GINS 3010 B Winter 2018 – GLOBAL & INTERNATIONAL THEORY

CARLETON UNIVERSITY
Kroeger College of Public Affairs
Bachelor of Global and International Studies

Instructor: Prof. Candace Sobers | Office: 2407R Richcraft Hall | E-mail: candace.sobers@carleton.ca | Office hours: THU 5-6 or by appointment

Teaching Assistants:
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Thursdays | 6:05-8:55 | Southam 416

Course Description

GINS 3010 is an advanced undergraduate course which employs critical theory approaches to understanding ‘the global’ and ‘the international.’ We will examine the development of a range of influential theoretical perspectives and schools, key scholars associated with these approaches, and the utility of theory in helping to understand our complex social world(s).

Format: Meetings will take place once/week for a three-hour block. There will be a lecture component, followed by group presentations and discussion. Occasionally, there may be a guest lecture, or the opportunity to watch a film or visit a local exhibition.

Objectives:
By the end of the course students will be able to:
1. Describe the historical development of several influential theories related to global and international studies;
2. Explain key schools of thought through multiple disciplinary perspectives, and identify the main scholars and texts associated with each school;
3. Apply theoretical frameworks to cogent written and oral analyses of issues in global and international studies.

Required Texts

This course requires the following texts. Please avoid purchasing the incorrect editions. Texts are available at the Carleton University Bookstore or can be purchased online at major retailers. You are welcome to purchase e-editions if available, and used copies should be readily available at the bookstore:


• Additional readings will be posted on the course website or available through ARES.

You are responsible for checking the course website regularly and reading, watching, and/or listening to all material listed for each week. Occasionally, I will post articles or links that are course-related and informative. For the intellectually adventurous I will happily provide more challenging readings – just ask.

Assignments, Evaluation, and Grading

(I) Participation and Attendance (10%) - ongoing

• Attendance is expected and will be taken. The participation grade will reflect the extent to which students contribute to class discussions in an informed and critical manner. Participants are expected to arrive each week having completed the readings, prepared or answered the discussion questions (as applicable), and equipped to discuss the material. Each participant will be expected to engage in lively and critical discussion each week, and to take part in any wider group projects or initiatives. The success of the course depends in large part on the level of preparedness and engagement each participant brings to each class.

• Students are expected to be in attendance for the duration of class (3 hours) each week. Leaving at the break/arriving late/leaving early does not count as ‘attendance for the duration’ and will be noted.

• Absences and weak and/or limited participation will result in a diminished final grade. Due to the nature of this course there are no ‘make-up’ opportunities for lost participation marks. If you are unavoidably prevented from attending class, please let the Instructor know as soon as possible (note: official documentation may be required).

(II) In-Class Midterm (30%) - Thursday, February 15, 2018.

• The midterm will address the theoretical perspectives covered in the first five weeks of term.

• If you require accommodations from the PMC the final date to notify the Instructor is February 1, 2018.
(III) **Group Presentations (30%) - ongoing**

- In groups of no more than six (6), students will give a 30-minute presentation on the week’s readings and theme(s), and prepare 4-6 discussion questions to distribute to the class 48-hours in advance (no later than the Tuesday before class). Each group will then lead the ensuing discussion. Finally, each group will produce a summary of their presentation due at the end of class on the day of the presentation.

(IV) **From Theory to Action: Engagement Project* (30%) – Thursday, March 29, 2018**

*How can critical theories be used to address and/or analyze current events? Can they help us make sense of our global world? Can they be mobilized to produce social change?*

- Utilizing a theoretical perspective presented in weeks 2-10, students will analyze a recent current issue and/or event, and propose an engagement or activist project to address this issue.

**Grading:** Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
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<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
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<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
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<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
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**Approval of final grades:** Standing in a course is determined by the Course Instructor subject to the approval of the Faculty Dean. This means that grades submitted by an Instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Submitting Term Work**

Always keep a copy of all essays, term papers, written assignments, or take-home tests submitted in your courses. You can be asked to re-submit work for evaluation.

- **Submission of Term Work:** All assignments are due in hardcopy at the beginning of class unless otherwise specified. If so instructed, please submit an exact copy of your assignment to the Course Website (instructions will follow).

- **Late penalties:** Late assignments will receive a -5% deduction for the first day, -5%/day
thereafter, weekends count as one day.

- **Late assignments may be submitted to the BGInS office or drobox in 2404R Richcraft Hall. Barring exceptional circumstances, assignments will not be accepted more than three (3) days after the original deadline.**

- **Policy on Extensions:** Students are not entitled to extensions on assignments. Extensions are granted solely at the discretion of the Instructor. While medical notes, appeals from the Registrar, etc., may be considered, please note that extensions are not guaranteed and will only be granted in the most exceptional circumstances. Let us hope it does not come to this. **No extensions will be granted within 24 hours of the assignment due date. No extensions will be granted for any aspect of the group presentation.**

- **Return of Term Work:** Assignments are returned in class; you must regularly attend class to receive your grades. **Grades will not be conveyed via email.** For assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned as per Carleton University policy.

