

Carleton University
Global and International Studies

Winter 2024
GINS 4090F – Honors Seminar in Global and International Studies

Course Title: The Politics of Self in the Age of Globalization
Lectures: Friday 11:35 AM – 14:25 PM (Jan 8 – April 10, 2024)
Building: TBD

Instructor: Hassan Bashir, Ph.D.
Office: 2116 Dunton Tower
Office Hours: Thursday 11:40 – 14:30 or by appointment
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Course Overview

Welcome to class!

This course focuses on various aspects of the politics of self and identity in a globalized world. We will adopt an interdisciplinary approach to explore how individual and group identities are constructed, negotiated, and redefined in a world where local and global influences intersect continually. We will engage with relevant literature from sociology, political science, cultural studies, philosophy, and global and international studies. Additionally, where possible, we will critically engage with audio-visual sources from non-Western cultures.

The course is divided into five unequal parts.

Part 1 - Will explore questions such as: what is identity? What do we mean by identity politics? What prompts us to seek continuity of identity over time? Does 'identity' provide any unique insights for understanding global political and social phenomena? What is the impact of globalization on identity?

Part 2 - Will explore ideas that undergirded national movements to resist and gain independence from Western imperialism/colonialism in the Global South. We will read (or read about) the works of influential thinkers from the Global South and attempt to understand the impact of racial, spatial, social, economic, and historical experiences in shaping ideas about a national self and a post-colonial future.

Part 3 - Will focus on selfhood and identity from the point of view of Gender and Sexuality. Women's place in the public sphere has always been an important and contested part of discussions about modernity, human rights, and citizenship. We will read ideas about gender and sexuality and examine notions of a gendered self as evidenced in recent women-led resistance movements in Iran and Pakistan.

Part 4 - Will explore the construction of the religious self. Given time constraints instead of looking at a variety of religions we will limit ourselves to examining Muslim responses to Western modernity and secularism in Iran, India, and Egypt. Examining these responses will allow us to understand that the relationship between the Self and the Other is symbiotic where each is often constructed in contradistinction to the other. The horizontal analysis of diverse views of Muslim thinkers about the Self would allow us to appreciate the complex nature of identity construction even within a single tradition.

Part 5 - Will bring our explorations in previous sections of the course to look at protest/resistance movements that have achieved global significance in recent history. These include, but are not limited to, the Iranian women's movement "Women, Life, Freedom" (Zan, Zendegi, Azadi); Black Lives Matter movement in the US; and various protest movements inspired by religion across the globe. Our examination of these movements will focus on the role of intersectionality in the construction and renewal of gendered, racial, and or religious Self.

Course Learning Objectives

By the end of the course, students will have the ability to:

- Analyze the impact of political, cultural, religious, and social implications of globalization on national and individual identities.
- Encourage self-reflection on personal identity in the context of globalization.
- Be able to analyze how individuals and groups construct and operationalize their identities in a globalized world.
- Enhance cross-cultural communication skills to navigate identity-related challenges in the context of globalization.
- Foster an understanding of diverse perspectives and the importance of intercultural competence.
- Apply theoretical frameworks to real-world examples and draw connections between theory and practice.
- Logically construct rational arguments and argue persuasively about globalization in a nuanced manner.
- Appreciate the internal contradictions of one's own beliefs.

Course Format

This course is based on a combination of lectures, class discussions, popular and academic writings, films, and documentaries. This is an Honors Seminar and active and thoughtful class participation is integral to the learning experience. Class discussions serve as a dynamic forum for the exchange of ideas, challenging assumptions, and exploring diverse perspectives. Please remember quality participation is not about speaking frequency; rather, it emphasizes the quality and substance of contributions. Each student brings a valuable perspective and a unique background to the classroom, the expectation is that class participation will be inclusive, allowing for and encouraging the amplification of diverse voices.

Course Materials

Book:

Rahman, S.A., Gordy, K.A., & Deylami, S.S. Eds. 2022. *Globalizing Political Theory* (1st ed.). Routledge. <https://doi.org/10.4324/9781003221708>

Articles and Book Chapters:

(uploaded on Brightspace)

Bernstein, Mary. 2005. "Identity Politics", *Annual Review of Sociology*

Fearon, James D. 1999. "What is Identity (As We now use the Word)?"

