on the causes of inequality and how best to redress them, whether through revolution or reform, violent or nonviolent resistance. In the second half of the term we will explore specific cases in which individuals and groups have sought to effect change at the grassroots level to prevent the suffering caused by global abuses of power.

In each term, the issues considered will provide a context within which students will develop their capacities to question, explore, evaluate and produce knowledge – important scholarly skills upon which the Arts & Science program is founded.
COURSE POLICIES

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.

Avenue to Learn
In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Modifications to Course Outline & Email Communication
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 the student to check their McMaster email and course websites weekly during the term and to note any changes. We will make announcements in class and by using the course email distribution list: d-as1c06@mcmaster.ca. Please note that all emails sent to the course instructors must originate from your official McMaster University email account.

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 weekends). Assignments submitted after class on the due date will be counted as one day late.

McMaster Student Absence Form (MSAF):
This is an on-line, self-reporting tool for students to report absences due to minor medical situations that last up to 5 days and to request accommodation for any missed academic work that is worth less than 30% of the final grade. Please note that this tool cannot be used during any final examination period. It is the prerogative of the instructor to determine the appropriate relief for missed term work. You may submit a maximum of one request per term. The form should be filled out immediately when you are about to return to class after your absence. It is YOUR responsibility to follow up with your instructor immediately (within two working days) about the nature of the accommodation. If you are absent for more than 5 days, have missed academic work worth 30% or more, or
exceed one request per term, you must see Shelley Anderson or Rebecca Bishop in the Arts & Science Program office (C-105). You will be required to provide supporting documentation.

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.

Sustainability & Written Work

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.

TERM 1

Textbooks
- Paula S. Rothenberg, Beyond Borders, Thinking Critically About Global Issues
- Global Challenges [Custom Course Textbook]
- Select readings available via Avenue to Learn

Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Work/participation</td>
<td>20%</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>20% (Due Oct. 15)</td>
</tr>
<tr>
<td>Book/Media Review</td>
<td>20% (Due Nov. 5)</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>40% (Due Dec. 3)</td>
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</tbody>
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Group Work/participation

Students are expected to do all assigned readings. Group work is an essential component of this course. While the first hour of Monday classes will be for lectures, part of the second hour and/or the Wednesday class will be for group work. Group discussions and activities offer a forum to examine topics and issues in greater detail than is possible during lectures. Groups are expected to critically analyze each week’s readings and address the questions raised. For each reading, you should determine the author’s argument and the evidence presented to support that argument. Groups are however encouraged to go beyond the class readings. Marks will be given for attendance at classes, evidence of preparation and understanding of the material, clarity of thought and expression, frequency and quality of contributions/questions. It is strongly recommended that you come to class with written notes on the assigned weekly readings.

Writing Assignments

All papers should be typed originals in 12-point font, using 1.5 spacing, with all pages numbered. The student should keep a backup electronic and paper copy to guard against loss or computer malfunction. Assignments are to
be handed to the instructor in class on the due date. Assignments by e-mail are not acceptable. Assignments submitted after the due date will be reduced by 3 percent per day (including weekends).

**Project Proposal**
The assignments in this course are designed to assist you to work towards your capstone project. The Project Proposal should outline your vision for your capstone project. It should describe the proposed capstone project stating the research question and objective, rationale, methodology, timeline and outcome. The proposal should also include a preliminary bibliography. The proposal should be a minimum of 5 pages long (excluding bibliography). **Due date: Oct 15. Weight 20%**

**Book/Media Review**
The review should demonstrate your understanding of the literature and key scholarly debates related to your capstone project. Depending on the nature of your chosen capstone project, you may review 2 books/articles OR 2 films OR other multimedia projects that are relevant to your own capstone project. It is advisable to discuss your proposed review materials with the instructors if you have any doubt about the suitability of the materials. Reviews should be a minimum of 8 pages long. **Due date: Nov. 5. Weight 20%**

**Capstone Project Guidelines**
Capstone Projects are expected to be self-directed. Students are encouraged to be creative and consider the best way to communicate their interests, ideas and research findings to their audience. Capstone projects may take the form of traditional research essays, short films, website development, app development or other multimedia formats. Essays should normally be a minimum of 20 pages long (excluding bibliography). Films or other multimedia capstone projects must include a written component (Project Synopsis) describing the project’s objective, creation process and outcomes. Project synopses should be a minimum of 10 pages long. **Due date: Dec. 3. Weight 40%**

