

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 |
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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:

- Parker, RD., ed. 2012. Critical Theory: A Reader for Literary and Cultural Studies. New York: Oxford University Press.
- Matthews, EG. and Callaway, RL. 2017. International Relations Theory: A Primer. New York: Oxford University Press.
- 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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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 BGIInS 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:
 - 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;
 - submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
 - using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
 - using another’s data or research findings;
 - failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
 - 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 BGIInS will be via official Carleton university e-mail 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:
 - Missed classes/labs except in extenuating circumstances.
 - Minor illnesses (e.g. colds, flu).
 - Past illnesses that have been resolved and that there is no documentation for.
 - 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?

- **Parker, RD.**, ed. 2012. "Introduction" in Critical Theory: A Reader for Literary and Cultural Studies. New York: Oxford University Press. pp. 1-7.
- **Matthews, EG., Callaway, RL.**, eds. 2017. "Introduction" in International Relations Theory: A Primer. New York: Oxford University Press. pp. 1-28.
- **Devlin, WJ., Bokulich, A.**, eds. 2015. "Introduction" in Kuhn's Structure of Scientific Revolutions - 50 Years On. Switzerland: Springer. [Full text online via MacOdrum]
- "Evidence." 2014. Stanford Encyclopedia of Philosophy. [Online]
- **Riley, D.** 2007. "The Paradox of Positivism." Social Science History 31(1): 115-126.

Further reading

- Feldman, R. 2014. Evidence of Evidence is Evidence. The Ethics of Belief. Matheson J. and Vitz, R., eds. Oxford: Oxford University Press. [Full text online via MacOdrum]
- Kurzman, C. 1994. "Epistemology and the sociology of knowledge." Philosophy of the Social Sciences 24 (3):267-90.
- 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]
- Pritchard, D. 2014. "Truth as the Fundamental Epistemic Good" in The Ethics of Belief. Matheson J. and Vitz, R., eds. Oxford: Oxford University Press. [Full text online via MacOdrum]
- Krieger, N., D. Dorling, and G. McCartney. 2012. "Mapping Injustice, Visualizing Equity: Why Theory, Metaphors and Images Matter in Tackling Inequalities." Public Health 126: 256-258.

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?

- **Matthews, EG., Callaway, RL.**, eds. 2017. "Realism" in International Relations Theory: A Primer. London: Oxford University Press. pp. 30-71.

- **Morgenthau, H.** 1978 [1948]. Excerpt from “Six Principles of Political Realism” in Politics Among Nations: The Struggle for Power and Peace.
<https://www.mtholyoke.edu/acad/intrel/morg6.htm>
- **Geertz, C.** 1975. “Common Sense as a Cultural System.” The Antioch Review 33(1): 5-26.
- **Berger, J.** 1972. Ways of Seeing. British Broadcasting Corporation.
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)

Further reading

- Wight, C. and Joseph, J. 2010. Chapter 1 in Scientific Realism and International Relations. New York: Palgrave. pp. 1-30 [JZ1305. S385 2010, Floor 4 Books]

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?

- **Matthews, EG., Callaway RL., eds.** 2017. “Liberalism” in International Relations Theory: A Primer. London: Oxford University Press. pp. 73-120.
- **Doyle, M.** 2005. “Three Pillars of the Liberal Peace.” The American Political Science Review 99(3): 463-466.
- **Harvey, D.** 2005. “Introduction” in A Brief History of Neoliberalism. Oxford: Oxford University Press [Full text online via MacOdrum]
- **Walt, SW.** “The Collapse of the Liberal World Order.” Foreign Policy [online]. June 26, 2016. [<http://foreignpolicy.com/2016/06/26/the-collapse-of-the-liberal-world-order-european-union-brexit-donald-trump/>]
- **Sandler, T.** 1993. “The Economic Theory of Alliances: A Survey.” Journal of Conflict Resolution 37(3): 446-483.

Further Reading

- Springer, S. 2012. “Neoliberalism as Discourse: Between Foucauldian Political Economy and Marxian Poststructuralism.” Critical Discourse Studies 9(2): 133-147.
- Harvey, D. 2005. “Freedom’s Just Another Word...” and/or “The Neoliberal State,” in A Brief History of Neoliberalism. Oxford: Oxford University Press [Full text online via MacOdrum]
- Rawls, J. 2005 [1994]. Political Liberalism. New York: Columbia University Press.
- Sandel, MJ. 1998. Liberalism and the Limits of Justice. New York: Oxford University Press.

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?

