

**GLOBAL AND INTERNATIONAL THEORY
GINS 3010-A**

**Professor M. Kamari Clarke
Carleton University**

Classroom Location: Mackenzie Building 4499

Weekly Classes: Mondays, 2:35 – 5:25PM

Office Hour: Tuesdays 3:00 – 4:00PM

Office Address: Richcraft Hall, Room 2408R

Email: kamari.clarke@carleton.ca

TA Leaders/Graders

Emily Keenan - Email: emily.keenan@carleton.ca

Dani Belo - Email: dani.belo@carleton.ca

This is an advanced undergraduate theory class geared toward the analysis of issues of global and international concern. The goal is to examine the theories and practices that have shaped the study of global and international issues from a variety of theoretical perspectives. From classical political theory to realist, liberalist theories, constructivism, structuralism to postcolonial and post-structural approaches, students will develop an understanding of some of the central schools of thought that have shaped global and international studies. We will begin by exploring various theoretical approaches in relation to the histories, contexts, stakes and debates that have shaped their formation. We will then explore the value of theory for building frameworks to understand the world. We will end by exploring the political and philosophical purposes of theory building, the value of theory and how it can help us to make sense of social complexities.

Course Objectives

By the end of the semester, students should be able to:

- (1) Understand the historical evolution of various social science and humanities theories over time
- (2) Explain some of the key social science and humanities theories that relate to globalization and international studies.
- (3) Identify leading authors and the theories with which they are associated.
- (4) Describe the major similarities and differences across the disciplines.
- (5) Apply theoretical frameworks to understanding contemporary analysis of culture, representation, power, economy, and social change.

Format and Expectations

The classes will consist of lectures, panel discussions, and discussion groups. Lectures will provide broad theoretical and historical contexts for each week's reading, including clarifications of key concepts. Panels will also serve a similar purpose, while also providing the opportunity to reflect on the operationalization of key theories. The discussion groups will follow most lectures and will take place in the final hour of class.

During the discussion sessions, students will be expected to grapple with related theories and discuss and apply the relevance of the theories in shaping social thought and practice. Though organized as a "lecture" class, the format will be structured to be fully participatory organized around a series of questions and open-ended outcomes. Being prepared for discussion is essential; thus, it is important that students complete all of the required reading before coming to class.

Office Hours

For questions arising from the readings and classes, please feel free to visit me in my office during my office hours. This semester my office hours are on Tuesdays from 3:00PM to 4:00PM. If you have a genuine scheduling conflict please send me e-mail to set up an appointment to meet at an alternate time.

Submission and Return of Term Assignment/Final Paper

All *written assignments* must be typed on a computer or word-processor and submitted via the cuLearn portal/and or emailed to the professor and Teaching Assistant. Please submit assignments as documents in Microsoft Word format in either *.doc or *.docx formats. If you do not have Microsoft Word, it is fine to use Open office or Libre Office. Please submit your assignments on-time. Unless you have a legitimate excuse, all late assignments will receive a 25% grade deduction. Once graded, the assignments will be returned to you by the Teaching Assistant (TA) assigned to your tutorial. He/she/they will communicate the return of assignment details to you. Final papers are intended solely for the purpose of evaluation and will not be returned.

Grading

Academic standing in a course at Carleton is determined by the course instructor, subject to the approval of the Dean. Any grades posted on the cuLearn grade portal are unofficial and will not be finalized until the end of the semester. Final standing in courses will be shown by alphabetical grades in the Carleton Central grade database and not in the cuLearn grade chart. The system of grades that will be used, with corresponding grade points, is as noted below:

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

Course Evaluation

The final grade will be based on the following forms of assessment:

Response Paper.....20%
 In-Class Examination..... 30%
 Group Project//Paper (20%) & Individual Contribution to Final Paper (20%)....40%
 General Participation.....10%

Breakdown of Class Requirements

(a) Individual Response Paper (20% of Grade)

All students must write a five-page reading response paper that responds to the readings in week two and that responds to the question: **Does theory and its related disciplinary framework matter? If yes, why? If no, why not? If neither, please explain.** The response papers should be five pages in length and should contain responses to the assigned readings from week two. As you do the required reading and prepare to write the response paper please summarize each reading and focus on how the arguments from the Week two reading are used to support the author's claims. Look for the unstated assumptions that the authors use: what does s/he assume about how humans behave or think? Please be sure to articulate main points, identify the debates in which he/she is engaged, and indicate whether or not you feel he/she succeeds in supporting and analyzing his/her argument.

