

## INTS 409/701: Theories of International Studies

**Instructor:** Dr. Anna Casas Aguilar

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**Class time:** Mondays, 8:30-11:20

**Classroom location:** 10-4520

**Office hours:** Mondays 11:30 am to 12:30 pm or by appointment

### COURSE DESCRIPTION

In this course we will study a variety of themes in the field of global and international studies taking a theoretical approach to them. Topics include globalization, post-colonial theory, terrorism, and human rights, among others. All these topics are part of the new global studies curriculum, which is divided in the following areas: global environment & sustainability, global cultures & diversity, global governance & social justice, global political economy & development.

### Required material:

Articles that students can download from the library website and that will be available through Blackboard. Students are required to remain up-to-date with the course materials and consult with their peers if they are absent from a class.

### GRADING (undergraduate students)

1. Participation in class	10 %	on-going
2. Attendance	5 %	on-going
3. Presentation on the readings	15 %	on-going
4. Response on one Global Fridays talk	5%	on-going
5. Response Paper	20 %	March 2
6. Final essay proposal	10 %	March 9
7. Final essay	35 %	April 13

### GRADING (graduate students)

1. Participation in class	10 %	on-going
2. Attendance	5 %	on-going
3. Presentation on the readings	15 %	on-going
4. Response on one Global Fridays talk	5%	on-going
5. Response Paper	15 %	March 2
6. Final essay proposal	10 %	March 9
7. Final essay	30 %	April 13
8. Seminar Coordination	10 %	March 16

**1. Participation in class.** Students are expected to attend class on a regular basis. Nonetheless, attendance and participation are not the same thing. Active participation and meaningful comments that advance discussions in all classes are necessary in order to receive a good participation grade. Students will be required to read several articles and book chapters every week, and they should

demonstrate a mastery of the readings and share critical thoughts about them. Participation may also include answering questions on assigned readings and group work as determined by the instructor. Marks will be based upon the quality and quantity of participation. Contributions to the discussion should be respectful to classmates.

**2. Attendance.** Regular attendance is a requirement in this course. The attendance grade is separate from the participation grade in order to emphasize the importance of doing the readings and participating in addition to showing up for class.

**3. Presentations on the readings.** Each student will make a presentation on some of the assigned readings. This presentation is worth 15% of the final mark and it should be 10 to 15 minutes long and offer a summary as well as a critical analysis of the assigned readings. Presentations should spark a discussion on the assigned film and readings. Therefore, on the day you are presenting you are expected to have questions for your classmates and to lead part of the discussion in class. Each presentation will be graded according to the following criteria: originality, depth of research and of ideas, clarity of delivery, organization, critical approach and use of examples from the readings to support your arguments and explanations.

You are expected to hand-in a brief outline of your presentation and a list of quoted sources following the MLA style to Dr. Casas Aguilar on the same day of your presentation.

**4. Response on one Global Fridays presentation.** Each student will need to attend one of the Global Fridays presentations (see schedule at <http://www.unbc.ca/international-studies/unbc-global-friday-speakers-series>) and provide a 2-page critical response about the main ideas of the talk. Please contact the instructor if, for any reason, you are unable to meet this requirement.

**5. Response paper.** This is a short analysis paper/critical reflection on one of the topics covered in class. The idea of this assignment is that you engage critically with and expand upon one of the topics discussed in class so far, offering a well-developed and well-thought out response. Response papers should be 3 pages (undergraduate students) or 4 pages (graduate students) long, double-spaced, 12-pt. font. Your response should contain a thesis statement which is supported with examples from some of the readings assigned for the class. You are welcome to support your observations and analysis with additional academic sources as well. Remember that a strong argument moves beyond description. Students may choose any of the topics covered in the first two months of class.

**6. Final Essay Proposal.** This proposal should be 2 pages long and should include a list of the projected sources that you plan to use for your final paper. Your proposal should contain a 200-word paragraph that states a preliminary thesis or hypothesis as well as explain which questions will be explored in the final paper. The goal of this assignment is to have you start planning your final paper.

**7. Final Paper.** Your task will be to explore a topic covered in the course that has or have interested, intrigued, challenged, or unsettled you the most. You will produce a ten-page (undergraduate students) or twelve-page (graduate students) critical analysis that explores the chosen topic in relation to one of the themes of the course. The main goal of the paper is to fully develop an argument and show how you have applied the course material or connected a key concept from the course to your observations and research. You will be required to support your observations and

analysis with academic sources. Remember to quote your sources using the MLA style. This final paper will be graded according to the following criteria: writing style (accuracy and clarity of expression), research content, critical engagement, organization, use of ideas discussed in class, use of secondary sources and accuracy of research.