- In Critical Theory: A Reader for Literary and Cultural Studies. RD Parker, ed. New York: Oxford University Press.
 - **Marx, K.** 1859. “A Contribution to the Critique of Political Economy.” p. 380.
 - ---. 1867. “The Fetishism of Commodities and the Secret Thereof.” pp. 381-387.
 - ---. 1867. “The Working Day.” p. 388.
 - **Horkheimer, M., Adorno, TW.** “The Culture Industry: Enlightenment as Mass Deception.” pp. 415-441.
- **Matthews, EG., Callaway RL.,** eds. 2017. “Economic Structuralism” in International Relations Theory: A Primer. London: Oxford University Press. Pp. 123-165.
- **Berger, J.** 1972. Ways of Seeing. British Broadcasting Corporation.
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

- Benjamin, W. “The Work of Art in the Age of Its Mechanical Reproducibility” in Critical Theory: A Reader for Literary and Cultural Studies. RD Parker, ed. New York: Oxford University Press. pp. 395-414.
- Debord, G. 1967. The Society of the Spectacle. <http://www.bopsecrets.org/SI/debord/>
- Morgan T. & Purje, L. “An Illustrated Guide to Guy Debord’s ‘The Society of the Spectacle’.” Hyperallergic. August 10, 2016. <https://hyperallergic.com/313435/an-illustrated-guide-to-guy-debords-the-society-of-the-spectacle/>

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?

- **Parker, RD.,** ed. Critical Theory: A Reader for Literary and Cultural Studies. New York: Oxford University Press:
 - **de Saussure, F.** 1916. Course in General Linguistics. pp. 37 – 48.
 - **Shklovsky, V.** 1917. Art as Technique. pp. 48 – 57.
 - **Levi-Strauss, C.** 1955. The Structural Study of Myth. pp. 74-82.
 - **Barthes, R.** 1968. “The Death of the Author.” pp. 83-88.
- **Ortner, SB.** 1974. “Is female to male as nature is to culture?” in Woman, Culture, and Society. Rosaldo, MZ., Lamphere, L. eds. Stanford: Stanford University Press. pp. 68-87
[Article posted on CU Learn]

- TBA

Further reading

- Issac, J. 2011. “Introduction: The human sciences and Cold War America.” Journal of the History of the Behavioral Sciences 47(3): 225–231.

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?

- **Matthews, EG., Callaway RL.,** eds. 2017. “Constructivism” in International Relations Theory: A Primer. London: Oxford University Press. pp. 123-165.
- **Wendt, A.** 1992. “Anarchy is what States Make of it: The Social Construction of Power Politics.” International Organization 46(2): pp. 391-425.
- **Adler, E.** 1997. “Seizing the Middle Ground: Constructivism in World Politics.” European Journal of International Relations 3(3): pp. 319–363.
- If you a haven’t seen **The Matrix** (1999), it’s a good idea to watch it now.
- TBA

Further reading

- Freire, P. 1970. “Chapter 1” in Pedagogy of the Oppressed. London: The Continuum Publishing Company. [available on CU Learn]
- Kincheloe, JL. 2005. Critical Constructivism Primer. New York: P. Lang.
- Foucault, M. and Gordon, C. 1980. Power/knowledge: Selected interviews and other writings, 1972-1977. New York: Pantheon Books.
- Constable, C. 2006. “Baudrillard Reloaded: Interrelating Philosophy and Film via The Matrix Trilogy.” Screen 47(2): 233-249.

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?

- **Spivak, GC.** 1988. 'Can the Subaltern Speak?' in Marxism and the Interpretation of Culture. C. Nelson and L. Grossberg, eds. Chicago: University of Illinois Press., pp. 271-316
- **Quijano, A.** 2007. 'Coloniality and Modernity/ Rationality,' Cultural Studies 21(2): 168-78.
- **Wa Thiong'o, N.** 1986 [1981]. Excerpt from "The Language of African Literature" in Decolonising the Mind: The Politics of Language in African Literature. London: James Currey, pp. 1-3.
- **Hall, S.** 1992. "The West and the Rest: Discourse and Power" in Formations of Modernity. S. Hall and B. Gieben, eds. Cambridge: Polity Press/Open University.
- **TBA**

Further reading

- Chakrabarty, D. 2008 [2000]. Provincializing Europe: Postcolonial Thought and Historical Difference. Princeton: Princeton University Press.
- Sabaratnam, M. "IR in Dialogue ... but Can We Change the Subjects? A Typology of Decolonising Strategies for the Study of World Politics." Millennium: Journal of International Studies 39(3): pp. 781–803.
- Kluwick, U. 2013. "The (Inter)Disciplinarity of Postcolonial Research" in Postcolonial Studies Across the Disciplines. J. Gohrisch and E. Grünkemeier, eds. Amsterdam: Editions Rodopi. pp. 341-346.
- Mignolo, Walter D. 2000. 'The Geopolitics of Knowledge and the Colonial Difference,' South Atlantic Quarterly 101(1): pp. 57-96
- Bhabra, Gurminder K. 2014. 'Postcolonial and Decolonial Dialogues,' Postcolonial Studies 17(2): pp. 115-121.

