ARTSSCI 1C06: Inquiry: Global Challenges

2015-16, Term I

NOTE: The course outline for Term II will be available at the start of that term

Class Times:
Monday 3:30 – 4:20 p.m. BSB 119
Thursday 2:30 – 4:20 p.m. BSB 119

Instructor: Dr. Diane Enns
Department of Philosophy
ennsd@mcmaster.ca
x 27529

Office Hours: Thursdays 12:00 – 2:00 p.m. (or by appointment)
University Hall (UH) 318

1C06 Course Description and Objectives:

In this course the world will be our unit of analysis. We will investigate some of the most vexing economic, environmental and sociopolitical challenges affecting us today at the global level. We will not ignore the local manifestations of such challenges, but our focus will be on those regions of the world that experience the worst effects of global capitalism, patriarchy, colonialism, imperialism and environmental exploitation.

Our approach will be interdisciplinary, with attention to both theoretical frameworks and empirical actualities. Through in depth readings of historical and contemporary texts, and with the help of films, guest speakers, discussions, and student research projects, we will introduce students to the causes and effects of these global challenges and consider a range of responses on the part of institutions, governments, and grassroots organizations. We will examine these challenges in the context of a world profoundly altered in recent decades by globalization and technology.

"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.

Term I Description:

The first term will begin with the question: what does it mean to inquire? The term “inquiry" is normally defined as an examination of facts or principles, a request for information or a systematic investigation, often of a matter of public interest—in other words, inquiry is research. But when we are investigating an injustice, research is not only a matter of collecting facts and examining them passively and dispassionately. We start with curiosity, the desire to understand, and a need to rectify the problem. We proceed with the work of interpretation, analysis, and evaluation. This work requires thinking and making judgments about the world around us, challenging the status quo and the powerful mechanisms of thought and practice that uphold it. Only then can we address the injustices of the world. But thinking is beset with obstacles and temptations before it even informs action—from the tendency to oversimplify, to the lure of orthodoxy and the resistance to truth. We will discuss how to engage in inquiry before introducing the root causes and global effects of the challenges we face as a species. Readings will introduce us to concrete examples of the effects of exploitation, violence, and domination in various regions of the world.

Required Texts:
Assignments:

Final exam = 40%
Three hour final exam with short answer and essay questions covering the material (lectures and readings) from the entire course.

Book review, due in class October 8, (1200-1500 words) = 20%
A critical review of *Behind the Beautiful Forevers*, by Katherine Boo. This is not a summary of the text but a discussion/evaluation of one particular theme presented in the book.

Research essay and proposal = 40%

1) Research proposal, due in class November 9 (1-2 pp) = 10%
The proposal must include a clear research question, a brief overview of the scholarly works consulted for the project, and an outline of the final assignment.

2) Research assignment, due in class December 3 (2400-3000 w) = 30%
Students will investigate and analyze a specific case of a person or group affected by one of the global challenges discussed in this course (injustice or inequality caused by global capitalism, patriarchy, colonialism, imperialism or environmental exploitation).

Late submissions will be subject to a penalty of 5% per day (including weekends). Assignments submitted after class on the due date will be counted as one day late.

Class Schedule

wk 1  SEPT 10: Introduction

2  SEPT 14:
Jean Améry, "Torture" (courseware)

SEPT 17:
Plato, *Apology*

3  SEPT 21:
Hannah Arendt, "The Answer of Socrates" (courseware)

SEPT 24:
Jean-Jacques Rousseau, *Discourse on Inequality*, "Question" and Part I, pp. 16-44

4  SEPT 28:
Jean-Jacques Rousseau, *Discourse on Inequality*, Part II, pp. 44-71

OCT 1:
https://www.marxists.org/archive/marx/works/1880/soc-utop/ch03.htm

5  OCT 5:
Karl Marx, "Estranged Labor"
https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm

OCT 8:

