

INTREL 4703F
Global Challenges in the Global Community I
Fall/Winter 2021-22

Mondays 10:30 am - 12:30 pm, Fall Term

**N.B. This course combines synchronous and asynchronous online activities
with in-person classes in SSC 2020.
Details will be announced on OWL.**

Instructor: Professor William J. Turkel

Office Hours: TBA

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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course Description:

The capstone seminar in the International Relations Honours Specialization applies historical and political science approaches to challenges relevant to Canada and the global community today. Students initiate, direct and produce a major project with a public policy aimed at the Government of Canada and/or the global community.

Prerequisite(s):

Enrollment in year 4 of the Honours Specialization in International Relations Module, or permission of the departments.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):

The former International Relations 4701E, the former International Relations 4702E.

Course Syllabus:

IR4703 is the capstone seminar for students in the International Relations program. The purpose of the course is to integrate your studies in history and political science and to produce a final class report that contributes to public discussion and public policy. Every year the theme of the course changes. In past years, for example, students examined Canadian peacekeeping, global climate change, tabletop scenarios, Canada's future in cyberspace and recommendations for a Canadian energy transformation.

Decolonizing Disability

In 2021-22, the class will assess the global status of disabled people and formulate policy ideas that might lead to improvements in their lives. The World Health Organization estimated in 2011 that “about 15% of the world’s population lives with some form of disability.” Furthermore, one fifth of those billion people experience significant difficulties in functioning. Disabled people are at greater risk for adverse socioeconomic outcomes and have been disproportionately affected by the COVID-19 pandemic.¹

In our analyses, we will be paying particular attention to critical approaches to disability that complicate universalist narratives. In this we will be following “[i]nternational disability movements [that] claim disability as a collective identity rather than a medical category and recognize the political and economic dimensions of disability inequity as it intersects with other sources of inequality.”² Some of our starting points for discussion will include the following topics

- Disability History and Disability Studies (Burch & Rembis eds 2014; Davis ed 2016; Goodley 2016; Hall ed 2011; Hanes et al eds 2020; Watson et al eds 2014)
- Occupying and Decolonizing Disability (Block et al eds 2016; Puar 2017; Tuhiwai Smith 2021)
- Political Ontology, the Pluriverse, A World of Many Worlds and Epistemologies of the South (de la Cadena & Blaser eds 2018; Escobar 2020; Mignolo & Walsh 2018; de Sousa Santos 2018)
- Intersectionality (McRuer 2006; Kafer 2013)
- Humanitarian Medicine (Redfield 2013)
- Design Justice (Costanza-Chock 2020; D’Ignazio & Klein 2020; Escobar 2018; Holmes 2018; Ott et al eds 2002; Serlin 2004; Williamson 2020)

Citations for these sources are listed below in the References section. You don’t have to purchase any of them for the class, as readings will be made available to you as necessary.

Expected Preparation

You will be given a short collection of readings to do before each scheduled meeting. It is crucial that you take this requirement seriously and read the materials carefully. Since teamwork is an essential component of this class (and your grade), students who are not prepared for class will not only be letting themselves down, but some of their classmates, too.

Participation and Professionalism

You are required to participate in each scheduled meeting. *Failure to participate in more than two meetings without prior approval or a note from your academic counsellor will result in a failing grade.* Since you will be

¹ WHO World Report on Disability 2011 (<https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability>); The World Bank (<https://www.worldbank.org/en/topic/disability>). Accessed 8 June 2021.

² Block et al, “Occupying Disability: An Introduction,” in Block et al (eds) *Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability*, Springer, 2016.

working closely with others using teleconferencing and shared online documents as well as in person, it is important to be respectful, to share your own ideas and to listen carefully to the ideas of others.

Teamwork and Peer Evaluation

Each scheduled meeting you will be randomly assigned to a small team of people for that day's activities. You will also be assigned to small teams for graded assignments. Grades for team activities will be shared by all members of the team. At the end of each team activity you will submit a very brief peer evaluation for the members of your team. I will use these assessments, in conjunction with my own, to assess your individual contribution to team assignments.