**TYPICAL COURSE SCHEDULE**
Mon. Hour 1 – Lecture
Mon. Hour 2 – Group Work / Guest Lecture / Film
Wed. Hour 1 – Lecture / Group Work: Inquiry skills

**Week 1: Sept. 8-10**
Introduction
- Selections from *Teaching the Art of Inquiry*, Herb Jenkins & Bob Hudspith, pp. 9-10; 12-17 [**available via Avenue**]

**Week 2: Sept. 15-17**
**Perceptions, Perspectives and Paradigms** (Self-Locating; critical thinking; questioning; comparison)
- Putting Things in Perspective [*Beyond Borders*, p. 1]
- The Function of Maps, David Turnbull [*Beyond Borders*, p. 7]
- Are Things What They Seem to Be? Reading Maps and Statistics, Janice Monk [*Beyond Borders*, p. 16]
- Gender Issues in Labor Statistics, Adriana Mata Greenwood [*Beyond Borders*, p. 27]
- Fracturing Binarisms: First and Third Worlds, Chilla Bulbeck [*Beyond Borders*, p. 37]
- Self-Locating: The Power Flower [Class exercise]

**Group work:** *Beyond Borders*, p. 73: Discussion questions 1-4.
**Inquiry skills focus:** Asking questions of texts
Week 3: Sept. 22-24
Perceptions, Perspectives and Paradigms (Analysis, argumentation, use of evidence/data; Interpretation)
How Films shape our Understanding of Global Challenges
- One-Third/Two-Thirds Worlds, Chandra Talpade Mohanty [Beyond Borders, p. 41]
- Lapulapa and Magellan, Steve Shalom [Beyond Borders, p. 58]
- Mass Media: For the Many, by the Few, Michael Parenti [Beyond Borders, p. 60]
- Evidence, Louise Spence & Vinicius Navarro [Crafting Truth: Documentary Form & Meaning, pp. 36-58 [**available via Avenue]

Group work: Beyond Borders, p. 73: Discussion questions 5-8.
Inquiry skills focus: Asking questions of texts (part 2)

Week 4: Sept. 29-Oct. 1
Colonialism and its Legacies (Historical contextualization: How historical events shape global challenges)
- Colonialism and its Legacies [Beyond Borders, p. 75]
- Empire as a Way of Life, William Appleman Williams [Beyond Borders, p. 81]
- How It Began, Felix Greene [Beyond Borders, p. 88]
- The Legacy of Colonialism, Jerry Kloby [Beyond Borders, p. 99]
- Open Veins of Latin America, Eduardo Galeano [Beyond Borders, p. 127]

Group work: Beyond Borders, p. 164: Discussion questions 1, 2, 5, 6, 7.
Inquiry skills focus: Developing and refining research questions

Week 5: Oct. 6-8
Constructing Identities and Difference (What factors determine how we perceive ourselves and others)
- Constructing Difference: Creating the “Other” [Beyond Borders, p. 167]
- Assigning Value to Difference, Albert Memmi [Beyond Borders, p. 173]
- Hatred Written on the Body, Zillah Eisenstein [Beyond Borders, p. 180]
- Construction of an Enemy, Eleanor Stein [Beyond Borders, p. 205]
- On Being South Asian in North America, Chandra Talpade Mohanty [Beyond Borders, p. 209]
- Dislocated Identities: Reflections of an Arab Jew, Ella Shohat [Beyond Borders, p. 216]
- Film: Sometimes in April / Hotel Rwanda

Group work: Beyond Borders, p. 245: Discussion questions 1, 3, 4, 5.
Inquiry skills focus: Anticipating findings & developing a plan for research.