Each response paper should assume that the reader is unfamiliar with the subject matter and therefore should outline what the publication is about (briefly), how it fits into a larger debate, and what the strengths and weaknesses are. A good model for how to organize a review of multiple works can be found in the review sections of most academic journals. Due

Citation Style - Please feel free to select and use a citation style of your choice.

(b) In Class Examination (30% of Grade)

This examination will consist of one question to be answered in essay format. You will be given a social problem in the world and will be asked to assess it and develop a solution by identifying one of the theories covered in either weeks three, four, five and

seven. In answering the question you will be asked to justify your strategy by explaining if or why the other approaches are not useful.

(c) Group Project Presentation and Paper and Individual Contribution to Final Paper – A Theoretical School of Thought

There will be a total of seven groups. Each group will be assigned a theoretical school of thought: Realism, Liberalism, Marxism, Postcolonialism, Structuralism, Constructivism, and Poststructuralism. Each student is required to work in one group and participate in the coordination of a 30-minute group presentation about a particular campaign that is informed by a particular school of thought. Students should work in groups and submit as a group a 25-30-page paper that reflects one of the schools of thought/theories that you have been assigned. Please upload your written work individually and have a representative of the group email to me the full group assignment.

The presentation should present a media campaign and a discussion of that campaign by representatives from the group. The group paper should explain the logic of the campaign, the theoretical principles, histories, and the influences that undergird that campaign. It should make a case for the importance of the theory (whether or not you believe it) while also highlighting the weaknesses.

Your grade will have two components, your personal paper contribution (50% of grade) and the overall group presentation (50% of grade). You have an incentive to make sure that your part is solid but also to contribute to the overall quality of the group assignment. Within those two components (each graded out of 20), I will look for: quality and detail of research; creativity, visual and emotional impact; quality of public-speaking; role-playing and advocacy.

Citation Style – Groups should feel free to use a citation style of their choice.

(d) General Class Participation - Each weekly session will be devoted to discussing a given topical theme. All required readings should be completed in advance so that a significant portion of class discussions can focus on required reading. In preparing for class discussion each student will be expected to complete all required readings. Supplemental/recommended readings listed on the syllabus are optional. All students must be fully prepared to participate in discussions. The required books are listed below and can be purchased through the bookstore or retrieved from the library. Articles can be downloaded from the course website.

Required Books

All articles and supplemental readings will be available on the cuLearn website and through ARES. The readings listed under the headings are required. Those listed under

the heading, “Optional Readings” are not required and only included for general interest and further background.

The following books are required for the course and can be purchased from the Carleton Bookstore in the University Center:

- Critical Theory: A Reader For Literary and Cultural Studies. Robert Dale Parker
- International Relations Theory: A Primer. Elizabeth G. Mathews/Rhonda Callaway
- Crying for Our Elders: African Orphanhood in the Age of HIV/AIDS. *University of Chicago Press*.

Weekly Thematic Breakdown

Foundations of Knowledge, Modernity and Evidence

Week 1 – Monday September 11

Science, Evidence and Theory:

What is Theory? What is the Purpose and why is it Useful? What forms should theory take? How do we know it when we see it?

Required Reading

- Riley, Dylan. 2007. The Paradox of Positivism. *Social Science History* 31(1): 115-126.
- Evidence. Stanford Encyclopedia of Philosophy. July 28, 2014. Pps. 1-11
- Feldman, Richard. 2014. Evidence of Evidence is Evidence. In Jonathan Matheson and Rico Vitz, eds. *The Ethics of Belief*, Pp. 284-300. Oxford: Oxford University Press.