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?

- **Gilroy, P.** 2009. Race and the Right to be Human. Utrecht University [CU]
- **Delgado, R. and Stefancic, J.** (2001) "Introduction" in Critical Race Theory: An Introduction. New York: New York University Press.
- **Reed Jr, A.** 2001. "Race and Class in the Work of Oliver Cromwell Cox." Monthly Review 52(9): pp. 23-32.
- **TBA**

Further reading

- **Bonilla-Silva, E.** 2015. “More than Prejudice: Restatement, Reflections, and New Directions in Critical Race Theory.” Sociology of Race and Ethnicity 1(1): pp. 73–87.
- **Crenshaw, KW.** 2011. “Twenty Years of Critical Race Theory: Looking back to Move Forward.” Connecticut Law Review 43(5): pp. 1253–1354.
- “Symposium – Rethinking Racial Formation Theory.” 2013. Spec. issue of Ethnic and Racial Studies 36(6): pp. 931-1004.

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?

- **Matthews, EG., Callaway, RL.** 2017. “Feminism” in International Relations Theory: A Primer. New York: Oxford University Press. pp. 210-252
- **Butler, J.** 1989. “Gender Trouble: Feminism and the Subversion of Identity” in Critical Theory: A Reader for Literary and Cultural Studies. RD Parker, ed. New York: Oxford University Press. pp. 327-337.
- **Lorde, A.** 2007 [1984]. “The Master’s Tools Will Never Dismantle the Master’s House” in Sister Outsider: Essays and Speeches. Berkeley, CA: Crossing Press. pp. 110-114. [CU]
- **TBA**

Further reading

- Tickner, JA. 2014 [1988]. “Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation” in A Feminist Voyage through International Relations. New York: Oxford University Press [Full text online via MacOdrum]
- Bedford, K., Rai, SM. 2013. “Feminists theorize international political economy.” E-International Relations [Online: <http://www.e-ir.info/2013/03/30/feminists-theorize-internationalpolitical-economy/>]
- Moghadam, V. 2002. ‘Islamic Feminism and Its Discontents: Toward a Resolution of the Debate.’ Signs 27(4): pp. 1135-1171.
- Moraga, C. and Anzaldúa, G. 1981. This Bridge Called My Back: Writings by Radical Women of Color. Massachusetts: Persephone Press.

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?

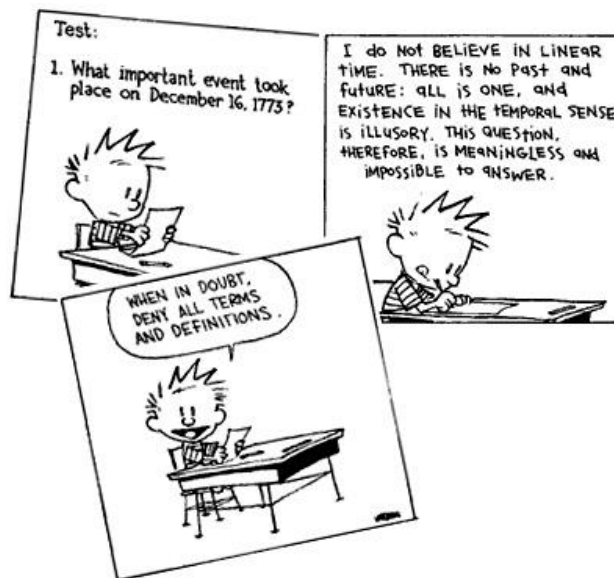
- **Tuck, E., Yang, KW.** 2012. “Decolonization Is Not a Metaphor.” Decolonization: Indigeneity, Education & Society 1(1): 1-40.
- **Hugill, D.** 2017. “What is a settler-colonial city?” Geography Compass 11(5): pp. 1-11.
- **Semali, LM., Kincheloe, JL.** 1999. “Introduction: What Is Indigenous Knowledge and Why Should We Study It?” in What is Indigenous Knowledge?: Voices from the Academy. New York: Routledge. pp. 1-56. [Full text available online via MacOdrum]
- **Brubaker, R.** 2005. ‘The “Diaspora” Diaspora.’ Ethnic and Racial Studies 28(1): pp. 1-19.
- **TBA**

Further reading

- **Veracini, L.** 2011. “District 9 and Avatar: Science Fiction and Settler Colonialism.” Journal of Intercultural Studies 32(4): pp. 355-367.
- **Adams, H.** 1989. Prison of Grass: Canada from a Native Point of View. Saskatoon: Fifth House.

Week 12 (April 5) Wrapping Up

- **Matthews, Elizabeth G, Callaway, RL.** 2017. “Conclusion” in International Relations Theory: A Primer. New York: Oxford University Press. pp. 257-286.
- **TBA**



With thanks to Bill Waters