Oct. 13: Thanksgiving Holiday

Week 6: Oct. 15  Project Proposal Due: Oct. 15
Environment and Climate Change (Population Growth; Climate change; Suitability)
The Global Water Crisis – [Guest Lecture: Dr. Dustin Garrick, the Philomathia Water Chair]
- Should Environmentalists Continue to be Alarmists? [Global Challenges, pp. 2-4]
- Ronald Bailey, from “Our Uncrowded Planet,” The American [Global Challenges, pp. 8-9]
- Bill McKibben, from “Think Again: Climate Change,” Foreign Policy [Global Challenges, pp. 16-18]

**Group work:** Global Challenges, p. 10: Discussion questions 2, 3, 4.

**Week 7: Oct. 20-22**

**Gender, Patriarchy and Domination**

**[Guest Lecture: Dr. Maroussia Ahmed, Gender Studies Program]**

- Patriarchy and Domination, [Beyond Borders, p. 247]
- The Foundation of Gender Identity: Garaba, Relational Connectivity, and Patriarchy, Cheryl A. Rubenberg [Beyond Borders, p. 256]
- Gender, Race, and Class in Silicon Valley, Karen J. Hossfeld [Beyond Borders, p. 264]
- Violence Against Women, Report by the World Health Organization [Beyond Borders, p. 278]
- Culture of Honor, Culture of Change: A Feminist Analysis of Honor Killings in Rural Turkey, Aysan Sev'er, Gökeiek Yurdakul [Beyond Borders, p. 288]

**Group work:** Beyond Borders, p. 315: Discussion questions 3, 4, 5, 6.

**Inquiry skills focus:** Assessing, synthesizing and integrating information

**Week 8: Oct. 27-29**

**Poverty, Inequality and Conflict**

- Poverty, Inequality and Structural Violence [Beyond Borders, p. 317]
- Inequality in the Global Village, Jan Knippers Black [Beyond Borders, p. 232]
- Poverty and Inequality in the Global Economy, Michael D. Yates [Beyond Borders, p. 330]
- Is World Poverty Falling? Angus Deaton [Beyond Borders, p. 340]
- Macroeconomics of Health: No Health Available at $7.50 per Person per Year, Jeffrey Sachs [Beyond Borders, p. 364]
- Suffering and Structural Violence, Paul Farmer [Beyond Borders, p. 368]
- Bill Gates Annual Letter 2014, “3 Myths That Block Progress for the Poor” [Avenue to Learn]

**Group work:** Beyond Borders, p. 409: Discussion questions 1, 2, 5, 6.

**Inquiry skills focus:** Giving, receiving and responding to feedback

**Week 9: Nov. 3-5 [Review Due: Nov. 5]**

**The Promise and Challenges of Globalization**

- Transnational Institutions and the Global Economy [Beyond Borders, p. 411]
- Globalization and Its Discontents: The Promise of Global Institutions, Joseph Stiglitz [Beyond Borders, p. 419]
- Race, Poverty, and Globalization, John A. Powell and S.P. Udayakumar
- On the Backs of Women and Children, Jan Jindy Pettman [Beyond Borders, p. 437]
- Plunder and Profit, David Moberg [Beyond Borders, p. 446]
- The WTO and Globalization, Michael Parenti [Beyond Borders, p. 449]
The Globalization of Poverty, Michel Chossudovsky [Beyond Borders, p. 453]
- Shall we leave it to the Experts? Arundhati Roy [Beyond Borders, p. 461]

**Group work:** Beyond Borders, p. 468: Discussion questions 2, 5, 10, 14.

**Inquiry skills focus:** Communicating ideas (part 1 – research papers)

**Week 10: Nov. 10-12**

**Global Security Dilemmas**
- The new Global Security Dilemma [Global Challenges, p. 44]
- Have Al-Qaeda and its Jihad against the United States been Defeated? [Global Challenges, pp. 44-45]
- Fareed Zakaria, The Jihad against the Jihadists [Global Challenges, pp. 47-49]
- Scott Steward, Jihadism in 2010: The Threat Continues, [Global Challenges, pp. 50-53]
- Is the Middle East Undergoing a Democratic Revolution? [Global Challenges, pp. 54-55]
- Fareed Zakaria, How Democracy can work in the Middle East [Global Challenges, pp. 56-59]
- Daniel Byman, After the Hope of the Arab Spring, the chill of an Arab Winter [Global Challenges, pp. 60-63]