Optional Reading:

- Kuhn, Thomas, *The Structure of Scientific Revolutions*, Chicago: University of Chicago Press. 2012, 50th anniversary 4th edition.
- Asad, Talal. Introduction In *Genealogies of Religion. Discipline and Reasons of Power in Christianity and Islam*, Pp. 1-26. Baltimore and London: The Johns Hopkins University Press.
- Cohen, Stewart, 1984. Justification and Truth. *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition* 46(3): 279-295.
- Collingwood, R.G., 1956. *The Idea of History*, Oxford: Oxford University Press.
- Feldman, Richard. 1988. Having Evidence In David Austin, ed. *Philosophical Analysis*, Pp. 83-104. Philosophical Analysis. Dordrecht: Kluwer Academic Publishers. Reprinted in Earl Connee and Richard Feldman, eds. 2004. *Evidentialism: Essays in Epistemology*. London and New York: Oxford University Press.

- Feldman, Richard. 2005. 'Respecting the Evidence' in *Philosophical Perspectives*, Volume 19, Oxford: Blackwell: 95–119.

Week 2 – Monday September 18

Theories, Frames and Worldviews: An examination of the construction of the foundation of knowledge and the formation of disciplines as a way to structure knowledge

What is reality? What is real? What is fictive? What are facts? An examination of the epistemologies, frameworks, and the sociology of knowledge production.

Required Reading:

- Kurzman, Charles. 1994. Epistemology and the sociology of knowledge. *Philosophy of the Social Sciences* 24 (3):267-90.
- Geertz, Clifford. 1975. Common Sense as a Cultural System. *The Antioch Review* 33(1): 5-26.

Optional Reading:

- Jameson, Fredric. "The Political Unconscious." In *The Critical Tradition*, pp. 1291-1306
- Durkheim, Emile. 1982. [1895] *The Rules of the Sociological Method*. New York: The Free Press. See Introduction, Chapter 1 and 2.
- Mauss, Marcel. 2002 [1954]. *The Gift. The Form and Reason for Exchange in Archaic Societies*. New York and London: Routledge.
- Schutz, Alfred. 1967 [1932] *The Phenomenology of the Social World*. Evanston, IL: Northwestern University Press.
- Finnemore, Martha and Kathryn Sikkink. 2001. Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics. *Annual Review of Political Science* 4(2001): 391-416.
- Wendt, Alexander. 1992. Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46(2): 391-425.
- Adler, Emanuel. 2006. Constructivism and International Relations: Sources, Contributions, and Debates In Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, eds. *Handbook of International Relations*, Pp. 95-118.

Week 3 – Monday September 25

Realism in International Relations/Realism in the Humanities

What is realism? How did it emerge? What did it displace? What does it mean in international relations? What are the assumptions about how states relate to other states? Examination of the state as rational ordered agent, unitary actors.

Guest Panel:

Professor Brian Schmidt, Carleton University Dept. of Political Science

Professor Sarah Brouillette, Carleton University Dept. of English

Professor Sarah Casteel, Carleton University Dept. of English

Required Reading

- Dunne, Tim and Brian C. Schmidt. 2001. Realism In John Baylis, Steve Smith and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*, Pp. 101-115. New York: Oxford University Press.
- Lukács, Georg. 1980 [1938]. Realism in the Balance In Ernest Bloch, ed. *Aesthetics and Politics*, Pp. 28-59. London: Verso.
- Lukács, Georg. "The Ideology of Modernism" (1957)
- Carpentier, Alejo. 1995 [1949]. On the Marvelous Real in America In Lois Parkinson Zamora and Wendy B. Faris, eds. *Magical Realism: Theory, History, Community*, Pp. 75-88. Durham: Duke University Press.