References

- Block, Pamela et al (eds). *Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability*. Springer, 2016.
- Burch, Susan and Michael Rembis (eds). *Disability Histories*. University of Illinois, 2014.
- de la Cadena, Marisol and Mario Blaser (eds). *A World of Many Worlds*. Duke University, 2018.
- Costanza-Chock, Sasha. *Design Justice: Community-Led Practices to Build the Worlds We Need*. MIT, 2020.
- Davis, Lennard J. *The Disability Studies Reader*, 5th ed. Routledge, 2016.
- D'Ignazio, Catherine and Lauren F. Klein. *Data Feminism*. MIT, 2020.
- Escobar, Arturo. *Designs for the Pluriverse: Radical Interdependence, Autonomy and the Making of Worlds*. Duke University, 2018.
- Escobar, Arturo. *Pluriversal Politics: The Real and the Possible*. Duke University, 2020.
- Goodley, Dan. *Disability Studies: An Interdisciplinary Introduction*, 2nd ed. SAGE, 2016.
- Hall, Kim Q. (ed). *Feminist Disability Studies*. Indiana University, 2011.
- Hanes, Roy et al (eds). *The Routledge History of Disability*. Routledge, 2020.
- Holmes, Kat. *Mismatch: How Inclusion Shapes Design*. MIT, 2018.
- Kafer, Alison. *Feminist Queer Crip*. Indiana University, 2013.
- McRuer, Robert. *Crip Theory: Cultural Signs of Queerness and Disability*. New York University, 2006.
- Mignolo, Walter D. and Catherine E. Walsh. *On Decoloniality: Concepts, Analytics, Praxis*. Duke University, 2018.
- Ott, Katherine et al (eds). *Artificial Parts, Practical Lives*. New York University, 2002.

Puar, Jasbir K. *The Right to Maim: Debility / Capacity / Disability*. Duke University, 2017.

Redfield, Peter. *Life in Crisis: The Ethical Journey of Doctors Without Borders*. University of California, 2013.

Serlin, David. *Replaceable You: Engineering the Body in Postwar America*. University of Chicago, 2004.

de Sousa Santos, Boaventura. *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South*. Duke University, 2018.

Tuhiwai Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples*, 3rd ed. Zed, 2021.

Watson, Nick et al (eds). *Routledge Handbook of Disability Studies*. Routledge, 2014.

Williamson, Bess. *Accessible America: A History of Disability and Design*. New York University, 2020.

Course Materials:

All course materials will be provided electronically and/or will be available through the UWO Library.

You will also be required to use software provided by the university:

- To participate in class and team meetings you will need to install and log in to Zoom
<https://wts.uwo.ca/zoom/index.html>
- You will need access to Microsoft Office tools (especially Word, PowerPoint and Excel). These are available through your Office 365 account
https://wts.uwo.ca/office_365/index.html
- Class sessions and graded assignments will also require teamwork that will be conducted through MS Teams
https://wts.uwo.ca/microsoft_teams/index.html

Methods of Evaluation:

<i>Assignment</i>	<i>Team component</i>	<i>Individual component</i>	<i>Peer & Participation</i>	<i>TOTAL</i>	<i>Handed Out</i>	<i>Due Date</i>	<i>Zero Date</i>
01. Shared Bibliography	0%	18%	2%	20%	Week 02	Week 03	Week 04
02. Questions and Themes	4%	12%	4%	20%	Week 04	Week 05	Week 06
03. Detailed Outline	8%	8%	4%	20%	Week 06	Week 07	Week 08

04. Draft Report	16%	0%	4%	20%	Week 08	Week 09	Week 10
05. Final Report	16%	0%	4%	20%	Week 10	Week 11	Week 12

Each assignment has a suggested due date and, a week later, a zero date. If you hand in your assignment before the zero date, you will receive full credit for your work. After the zero date, it will be worth nothing.

If you are unable to meet a course requirement due to illness or other serious circumstances, you must provide valid medical or other supporting documentation to Academic Counseling as soon as possible.

Accommodation for missed tests/midterms, including Self Reported Absences (SRA):

Students with an approved absence from an in-class test will be required to write a makeup test.

Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Online courses will have online makeup tests.

In person classes have scheduled makeup tests scheduled at the following times:

Fall Term

- Tests scheduled before November 1 – the makeup will take place November 8 at 9:30am.
- Tests scheduled between November 2 and December 7 – the makeup will take place December 8 at 9:30pm.

Winter Term

- Tests scheduled before February 19 – the makeup will take place February 28 at 9:30am.
- Tests scheduled between February 20 and March 31 – the makeup will take place April 1 at 12:30pm

No other make-up opportunities will be provided. Students who fail to write a makeup test in the designated time slots will receive a grade of zero.

Course professors may not be available to respond to questions during the makeup test slots.

Students should be aware that when they have submitted an SRA for one test, they are not permitted to write a test or complete an assignment for another course during the period covered by the SRA. Failure to observe this regulation will result in the cancellation of the SRA and the possible application of late penalties.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted.

Additional Statements:

Please review the Department of History Course Must-Knows document,

<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>,

for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues

- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness

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