### Academic Accommodations

- **Learning difficulties and/or impairments:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact the PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

- **Religious observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).
• **Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services Advisor](#) in Equity Services to complete a Letter of Accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### Academic Integrity

• The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:
  
  o reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
  
  o submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
  
  o using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
  
  o using another’s data or research findings;
  
  o failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
  
  o handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

• Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

### Intellectual Property

• Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). I maintain the copyright to all course materials; they may not be posted, uploaded, transferred, or sold without my express written consent in advance.
Course Communications

- All email communication to students from BGInS will be via official Carleton university email accounts and/or CULearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and CULearn accounts. Please note that “I didn’t check my email” will never be a valid excuse. A respectful tone is expected in all e-communication. Students can generally expect an e-mail response within 48 hours, weekends and holidays excepted.

Medical Certificates & Illness

- In the unfortunate case of illness or injury, only a Medical Certificate signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed class, assignment or examination, will be accepted. Please note: “Doctors notes may not always be issued for the following reasons:

  o Missed classes/labs except in extenuating circumstances.
  o Minor illnesses (e.g. colds, flu).
  o Past illnesses that have been resolved and that there is no documentation for.
  o Obvious injuries (e.g. broken bone in a cast).”

Course Conduct

- In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. Thus, all participants are expected to arrive on-time, prepared to conduct themselves with decorum and civility, and to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

- Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. I reserve the right to remove disruptive elements (including devices and persons) from the classroom.

Syllabus continues on page 7
GINS 3010 Course Schedule
**Reading list subject to change**

**Week 1 (January 11) Introduction**

Why should we bother with theory? Why are there so many different types of theory? How does theory relate to global and international studies?


**Further reading**
- Massimi, M. 2015. “Walking the Line: Kuhn Between Realism and Relativism” in *Kuhn’s Structure of Scientific Revolutions - 50 Years On*. Switzerland: Springer. [Full text online via MacOdrum]

**Week 2 (January 18) Realism Revisited**

Is political realism passé? Do ‘realist’ interpretations exist across other ways of knowing and understanding? What are the implications of a ‘realist’ perspective?

https://www.mtholyoke.edu/acad/intrel/morg6.htm  


*Note: It is recommended that you watch the entire series of four episodes in order (approx. 2 hours total viewing time). However, you can watch them individually and out of order if you wish. Start here → Episode 3: YouTube: https://www.youtube.com/watch?v=Z7wi8jd7aC4 (27:06)*

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**Further reading**  

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**Week 3 (January 25) Liberalism as Leitmotif**

*Why are there so many ways to use the term ‘liberalism’? What do they all mean and how, if at all, are they possibly related? Is the liberal order doomed? Should we even care?*


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**Further Reading**  


Week 4 (February 1) Marxism for Modern Times?

Does Marxism even matter anymore? Why is Marxism so vilified in certain circles and revered in others?

  - Episode 1: YouTube: https://www.youtube.com/watch?v=0pDE4VX_9Kk (30:04)
  - Episode 4: YouTube: https://www.youtube.com/watch?v=5jTUebm73IY (28:47)

Further reading


Week 5 (February 8) Structuralism

Do people shape their societies, or are social worlds shaped by structures, visible and invisible? What do these debates mean for global and international studies?

• TBA

Further reading

Week 6 (February 15) In-Class Midterm

• Details to be announced.

Winter Break – February 19-23 – No Classes

Week 7 (March 1) Constructivism and Poststructuralism

What questions can a constructivist approach answer that other methods cannot? If analytical categories are unstable, are they still useful?

• If you a haven’t seen The Matrix (1999), it’s a good idea to watch it now.
• TBA

Further reading

Week 8 (March 8) Postcolonialism and Decoloniality
Do we live in postcolonial times? Does coloniality linger on, and how might we identify it? What are some of the consequences of colonial mindsets?

- **TBA

Further reading


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**Week 9 (March 15) Caste, Class, and Race**

Is racism endemic to society? Is a postracial world possible (or even desirable)? What is ‘intersectionality’ anyway, and why should we care? And how do caste and class fit in?

- **TBA**
Further reading


Week 10 (March 22) Is Feminism Global?

Why did feminist theory emerge? Are there feminist ‘ways of knowing’? Can a feminist lens be useful for global and international studies even if one does not identify as a feminist?

- TBA

Further reading


Week 11 (March 29) Shared Spaces? Indigeneity and Settler Colonialism

What does it mean to be ‘indigenous’? Can indigeneity be global? How has the relationship between indigenous, settler, and diaspora communities shaped the global and international world?
• TBA

Further reading

Week 12 (April 5) Wrapping Up

• TBA

With thanks to Bill Waters