Optional Reading

- Matthews, Elizabeth G. and Rhonda Callaway. 2016. Realism In *International Relations Theory: A Primer*. Pp. 30-71. London: Oxford University Press.
- Carpentier, Alejo. 2006 [1957] *The Kingdom of This World. A Novel*. New York: Farrar, Strauss, Giroux.
- Brecht, Bertolt. 1980 [1974]. Against Georg Lukacs In Ernest Bloch, ed. *Aesthetics and Politics*, Pp. 68-85. London: Verso.
- Morgenthau, Hans and Kenneth Thompson. 1985[1948]. Six Principles of Political Realism In *Politics Among Nations: The Struggle for Power and Peace*, Pp. 4-15
- Morgenthau, Hans and Kenneth Thompson. 1985[1948]. Political Power In *Politics Among Nations: The Struggle for Power and Peace*, Pp. 31-51.
- Keohane, Robert. 1986. Realism, Neorealism and the Study of World Politics.
- Waltz, Kenneth. 1986. Laws and Theories (Pp.1-17) and Political Structures (Pp. 79-101) In *Theory of International Politics*. Reading, MA: Addison-Wesley Publishing.
- Williams, Michael. 1996. Hobbes and International Relations: A Reconsideration. *International Organization* 50(2): 123:236.
- Keohane, Robert. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press.
- Keohane, Robert, ed. 1986. *Neo-Realism and Its Critics*. New York: Columbia University Press.
- Hobbes, Thomas. 1968 [1660]. Chapter XIII: Of the Natural Condition of Mankind as Concerning Their Felicity and Misery." In *The Leviathan*. New York: Pelican Classics.
- Sun Tzu. 2013 [5th century, BC] *The Art of War*. New York: Barnes & Noble.

- Kennedy, Robert F. 1999. *Thirteen Days*. New York: Norton.
<https://www.youtube.com/watch?v=Qw2sdzilom0>

Week 4 – Monday October 2

Liberalism

Guest: Professor Pablo Heidrich, Carleton University, BGS & Political Economy

An exploration into the wider theoretical contribution of economic liberalism to international relations and a exploration of how neoclassical economics has influenced our patterns of study in international relations.

Required Reading

- Matthews, Elizabeth G. and Rhonda Callaway. 2016. Liberalism. In *International Relations Theory: A Primer*. Pp 73-120. London: Oxford University Press.
- Olson, Mancur and Richard Zeckhauser. 1997. An Economic Theory of Alliances. In George Crane and Abba Amawi, eds. *The Theoretical Evolution of International Political Economy*, Pp. 212-226. London and New York: Oxford University Press.

Optional Reading:

- Kant, Immanuel. 2003 [1795]. *To Perpetual Peace: A Philosophical Sketch*. London: Hackett Publishing Company, Inc.
- Keohane, Robert. 1984. Cooperation and International Regimes. In *After Hegemony: Cooperation and Discord in the World Political Economy*, Pp. 49-64. Princeton: Princeton University Press.
- Doyle, Michael. 2005. Three Pillars of the Liberal Peace. *The American Political Science Review* 99(3): 463-466.
- Slaughter, Anne-Marie. 2007. *The Idea that Is America: Keeping Faith with Our Values in a Dangerous World*, New York: Perseus Books Group. Introduction and Chapter 1.
- Morgenthau, Hans. 1955. Reflections on the State of Political Science. *The Review of Politics* 17(4): 431-460.
- Russett, Bruce. 2013. Liberalism In Tim Dunne, Milja Kurki, and Steve Smith, eds. *International Relations Theories: Discipline and Diversity*, Pp. 68-87. New York: Oxford University Press.

Week 5 – Monday October 16

Marxism

Guest: Professor Ariana Hernandez-Reguant, Anthropology/Latin American Studies/ Media Studies

Required Reading

In Robert Dale Parker, ed. *Critical Theory: A Reader for Literary and Cultural Studies*, New York: Oxford University Press:

- Karl Marx, 1859. Preface to A Contribution to the Critique of Political Economy, Pp 380-381.
- Karl Marx. The Fetishism of Commodities and the Secret Thereof, Pp. 381-388.
- Karl Marx. 1867. The Working Day In Pp. 379 -394.
- Max Horkheimer and Theodor Adorno. The Culture Industry: Enlightenment as Mass Deception, Pp. 415-441.

Optional Reading:

- Rupert, Mark. 2013. Marxism In Dunne, Tim Dunne, Milja Kurki, and Steve Smith, eds. *International Relations Theories: Discipline and Diversity*, Pp. 127-142. New York: Oxford University Press.