**8. Seminar Coordination (Graduate Students only).** In our seminar, graduate students will decide a topic and distribute four articles to be discussed by the class on April 13. The articles need to be published after 2004 and come from a reputable journal in the field of global and international studies. This last class will have the same format as all other classes: one or two students will present the assigned readings and all the students in the class will read the articles and discuss them. The articles are to be submitted to Dr. Casas Aguilar by March 16.

### Course Outline

**January 5:** Presentation of the course and assignment of presentation dates for students.

#### **January 12: Globalization and Empire**

Martin Coward. "The Globalisation of Enclosure: Interrogating the Geopolitics of Empire." *Third World Quarterly* 26.6 (2005): 855-871.

Joseph Stiglitz. "Globalism's Discontents." *The American Prospect* 4 January 2002: 16-21.

Bryan Maybee. "Discourses of Empire: The US 'Empire', Globalisation and International Relations." *Third World Quarterly*. 25.8 (2004): 1359-1378.

#### **January 19: Power and Hegemony**

Michel Foucault. "The Subject and Power." *Critical Inquiry* 8.4 (1982): 777-795.

Michel Foucault. "The Birth of Biopolitics." *Essential Works of Foucault 1954 – 1984. Ethics, Subjectivity and Truth*. Ed. Paul Rabinow. London: Penguin, 2000. 73-79.

Jonathan Davies. "Rethinking Urban Power and the Local State: Hegemony, Domination and Resistance in Neoliberal Cities." *Urban Studies* 51.15 (2014): 3215-3232.

#### **January 26: Post-colonial Theory**

Edward Said. "Orientalism Now." *Social Theory: Essential Readings*. Ed. Gordon Bailey and Noga Gayle. New York: Oxford University Press, 2003. 388-407.

Chinua Achebe. "An Image of Africa." *Massachusetts Review* 18.4 (1977): 782-794.

Stuart Hall. "The West and the Rest: Discourse and Power." *Development: A Cultural Studies Reader*. Ed. Susanne Schech and Jane Haggis. Oxford: Blackwell, 2002. 56-64.

Linda Tuhiwai Smith. "Imperialism, History, Writing and Theory;" "Research through Imperial Eyes." *Decolonizing Methodologies. Research and Indigenous Peoples*. London/New York: Zed Books, 1999. Pages to be determined.

Film: "Eduard Said on Orientalism" in  
[https://www.youtube.com/watch?v=fVC8EYd\\_Z\\_g](https://www.youtube.com/watch?v=fVC8EYd_Z_g)

## **February 2: Feminism, Gender and Social Justice**

Alison Jaggar. "Introduction;" "Transnational Cycles of Gendered Vulnerability: a Prologue to a Theory of Global Gender Justice." *Gender and Global Justice*. Cambridge, UK: Polity, 2014. 1-39.

Chandra Talpade Mohanty. "Under Western Eyes" Revised: Feminist Solidarity Through Anticapitalist Struggles." *Feminist Theory Reader. Local and Global Perspectives*. Ed. Carole R. McCann and Seung-kyung Kim. New York: Routledge, 2013. 536-551.

Lauren Leve. "Failed Development and Rural Revolution in Nepal: Rethinking Subaltern Consciousness and Women's Empowerment." *Theorizing NGOs: States, Feminisms, and Neoliberalism*. Ed. Victoria Bernal and Inderpal Grewal. Durham: Duke University Press, 2014. 50-92.

## **February 9: No Class, Family Day**

## **February 16 to March 1: Reading Week**

## **March 2: Terrorism**

Judith Butler. *Precarious Life*. London, Verso: 1994. 1-49.  
<https://programaddssrr.files.wordpress.com/2013/05/butler-judith-precarious-life.pdf>

William John Thomas Mitchell. *Cloning Terror: The War of Images, 9/11 to the Present*. Chicago: The University of Chicago Press, 2011. 1-24.

Richard J. Payne. "Global Terrorism." *Global Issues: Politics, Economics, and Culture*. New York: Pearson Longman, 2011. 99-125.

<b>March 2: Response Paper Due</b>
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## **March 9: Global Environmental Change**

Helmut Haberl et al. "A Socio-metabolic Transition towards Sustainability? Challenges for Another Great Transformation." *Sustainable Development* 19.1 (2011): 1-14.

Mike Brklacich, May Chazan and Hans-Georg Bohle. "Human Security, Vulnerability, and Global Environmental Change." *Global Environmental Change and Human Security*. Ed. Richard A. Matthew, Jon Barnett, Bryan McDonald and Karen L. O'Brien. Cambridge: MIT Press, 2010. 35-51.