Søren Askegaard and Dannie Kjeldgaard. 2012. *The Global Self*

Lydia Ayame Hiraide & Elizabeth Evans. 2023. Intersectionality and social movements: a comparison of environmentalist and disability rights movements

Recommended Electronic Resources

- Stanford Encyclopedia of Philosophy - <https://plato.stanford.edu/index.html>
- KOF Index of Globalization – ETH Zurich - <https://datafinder.qog.gu.se/dataset/dr>
- Global Protest Tracker – Carnegie Endowment for International Peace
<https://carnegieendowment.org/publications/interactive/protest-tracker>
- Social Progress Imperative
<https://www.socialprogress.org/global-index-2022-results/>
- World Happiness Report: <https://worldhappiness.report/>

*More sources can be added during the semester depending on student interest and class discussions

Required and Recommended Films and Documentaries:

Globalization

How globalization affects cultural identity?

<https://www.youtube.com/watch?v=d9D7BSl8qdI>

Globalization: Winners and Losers in World Trade: DW Documentary

https://www.youtube.com/watch?v=yoZiTCz_wYA (Part 1)

<https://www.youtube.com/watch?v=gIYaSEwobLY> (Part 2)

Identity Politics

Francis Fukuyama - Identity: The demand for dignity and the politics of resentment

<https://www.youtube.com/watch?v=DEGiAdWUnG8>

Race

A Conversation on Race: A series of short films about identity in America.

<https://www.nytimes.com/interactive/projects/your-stories/conversations-on-race>

Jamil Khoury's Not Quite White: Arabs, Slavs, and the Contours of Contested Whiteness

<https://www.youtube.com/watch?v=vHmbI2mnuwU>

"We're Not White" - a film by Amer Zahr

<https://www.youtube.com/watch?v=jJ08I2mUu-Y>

"Being Black in America" - Trevor Noah - (African American)

<https://www.youtube.com/watch?v=sXje3oJ8T8o>

Gender

40 Million: The Struggle for women's right in Iran

<https://www.youtube.com/watch?v=Wlv3dLiB0h8>

Why we protest: Aurat March (Pakistan)

<https://www.youtube.com/watch?v=z4h6QydrkBc>

#MeToo: how it's changing the world <https://www.youtube.com/watch?v=ATYK2svJ6eM>

Refugees

The Swimmers – Netflix Film

<https://www.netflix.com/ca/title/81365134>

Religion

Muslim Life In Post 9/11 America

<https://www.youtube.com/watch?v=McRTbbkdRpc>

An Act of Worship

<https://www.pbs.org/pov/films/actofworship/>

A New Brand of Hindu Extremism is Going Global | Decade of Hate

<https://www.youtube.com/watch?v=wmR2h8jAklg>

London's Holy Turf War

<https://www.youtube.com/watch?v=y1tEpmFH9g>

*More sources can be added during the semester depending on student interest and class discussions

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

%age	Letter Grade	12 Point Scale	%age	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

Late Submission:

- Only with prior approval from the instructor before the submission deadline.
- Unapproved late submissions will incur a 5% per day penalty.

- No unapproved late assignments will be accepted 7 days after the original deadline.

Grade Appeals

If you wish to appeal your grade in an assignment please do so in a timely fashion. Please route your appeal through the TA within a week of receiving your assignment grade. When requesting your appeal please send a note via email asking for an appointment and briefly describing why you feel your grade should be reconsidered.

Approval of final grades:

The instructor determines your grade in the course which is 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.

Communication

All course-related communication to students from BGIInS will be via official Carleton University e-mail accounts. It is the students' responsibility to regularly monitor their Carleton accounts.

Academic Honesty

Plagiarism: The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own. “This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotation marks.

Plagiarism is a serious offense that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarised. Penalties are not trivial. They can include a final grade of “F” for the course.