* Book review due, *Behind the Beautiful Forevers*

OCT 12-17: RECESS

6 OCT 19:
Aihwa Ong, “Neoliberalism as Exception; Exception to Neoliberalism” (courseware)

OCT 22:
Virginia Woolf, *A Room of One’s Own*

7 OCT 26:
Woolf, cont.

OCT 29: Visit to library for research workshop

8 NOV 2
Simone de Beauvoir, “Introduction,” *The Second Sex* (courseware)

NOV 5:
Janie Leatherman, “Sexual Violence and the Global Political Economy of War” (courseware)

9 NOV 9:
Mary Nyangweso Wangila, “Beyond Facts to Reality: Confronting the Situation of Women in ‘Female Circumcising’ Communities” (courseware)

*Research proposal due

NOV 12:
Frantz Fanon, “The Fact of Blackness” (courseware)

10 NOV 16:
Ronald Niezen, “The Politics of Suicide” (courseware)

NOV 19:
Mary Kaldor, “Human Security” (courseware)

11 NOV 23:
Manuela Bojadzijev and Isabelle Saint-Saens, “Borders, Citizenship, War, Class: A Discussion with Etienne Balibar and Sandro Mezzadra” (courseware)

NOV 26:
Intergovernmental panel on climate change, report 2014

12 NOV 30:
Doug Guthrie, “Pollution, Energy Consumption and Renewable Energy” (courseware)

DEC 3:
Group discussions of research assignment
*Research assignment due
Final exam during scheduled exam period

**McMaster Policies:**

*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](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.

*McMaster Student Absence Form (MSAF):*
In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please also see the MSAF statement on our website ([http://artsci.mcmaster.ca/forms-requests/](http://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.

*Email Contact and Student Responsibility Statement:*
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.

*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 have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Gold standard of the Office of Sustainability ([www.mcmaster.ca/sustainability](http://www.mcmaster.ca/sustainability)). All written work should be submitted without a title page, using 11 pt. font and 1.5 line spacing. When possible, print double-sided.
Arts & Science 1C06 – Inquiry: Global Challenges
2015-16 (Term 2)

Instructor: Dr. Beth Marquis
Office: Mills Library 519 (MIIETL)
Telephone: (905) 525-9140, ext 27667
Office Hours: Th, 9-10:30am (or by appt)
Email: beth.marquis@mcmaster.ca

Class Times: M, 3:30-4:20pm; Th, 2:30-4:20pm
Location: BSB 119

Course Description:
The second term of this course will take up where the first left off, continuing its investigation of some of the most difficult issues affecting us today at the global level. While term one focused on exploring the causes, effects and implications of major global challenges, term two will consider some of the strategies and approaches deployed by individuals, grassroots organizations, and institutions to respond to these problems.

The approach will remain interdisciplinary and inquiry focused. In most weeks, at least one of the class meetings will be led by a guest speaker who will engage us in exploring a particular set of change strategies or initiatives. Students will be expected to take up and synthesize the perspectives presented, and to apply them in the service of developing and exploring their own questions about addressing inequity and injustice.

Objectives:
Upon successful completion of this course, students should be able to:
1. Discuss, compare, and evaluate diverse approaches to addressing global challenges and struggling against inequity and injustice.
2. Develop, investigate, and respond effectively to compelling and researchable questions about contemporary global challenges.
3. 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 term; all course 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:
Capstone Project Proposal Due February 8, 2016 = 20%
Critical Response Paper Due March 14, 2016 (or before) = 30%
Capstone Project – Final Deliverable Due April 7, 2016 = 40%
Participation Throughout term = 10%

Assignment Descriptions & Evaluation Criteria:
Capstone Proposal (20%) and Final Deliverable (40%)
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 view of this term’s 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. The final submission could be an essay of 12-14 pages in length, or an alternative type of text (e.g., a brief video, a narrative, a website), accompanied by a 4-5 page written supplement that grounds the piece in your research and explains its relevance.

As a first step in this process, you will be required 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, including a justification for the type of final deliverable you intend to create. The proposal should also include a preliminary bibliography (which should not be included in the page count).