~~Richard J. Payne. "Environmental Issues." *Global Issues: Politics, Economics, and Culture*. Boston: Pearson, 2013. 207-228.~~

<b>March 9: Final Essay Proposal Due</b>
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**March 16: Human Rights**

Richard J. Payne. "Human Rights." *Global Issues: Politics, Economics, and Culture*. Boston: Pearson, 2013. 43-64.

Kerri Woods. *Human Rights*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan 2014. Pages to be determined.

Mary Jean Green. "Denis Villeneuve's *Incendies*: From Word to Image." *Quebec Studies* 54 (2012): 103-110.

Movie: *Incendies* (Denis Villeneuve, 2010) (Available at the library under course reserves)

<b>March 16 (Graduate Students): Articles for final seminar due</b>
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**March 23: Memory, Time and Space**

James Andermann. "Placing Latin American Memory: Sites and the Politics of Mourning." *Memory Studies* 8.1 (2015): 3-8.

Macarena Gómez-Barris. "Mapuche Mnemonics: Beyond Modernity's Violence" *Memory Studies* 8.1 (2015): 75-85.

Roxana Ferlini. "Human Rights Investigations in Spain" *Annals of Anthropological Practice* 38.1 (2014): 65-80.

Ludmila da Silva Catela "Staged memories: Conflicts and tensions in Argentine public memory sites" *Memory Studies* 8 (2015): 9-21.

Movie: *The Official Story* (Luis Puenzo, 1985) (Available at the library under course reserves)

**March 30: Tourism**

Mary Mostafanezhad. "Getting in Touch with your Inner Angelina: Celebrity Humanitarianism and the Cultural Politics of Gendered Generosity in Volunteer Tourism." *Third World Quarterly* 34.3 (2013): 485-499.

Martin Oppermann. "Sex Tourism." *Annals of Tourism Research* 26.2. (1999): 251-266.

Amalia Lucia Cabezas. "Tourism, Sex Work, and Women's Rights in the Dominican Republic." *Globalization and Human Rights*. Ed. Alison Brysk. Berkeley: University of California Press, 2002. 44-58.

**April 6: No Class**

**April 13:** Topic and readings to be decided by the graduate students on March 16. The topic and readings will be distributed to all students on March 23.

<b>April 13: Final Essay Due</b>
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**Blackboard:** This course uses Blackboard. Students should check this site regularly. Grades will not be posted to the Grade Centre in Blackboard.

**Definition of Grades:** Assignments for this course will be marked according to the scale set by the University of Northern British Columbia. An “A” essay is an excellent piece of work, which argues a clearly developed and challenging thesis, the proof of which is grounded in an exceptional usage of relevant primary and/or secondary literature. The research should demonstrate both critical evaluation and creativity while the writing should be sophisticated, coherent, and grammatically sound. In order to receive a final grade in the range of A- to A+, students will be expected to demonstrate consistently: independence of thought; subtle and complex analysis; the ability to grasp, articulate, and respond to arguments offered by others; and an exceptional understanding of the interpretations and information contained in assigned readings and lectures or considered in classroom discussions.

A “B” essay demonstrates good research skills, a clearly stated thesis, and a generally successful attempt to develop it logically, based upon secondary literature. The research should reflect an above-average development of ideas and criticism, while the writing should be clear and demonstrate a basic competence in organizational skills and grammar. As such, there should be few grammatical or structural errors. In order to receive a final grade in the range of B- to B+, students will be expected to demonstrate: the potential to engage in independent thought; an appreciation of the complexity of the issues under consideration; and a good understanding of the interpretations and information contained in assigned readings and lectures or considered in classroom discussions.

A “C” essay demonstrates that the author possesses a basic understanding of the material and some of the secondary literature, but has unsuccessfully endeavoured to articulate a thesis. While revealing knowledge, comprehension, and some application of information, usually the work also contains grammatical, structural, and organizational errors or flaws. Overall, the essay is adequate but uninspired. In order to receive a final grade in the range of C- to C+, students will be expected to demonstrate some awareness of the complexity of the issues under consideration and a satisfactory understanding of the interpretations and information contained in assigned readings and lectures or considered in classroom discussions.

A “D” essay fails to make its case or articulate a thesis. It is marked by a combination of illogical thinking, grammatical errors, flawed research, or a fundamental misunderstanding of the nature of the assignment. There is little application, analysis, or integration of ideas, and the essay generally fails to demonstrate a working knowledge of the topic at hand. In order to receive a final grade of D, students will be expected to demonstrate minimal competence. Although there may be evidence of an understanding of certain aspects of the interpretations and information contained in assigned

readings and lectures or considered in classroom discussion, there is also evidence of difficulty in applying or communicating this understanding.