Academic Integrity and AI (Use of CHAT GPT etc.)

Using AI tools to generate content for assignments, and presenting it as one's own original work, as well as copying or paraphrasing the content produced by AI tools without proper citations or the instructor's consent, are both **considered to be in violation of academic integrity**. For more information visit <https://carleton.ca/tls/teachingresources/generative-artificial-intelligence/recommendations-and-guidelines/>

Academic Accommodations:

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 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 at <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally scheduled exam (if applicable).

Accommodation for 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).

Accommodation for Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity 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.

Intellectual Property:

All 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 the prior written consent of the author(s).

Class Policies / Etiquettes

- Students must conduct themselves in a manner that does not distract other students from the pursuit of learning.

- Class attendance and completion of assignments and readings are the responsibility of individual students.
- Please turn off your cell phones before coming into class.
- Please remember that each of us brings a unique perspective to the class and we can all learn from this diversity. In order to make this possible we need to be respectful of other people’s opinions, even if they are the direct opposite of what we believe.

Course Evaluation

Engagement (50%)

Attendance	= 20%
Talking Points + Participation	= 20%
Class Essay Presentation	= 10%

Writing (50%)

Class Essay - proposal	= 10%
Class essay - introduction and Research Question	= 10%
Class Essay - Literature Review	= 15%
Class Essay - Analysis and Conclusions	= 15%

*There is no final exam for this course. Detailed prompts for assignments will be made available on the course page on Brightspace.

Engagement (Total 50%):

Attendance (20%)

This course is a mix of lectures and in-class discussions. Students **are expected to be familiar with the assigned weekly reading/ materials before coming to each class.** Lectures will expand on the assigned materials to develop a critical perspective. **Class participation is required.** Be prepared to answer questions when called upon, to ask questions about the readings, documentaries, and past lectures, and to try to connect the information from course materials to current global and international events. One good way to participate in a meaningful manner is to seek feedback during class/ tutorials on your weekly talking point (see below). **Remember simply showing up for class is not participation!** We will follow the following criteria for attendance starting the week of 18 January:

- Missing up to 2 Classes/tutorials during the semester= no Penalty
- Missing more than 2 Classes/tutorials = 2% deductions for each absence (max 20%).

Talking Points + Participation (20%)

Each student will submit 10 talking points on weekly topics on Brightspace. Students will have 6 days to submit their talking points. The submission window will begin at the end of every class and close one day before the start of next week’s class. Consider your talking points as the equivalent of Tweets (or now X posts). A talking point:

- 1) Must demonstrate **critical engagement with course topics/ materials in the form of a question.**
- 2) Must **refer to at least one (or more) of the assigned course materials** for the week.
- 3) Must be **precise: ideally 30 and no more than 50 words.**

- 4) Must be **submitted a day before class** each week on Brightspace (starting week of 19 January).

Class Essay Presentation (10%)

Toward the end of the semester, each student will make a presentation based on their completed class essay and respond to questions from the audience. Expectations and a grading rubric will be made available on Brightspace closer to the presentation date.

Writing (Total 50%)

The writing component of the course constitutes one class essay which is split into four sections. All four sections will be assigned at the same time, but each section will have an individual grade and a separate due date. An assignment prompt describing requirements, and grading rubric for each section will be posted on Brightspace and discussed in class during the third week of classes.

Class Essay - proposal	= 10%	[1-page]
Class essay - introduction and Research Question	= 10%	[2 pages]
Class Essay - Literature Review	= 15%	[5-6 pages]
Class Essay - Analysis and Conclusions	= 15%	[3-4 pages]

Some Advice for effective learning

- 1) Burke, Timothy. 2017. "Staying Afloat: Some Scattered Suggestions on Reading in College." <http://www.swarthmore.edu/SocSci/tburke1/reading.html>
- 2) Dynarski, Susan. 2017. "Laptops Are Great. But Not During a Lecture or a Meeting." The New York Times, November 22 https://www.butler.edu/arts-sciences/wp-content/uploads/sites/12/2022/01/laptops_are_great_but_not_during_a_lecture_or_meeting.pdf
- 3) Guides to **reading** and **writing** philosophy papers by Jim Pryor, New York University.
 1. Reading - <http://www.jimpryor.net/teaching/guidelines/reading.html>
 2. Writing - <http://www.jimpryor.net/teaching/guidelines/writing.html>

Weekly Schedule

The instructor reserves the right to make changes to this syllabus based on class interest (or lack thereof) in a particular topic. Any changes made will be announced in class and posted on Brightspace in a timely fashion.