Due: Reading Response for Week 2 Required Readings Due

Week 6 – Monday October 23 - FALL BREAK

Week 7 – Monday October 30

Postcolonialism (emphasis on the Subaltern School)

Guest: Professor Sukesi Kamra, Carleton University, Department of English

Required Reading

In *Critical Theory: A Reader for Literary and Cultural Studies*. Robert Dale Parker

- Edward Said, Narrative and Social Space, Pp. 718 – 733.
- Guyatri Spivak – Can the Subaltern Speak? 675
- Edward Said. Orientalism (introduction)
- Ranajit Guha. Dominance without Hegemony: History and Power in Colonial India. Introduction. (1997)

Optional Reading

- Spivak. Critique of Postcolonial Reason

In *Critical Theory: A Reader for Literary and Cultural Studies*. Robert Dale Parker

- Chandra Talpade Mohanty. 1988. Under Western Eyes: Feminist Scholarship and Colonial Discourses
- Gloria Anzaldua, *Borderlands*, Pp. 734 – 739;
- Susan Koshy, *The Fiction of Asian American Literature*.
- Ann duCille. 1996. Discourse and Dat Course: Postcoloniality and Afrocentricity
- Ngugi wa Thiong'o. 1986. *The Language of African Literature*
- Rosaldo, Renato. 1989. Imperialist Nostalgia In *Culture & Truth. The Remaking of Social Analysis*, Pp.68-87. Boston: Beacon Press.
- Chow, Rey. 2002. The Interruption of Referentiality: Poststructuralism and the Conundrum of Critical Multiculturalism. *The South Atlantic Quarterly* 10(1): 171-186.
- Fanon: *The Wretched of the Earth* (selections)
- Hulme, Peter. 1986. *Colonial Encounters. Europe and the native Caribbean, 1492-1797*. London and New York: Methuen.
- Mohammed Salama. 2011. *Islam, Orientalism, and Intellectual History*. London and New York: I.B. Tauris.

Week 8 - Monday November 6 - IN CLASS MID-TERM EXAM

Week 9 – Monday November 13

Structuralism

For some, human agents shape social reality. For structuralists, the structure of culture and power shape how people or states behave. This unit will explore how and why we arrived at our current understanding of social structures in society.

Guest: Professor Daniel Rosenblatt, Carleton University, Anthropology Department

Required Reading

- Barthes, Roland. 2013 [1957]. Myth Today In *Mythologies*, Pp. 215. New York: Farrar, Strauss & Giroux.
- Ortner, Sherry. 1974. Is Female to Male as Nature is to Culture In Michelle Rosaldo, Louise Lamphere, and Joan Bamberger, eds. *Woman, Culture & Society*, Pp. 67-88. Stanford: Stanford University Press.

Optional Reading

In *Critical Theory: A Reader for Literary and Cultural Studies*. Robert Dale Parker

- Ferdinand de Saussure. 1916. Course in General Linguistics, Pp. 37 – 48.
- Claude Levi-Strauss. 1955. The Structural Study of Myth, Pp. 74-82.

- Victor Shklovsky. 1917. Art as Technique, Pp. 48 – 57.

Week 10 – Monday November 20 (*The class will begin in our regular classroom; the visiting lecture will follow in Dunton Tower 2017 from 4:00-5:30pm*)

Constructivism – Case Study: Giving Children A Better Life? Intercountry Adoption and the Orphan Industrial Complex

Guest Lecture: Kristen Cheney, Senior Lecturer of Children and Youth Studies, the International Institute of Social Studies. Erasmus Universiteit – Rotterdam.

Required Reading:

Crying for Our Elders: African Orphanhood in the Age of HIV/AIDS. University of Chicago Press. Part 1 and Chapters 8 and 9.

Optional Reading

- Berger, Peter L. and Thomas Luckmann. 1966. *The Social Construction of Reality*. Selections. Introduction, Chapter 1.
- Matthews, Elizabeth and Rhonda Callaway. 2016. Constructivism In Elizabeth Callaway *International Relations Theory. A Primer*. London: Oxford University Press. Chapter 5, Pp. 167-208.
- Williamson, Timothy, 2000. *Knowledge and Its Limits*, Oxford: Oxford University Press. Selections.
- Foucault, Michel. [1973]1994. "Truth and Juridical Forms." Pp. 1 - 89 in *Power*, Edited by James D. Faubion. *Essential Works of Foucault: 1954-1984*, vol. 3. New York: The New Press.