**Critical Response Paper (30%)**

For this assignment, you will be required to attend TWO events on campus or in the community that speak to one or more of the global challenges explored in the course (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 3:30 pm on March 14, 2016.

**Participation (10%)**:

Participation in the class process is one of the key indicators of your understanding of the course material. The expectations include: regular attendance, reading the assigned materials, contributing to class discussion, completing in class activities, listening respectfully, and engaging with others' comments to further our understandings of the materials and thematics. A grading rubric, which lists the criteria by which participation will be assessed, will be provided to students early in the term.

**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, 2016. Given that 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.

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**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. Most 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](http://www.mcmaster.ca/sustainability)

**Course Modifications & Email Contact**
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**Course Schedule**

**A. Foundations & Frameworks**
**January 7 & 11**: Introduction: Responding to Global Challenges

**Weeks 2-3: ‘Development’ and Justice**
**January 14**: Guest speaker: Dr. Gary Warner (Arts & Science Program, French)
- **Required Readings:**

**January 18**: Discussion of Jan. 14 lecture

**Weeks 3-4: Historical Inquiry and Social Change**
**January 21**: Guest speaker: Dr. Ian McKay (History)
- **Required Readings:**

**January 25**: Discussion of Jan. 21 lecture
B. Approaches to Addressing Injustice

Weeks 4-5: Civil Society and Social Movements

January 28: Guest speaker: Dr. David Goutor (Labour Studies)
- Required Readings:

February 1: Discussion of Jan. 28 lecture

Weeks 5-6: Activist Responses – Missing & Murdered Indigenous Women

February 4: Guest speaker: Dr. Amber Dean (English & Cultural Studies, Gender Studies & Feminist Research)
- Required Readings:

February 8: Discussion of Feb. 4 lecture

Capstone proposal due before class on Monday, February 8

Weeks 6-7: NGOs and Medical Humanitarianism

February 11: Guest speaker: Dr. Mat Savelli (Health, Aging, & Society)
- Required Readings:

February 15, 18: Reading Week – No classes

February 22: Discussion of Feb. 11 lecture

Weeks 7-8: Global Governance, Microcredit

February 25: Guest speaker: Dr. Tony Porter (Political Science)
- Required Readings:

February 29: Discussion of Feb. 25 lecture

Weeks 8-9: Legal Responses

March 3: Guest speaker: David Sandomierski (Arts & Science Program)
- Required Readings:

March 7: Discussion of March 3 lecture
Weeks 9-10: Artistic and Cultural Interventions

**March 10:** Session led by Dr. Marquis

- **Required Readings:**

**March 14:** Discussion of March 10 lecture

Critical Response Paper due before class on Monday, March 14 (or before)

Weeks 10-11: Volunteerism and Community Engagement

**March 17:** Guest speaker: Prof. Sheila Sammon (Social Work)

- **Required Readings:**
  - Please also review the Foundations of Community Engagement module at [https://www.mygradskills.ca/courses/foundations-of-community-engagement-part-1](https://www.mygradskills.ca/courses/foundations-of-community-engagement-part-1)

**March 21:** Discussion of March 17 lecture

C. Bringing things Together: New Perspectives and Further Case Studies

**Week 11: Responses to Human Rights Violations**

**March 24:** Guest speaker: Dr. Bonny Ihbawoh (Acting VP Research, History)

- **Required Readings:**

**Week 12 (1): Responses to the Security/Surveillance State**

**March 28:** Guest speaker: Dr. Liam Stockdale (Political Science)

- **Required Readings:**

**Week 12 (2): Indigenous Responses to Canadian Colonialism**

**March 31:** Guest speakers: Dr. Chelsea Gabel (Health, Aging, & Society) and Dr. Rick Monture (English & Cultural Studies and Indigenous Studies Program)

- **Required Readings:** TBD

**Week 13 (1): Omar Khadr and the Role of the University**

**April 4:** Guest speaker: Dr. David Clark (English & Cultural Studies)

- **Required Screening:**

**April 7:** Conclusions & Wrap Up

Capstone project due before class on Thursday, April 7