Week	Date	Topic	Readings and Assignment
1	12 Jan	Introduction to the course Video: Francis Fukuyama - Identity: The demand for dignity and the politics of resentment https://www.youtube.com/watch?v=DEGiAdWUnG8	Introductions. Syllabus explained. Course expectations discussed. 1. Talking Point 1 available after class

2	19 Jan	PART 1 Lecture: Conceptualizing Identity Presentations: Defining the Problem / Formulating a Research Question Discussion: Talking Points	Reading: Fearon, What is Identity (As we now use the word)? Pp. 1-38. 1. Talking Point 1 - due on Brightspace 24 hours before class time. 2. Talking Point 2 - available after class
3	26 Jan	PART 1 Lecture: Identity Politics Discussion: Talking Points Q&A: Class Essay	Reading: Bernstein, Identity Politics. Pp. 47-68 1. Talking Point 2 - due on Brightspace 24 hours before class time 2. Talking Point 3 - available after class 3. Class Essay discussed in class and assigned.
4	2 Feb	PART 2 Lecture: The Colonized Self - Responses to British and French Imperialism and the Colonization of Man Discussion: Talking Points Q&A - Class Essay - Research Proposal	Readings: 1) M. K. Gandhi: Selections from Hind Swaraj - TBD 2) Chapters 1 & 2 pp: 11 - 32 1. Talking Point 3 - due on Brightspace 24 hours before class time 2. Talking Point 4 available after class
5	9 Feb	PART 3 Lecture: Gender and Sexuality Discussion: Talking Points Q&A - Class Essay - Research Proposal	Reading: Chapters 4, 5 & 6. Pp. 43 - 68 1. Talking Point 4 - due on Brightspace 24 hours before class time 2. Talking Point 5 available after class 3. Class Essay - 1-page Research Proposal due on Brightspace 11:35AM.
6	16 Feb	PART 4 Lecture: The Religious Self Discussion: Talking Points	Reading: Chapters 7, 8 & 9. Pp. 71-96 1. Talking Point 5 - due on Brightspace 24 hours before class time 2. Talking Point 6 available after class 3. Class essay: Introduction and Research Question due on Brightspace 11:35AM.
7	22 Feb	No Class	WINTER BREAK
8	1 MAR	PART 5 Lecture Intersectionality Discussion: Talking Points	Readings: TBD 1. Talking Point 6 - due on Brightspace 24 hours before class time 2. Talking Point 7 available after class
9	8 Mar	PART 5 Lecture: Social Movement 1: Women Movements Discussion: Talking Points	Readings: TBD 1. Talking Point 7 - due on Brightspace 24 hours before class time 2. Talking Point 8 available after class

			3. Class essay: Literature Review due on Brightspace 11:35AM.
10	15 Mar	PART 5 Lecture: Social Movements 2: Race Discussion: Talking Points	1. Talking Point 8 - due on Brightspace 24 hours before class time 2. Talking Point 9 available after class
11	22 Mar	PART 5 Screening and Discussion: The Swimmers Discussion: Talking Points	1. Talking Point 9 - due on Brightspace 24 hours before class time 2. Talking Point 10 available after class 3. Class essay: Analysis and Conclusions due on Brightspace 11:35AM.
12	29 Mar	Writing: Discussion of Essay Drafts Discussion: Talking Points	1. Talking Point 10 - due on Brightspace 24 hours before class time 2. Essay Presentation Schedule Posted on Brightspace
13	5 Apr	Class Essay Presentations & Course Wrap Up	1. Final Essay Due on Brightspace Friday 11:59 PM