**Group work:** Global Challenges, p. 53: Discussion questions 1, 3, 5.

**Inquiry skills focus:** Communicating ideas (part 2 – films)

**Week 11: Nov. 17-19**

**Global Human Rights**

**[Guest Lecture: Mr Sello Hatang, CEO, Nelson Mandela Foundation, South Africa]**
- Building Water Democracy: People’s Victory Against Coca Cola in Plachimada, Vandana Shiva [Beyond Borders, p. 580]
- Nigerian Women Win Out Against Oil Giant, New Pittsburgh Courier [Beyond Borders, p. 584]

**Group work:** Global Challenges, p. 42: Discussion questions 1, 2, 3, 4.

**Inquiry skills focus:** Communicating ideas (part 3 – oral communication)

**Week 12: Nov. 24-26**

**Work/Consultations on Capstone Project**

**Capstone Project due Dec. 3**

**Week 13: Dec. 1-3**

**Work/Consultations on Capstone Project**

**Inquiry skills focus:** Reflection, self-assessment, developing further questions
TERM 2

Texts:
- Hannah Arendt, *On Violence*
- Frantz Fanon, *The Wretched of the Earth*
- Karl Marx and Friedrich Engels, *The Communist Manifesto*
- Jean-Jacques Rousseau, *Discourse on Inequality*
- Articles accessible via Avenue or online

Course Requirements and Evaluation:
Weekly assignments = 10 x 5% each = 50%, due every week Monday, except weeks 1, and 13 (this leaves 11 weeks: students may skip one assignment, or submit 11 and the best 10 will be counted)
- Note that most of these assignments will be one-page responses to questions on readings. (Detailed information will be provided at the start of term 2)

Research project = 50%, due April 13 at 2:00 p.m. in UH 318.
This grade will be divided into the following:
- 2 page outline = 10%, due March 11
- Presentation of project, 5 min = 10%
- Final project = 30%

Writing Assignments
All papers should be typed originals in 11 or 12-point font, using 1.5 spacing, with all pages numbered. The student should keep a backup electronic and paper copy to guard against loss or computer malfunction.
- Weekly assignments are to be handed to one of the instructors in class on the due date at the start of class.
- Assignments by e-mail are not acceptable unless given permission by the instructors.
- Assignments submitted after the due date will be reduced by 3 percent per day (including weekends).
- Extensions will be granted ONLY in the case of illness or a dire emergency and must be requested in advance of the due date. Given the nature and purpose of the weekly assignments, extensions will be rare and there will be no opportunity to re-write assignments at the end of term.

Research Project
Students will choose a research topic early in the semester that focuses on a particular individual or collective struggle having to do with one of the six global challenges the course explores: 1) economic inequality, 2) gender injustice, 3) colonial or neocolonial relations, 4) human insecurity, 5) environmental degradation, and 6) indigenous inequality. The purpose of the project is to understand how social, political and economic change occurs, to become familiar with particular agents of change—what motivates them and compels them to act, why they choose certain strategies—and to reflect critically on their method, objectives and outcome.
As in term 1, projects are expected to be self-directed. Creativity is encouraged. Projects may take the form of research essays (12-15 pp.), short videos, theatre pieces, or art installations, accomplished individually or in groups. All projects will have a written component, the length of which will depend on the type of project, and demonstrate extensive research. More information will be provided at the start of term.

Project results will be presented in small groups at the end of term. Group projects that have a theatre or art component may be presented to the entire class.

Class Format and Research groups
There is no participation grade in term two, but it is expected that students will attend every class except for reasons of illness or other emergencies, and actively participate in discussions. The format of most classes will be a combination of lecture and discussion. In the first half of the semester students will occasionally be divided into groups for discussion.

After Reading Week (mid-term recess) some time will be reserved for students to meet in designated "research groups" based on the global challenge chosen for their projects. The purpose of this time will be to discuss the final project, from initial brainstorming, to carrying out the research and presenting the final results.