An “F” essay is inadequate in that it demonstrates fragmentary and often undigested information. It tends towards compiling rather than analyzing information and reveals a weakness in critical or analytical skills. The use of literature is often severely limited if not inappropriate or irrelevant. Overall, the essay is marked by a profound absence of thinking about the topic or the assignment. In order to receive a final grade of F, students will have failed to give evidence of being intellectually engaged in the subject matter of the course and will have failed to demonstrate even a minimal understanding of the interpretations and information contained in assigned readings and lectures or considered in classroom discussions.

**Evaluation of Written Work:** Assignments will be returned accompanied by comments noting areas that need attention. Assignments will only be returned to the writer. Questions about grades cannot be answered effectively by e-mail. Please read carefully the Definition of Grades (above) before discussing your grade on an assignment with Dr. Casas Aguilar. If you ask for an assignment to be reconsidered, note that your grade could go either up or down.

**E-mail Policy:** Please use e-mail to communicate with me only for administrative matters. Please come to the scheduled office hours to address questions that you have or raise them in class. If you cannot make it to my office hours, please e-mail me to set up an alternative appointment. I will respond to e-mails within 48 hours, so please do not leave your inquiries to the last minute. Please take the time to compose a formal e-mail. Assignments will not be accepted by email. Please use your UNBC e-mail address to communicate with me, and please check this e-mail account regularly to receive updates about this course.

**Writing Centres:** Take advantage of the free services offered at the drop-in writing centre in the library (<http://www.unbc.ca/academic-success-centre/library-writing-centre>). The Academic Success Centre also provides helpful services to students for free (<http://www.unbc.ca/academic-success-centre>).

**Technology Etiquette in the Classroom:** Laptops may be used in class, but only for note taking. I advise that you print a copy of the notes that you take on the assigned readings and participate in class discussions using those notes. Please turn off your cellphones before class begins. It is inappropriate to surf the web or send text messages during any class at the University of Northern British Columbia.

**Submission of written work and lateness penalty:** Assignments are due in class on the date specified in this syllabus. Late submission of an assignment will be penalized by deducting **five percentage** points per day (excluding weekends). If an assignment is not handed in during class, it is considered a day late. Late assignments will not be accepted after one week without a valid medical certificate. Late assignments can be submitted to Selina Ross, the administrative assistant in the Department of International Studies (on the third floor of the Administration Building), who will date-stamp the submitted work. If you do submit an assignment to the department, inform Dr. Casas Aguilar of this with an e-mail. The Department of International Studies will not be held responsible for any late assignments that go missing. Be sure to retain a copy of your paper and keep all your notes and drafts. If you have extenuating circumstances that will prevent you from

submitting your assignment on time, discuss your situation with Dr. Casas Aguilar before the due date.

**Illness and absences:** Notify Dr. Casas Aguilar as soon as possible if a serious illness or other concern is affecting your ability to keep up with the course. It is also wise to contact the UNBC Wellness Centre or the Registrar's Office if you are experiencing academic or personal difficulties.

**Academic Honesty and Plagiarism:** Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit, and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic offences, please refer to the current Undergraduate Calendar.

Authors do not cite sources properly merely to avoid accusations of plagiarism but also to establish credibility, bring other work to the reader's attention, and demonstrate competing viewpoints.

The University of Northern British Columbia takes academic honesty very seriously. Any suspected cases of plagiarism will be investigated. More information on the University's procedures on academic offences can be found here: <http://www.unbc.ca/calendar/undergraduate/regulations>

The code of academic conduct disallows the following:

- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
- to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the university or elsewhere.

I reserve the right to check your papers for plagiarism at any point during the course, and you may be asked to submit a Word version of your essay. I use Turnitin and SafeAssign, which are web-based services that compare student papers to essays for sale and to thousands of other published documents.

**Accessibility and Accommodations:** Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require course format accommodation, please feel free to approach Dr. Casas Aguilar to discuss your needs. If you require accommodations for a disability, or have accessibility concerns about the course, the classroom or course materials, please contact the Access Resource Centre for Students with Disabilities at [arc@unbc.ca](mailto:arc@unbc.ca) (<http://www.unbc.ca/access-resource-centre/contact>).

**Student Conduct:** The University of Northern British Columbia is an academic community whose purpose is to search for knowledge through teaching, research, and the free exchange of ideas. As such, UNBC is committed to developing among its members an enduring sense of community rooted in a working and learning environment which emphasizes mutual respect and tolerance and which is free from discrimination, harassment, disruptive behaviour, and violence. The members of the UNBC community include students, faculty, staff, administrators, governors, senators, and, in certain contexts, visitors. In order for the members of the university community to participate fully and effectively in the university's purpose, certain standards of conduct must be recognized and respected. The university's policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on this website:

<http://www.unbc.ca/calendar/undergraduate/regulations>

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her UNBC email and course websites weekly during the term and to note any changes.