Week 11 –Monday November 27

Poststructuralism (case studies: Gender Studies, Feminism and Queer Studies)

Required Reading: Poststructuralism and Queer Studies

- Matthews, Elizabeth G. and Rhonda Callaway. 2016. Feminism. In *International Relations Theory: A Primer*. Pp 210-252. London: Oxford University Press.
- Valverde, Mariana. 1991. "As if subjects existed: analyzing social discourses." *Canadian Review of Sociology* 28 (2): 173-87, 1991
- Cohen, Cathy J.1997. Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics? *GLQ* 3 (1997): 437-465.
- Butler, Judith. 1989. Gender Trouble: Feminism and the Subversion of Identity In Robert Dale Parker, ed. *Critical Theory: A Reader for Literary and Cultural Studies*,

Pp. 327-337. New York: Oxford University Press.

Optional Reading:

- Adrienne Rich. 1980. Compulsory Heterosexuality and Lesbian Existence In Robert Dale Parker, ed. *Critical Theory: A Reader for Literary and Cultural Studies*, Pp. 283-313. New York: Oxford University Press.
- bell hooks. 1992. The Oppositional Gaze: Black Female Spectators. In Robert Dale Parker, ed. *Critical Theory: A Reader for Literary and Cultural Studies*, Pp.. New York: Oxford University Press.
- Keely, James F. 1990. Toward a Foucauldian analysis of international regimes. *International Organization*, 44 (1):83-105.
- Foucault, Michel. 1994 [1966] *The Order of Things. An Archaeology of the Human Sciences*, Pp. 1-120. New York: Random House Vintage Editions.
- Butler, Judith. 2010. *Frames of War: When Is Life Grievable?* Selections. New York: Verso.
- Žižek, Slavoj. 1997. *Love Thy Neighbor, No Thanks* IN *The Plague of Fantasies*, Pp. 45-85. New York: Verso.
- Irigaray, Luce. 1985 [1977]. *This Sex Which is Not One*. In Robert Dale Parker, ed. *Critical Theory: A Reader for Literary and Cultural Studies*, Pp. New York: Oxford University Press.
- Whitworth, Sandra. 1997. *Feminist Theory and International Relations*. New York: Palgrave Macmillan.
- Braidotti, Rosi. 2013. *The Posthuman*. Malden, MA: Polity.
- Nussbaum, Martha. The Professor of Parody: The Hip Defeatism of Judith Butler. Martha Nussbaum. 338-353.
- Rubin, Gayle S. 2011 [1975] The Traffic in Women. Notes on the “Political Economy” of Sex. In *Deviations: A Gayle Rubin Reader*, Pp. 33-65. Durham: Duke University Press.
- Rubin, Gayle S. 2011 [1984] Thinking Sex. Notes for a Radical Theory of the Politics of Sexuality In *Deviations: A Gayle Rubin Reader*, Pp. 137-181. Durham: Duke University Press.
- Warner, Michael, ed. 1993. *Fear of a Queer Planet. Queer Politics and Social Theory*. Minneapolis: University of Minnesota Press.
- Seidman, Steven. 1993. Identity and politics in a “Postmodern” Gay Culture: Some Historical and Conceptual Notes. In Michael Warner, ed. *Fear of a Queer Planet. Queer Politics and Social Theory*. 105-142. Minneapolis: University of Minnesota Press.
- Jackson, Peter. 2009. Global Queering and Global Queer Theory: Thai [Trans]genders and [Homo]sexualities in world history. *Autrepart. Presses de Sciences Po* 1(49): 15-30.