Class Schedule

Week 1
Jan 5: Introduction

Jan 7: Jean-Jacques Rousseau, *Discourse on Inequality*, "Question" and Part I, pp. 16-44

Week 2
Jan 12: Jean-Jacques Rousseau, *Discourse on Inequality*, Part II, pp. 44-71

Jan 14: Karl Marx and Friedrich Engels, *The Communist Manifesto*, chapters I-IV

Week 3
Jan 19: Rosa Luxemburg, "Women's Suffrage and Class Struggle"
http://www.marxists.org/archive/luxemburg/1912/05/12.htm

Jan 21: Emmeline Pankhurst, "Freedom or Death," parts 1, 2 and 3
http://www.guardian.co.uk/theguardian/2007/apr/27/greatspeeches1

Week 4
Jan 26: Frantz Fanon, "On Violence," *The Wretched of the Earth*, pp.1-62

Jan 28: Frantz Fanon, "On Violence" cont., pp. 1-62

Week 5

Week 6

Feb 9: 1) Martin Luther King, "Letter from a Birmingham Jail"
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
2) Stephen Lazar, "Septima Clark Organizing for Positive Freedom" (Avenue)
3) Ella Baker, speeches, videos (TBD)

Feb 11: 1) Democracy Now video on Rosa Parks:
http://www.democracynow.org/2013/2/4/on_rosa_parks_100th_birthday_recalling
2) Democracy Now video on "The Freedom Riders"
http://www.democracynow.org/2010/2/1/the_freedom_riders

Reading Week

Week 7

Feb 23: 1) David Graeber, "The New Anarchists"
http://newleftreview.org/II/13/david-graeber-the-new-anarchists
2) Noam Chomsky, "Howard Zinn Memorial Lecture"
http://www.alternet.org/story/152933/noam_chomskySpeaks_to_Occupy%3A_if_we_want_a_chance_at_a__decent_future%2C_the_movement_here_and_around_the_world_must_grow?page=0%2C0
3) Malcolm Gladwell, "Small Change: Why the revolution will not be tweeted"
4) Occupy website: http://occupywallst.org/

Feb 25: Research groups meet to discuss projects

Week 8

March 2: 1) Jed Perl, "Noble and Ignoble: Ai Wei Wei: Wonderful Dissident, Terrible Artist"
2) J.P. Sniadecki, "Documentary is Just One of My Tools: The Digital Film Activism of Ai Weiwei"
3) Browse website: aiweiwei.com
Film clips shown in class from: Ai Weiwei: Never Sorry

1) Brian Phillips, "Testimony in Transmission: Victim and Witness Narratives in Contemporary Drama" (Avenue)

Week 9

March 9: 1) Mary Nyangweso Wangila, “Beyond Facts to Reality: Confronting the Situation of Women in ‘Female Circumcising’ Communities” (Avenue)
2) "I will never be cut": Kenyan girls fight back against genital mutilation" (video)
Film clips shown in class from: Africa Rising, http://vimeo.com/73184411
March 11: Research groups meet

Week 10

March 16: 1) Mary Kaldor, "Human Security" (Avenue)
2) Jeff Halper "The Matrix of Control" (Avenue)
3) Jeff Halper, "Dismantling the Matrix of Control" (Avenue)
Film clips shown in class from: The Gatekeepers

March 18: 1) Browse ICAHD website (Israeli Committee Against House Demolitions): http://www.icahd.org/
2) Browse Ein Bustan website: http://www.ein-bustan.org/?lat=en

Week 11

March 23: 1) Ronald Niezen, "The Politics of Suicide" (Avenue)
2) Browse "Idle No More" website: http://www.idlenomore.ca/
Film (in class), Hi-Ho Mistahey! by Alanis Obomsawin

March 25: Guest: Patrick Byrne on "The Mental Landscape of Conservation"
Research groups meet

Week 12

March 30: Guest: Dr. Brian Baetz, Sustainable Communities Research Group, McMaster
1) Nathan Lemphers, "The climate implications of the proposed Keystone XL oilsands pipeline"
http://www.pembina.org/pub/2407
2) Nathan Lemphers, "Pipeline to Nowhere?"
http://www.pembina.org/pub/2143

April 1: Browse the following sites:
1) "Evidence for Democracy": https://evidencefordemocracy.ca/
2) "Desmog Canada": http://www.desmog.ca/
3) 350.org
4) http://www.lineinthesand.ca/

Week 13

April 6: Project presentations

April 8: Project presentations

Final Project due: April 13, by 2:00 p.m. in UH 318.