Week 12 – Monday December 4

Group Presentations

Group 1 - Realism

Group 2 - Liberalism
Group 3 - Marxism
Group 4 - Postcolonialism

Week 13 – Friday December 8 (Thanksgiving make-up class)
Group Presentations and Final Wrap-up

Group 5 - Structuralism
Group 6 - Constructivism
Group 7 - Poststructuralism

Papers are due and should be uploaded on cuLearn by 11:55pm on Friday December 8th 2017. Please send final group assignment to: Kamari.clarke@carleton.ca

Group Breakdown
Class Final Assignment/Presentations

Emily Keenan – TA Overseeing Group

Group 6 - Constructivism

[Samuel Morris](#), [Roopinder Nagra](#), [Karina Nassar](#), [Keean Nembhard](#), [Lacey Novinka](#),
[Maggie O'Rourke](#), [Kateryna Pashchenko](#), [Grace Peria](#), [Jennifer Rankin](#), [Ashlee Riedler](#),
[Anjali Shanmugam](#), [Emma Strickland](#),

Group 7 - Poststructuralism

[Liskebe Tadi](#), [Nour Tahir](#), [Dylan Thiele](#), [Teodora Todosia](#), [Valeria Tolentino Fuentes](#),
[Dustin Turgeon](#), [Patricia Wallinger](#), [Ellen Wanamaker](#), [Irene Wang](#), [Katherine](#)
[Wetterstrand](#), [Ben Wilson](#), [Megan Wolf](#)

Dani Belo – TA Overseeing Group

Group 1 - Realism

[Sifonia Addis](#), [joan Ajoku](#), [Abdulhameed Al Shelian](#), [Sara Algubaa](#), [Zaiba Ali](#), [Zimo An](#),
[Joanna Andrew](#), [Joshua Berman](#), [Sheldon Birkett](#), [Kayla Bose](#), [Meghan Boyer](#), [Benjamin](#)
[Bushell](#), [Mikaela Capeling](#), [Stephanie Carr](#),

Group 2 - Liberalism

[Madeleine Chartrand](#), [Euan Clark](#), [Jenna Clune](#), [Damien Cohn](#), [John Coniconde](#), [Dorcas Conserve](#), [Julia Constantinescu](#), [Justine Cosby](#), [Jacqueline Daly-Voyska](#), [Hannah Delaney](#), [Afreen Delvi](#), [Kaylee Dilley](#),

Group 3 - Marxism

[Jamie Downs](#), [Aneta Dvorackova](#), [Emily Edwards](#), [Samuel Evans](#), [Marissa Ferras](#), [Oliver Flint](#), [Veronique Gauthier](#), [Kateryna Gazaryan](#), [Kaitlyn Gee](#), [Kirsti Granholm](#), [Emily Grant](#), [Isabella Guerrini](#),

Group 4 - Postcolonialism

[Valeriya Gurova](#), [Harar Hall](#), [Sean William Havel](#), [Annabelle Ignalig](#), [Shealyn Kenny](#), [Ariekay King](#), [Sophie Koegler](#), [Breanna Kubat](#), [Emma Landriault](#), [Stuart Leary](#), [Kayley Lenders](#), [Mahayah Lochan-Aristide](#), [Isabelle Louis](#), [Monica Lung](#),

Group 5 - Structuralism

[Morgan Marta](#), [Emily Martin](#), [Jacqueline Mathers](#), [Dalia Maximillien](#), [Phoebe McDonald](#), [Katherine McLean](#), [Sajel Mistry](#),
[Mauro Saco Baschkir](#), [Toyosi Olorunlona](#), [Martine Vidmar](#), [Ricardo Bonilla Diamond](#)

Class Rules and Regulations

Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will not be tolerated.

While laptop computers are encouraged in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from the class content.

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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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).

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.

Class notes and Expectations

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Medical Certificates and Illness

In the unfortunate case of illness or injury, only a medical certificate/note signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed assignment or examination will be accepted. Please note that Doctor's notes for minor illnesses (e.g. colds, flu) and past illnesses that have been resolved cannot be accepted.

Plagiarism

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).

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.

Carleton E-mail Accounts

All email communication to students from Bachelor of Global and International Studies 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.

Official Course Outline/Syllabus

Please note that the course syllabus posted on the BGIInS website is the official course outline.