

FORGETTING, REMEMBERING, AND FINDING ACTORS IN IR
POLSCI 731
Term 2, Winter 2021

Instructor: Marshall Beier
Email: mbeier@mcmaster.ca
Class: Tuesdays, 8:30-11:20
Room: N/A – virtual

Office: KTH-508; no in-person meetings
Office Hours: Online, by appointment

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview.....	3
Course Evaluation – Details.....	4
Seminar Participation (25%).....	4
Short Paper (30%), due February 2, 2021.....	4
Essay (45%), due March 23, 2021.....	4
Weekly Course Schedule and Required Readings	4
Week 1 (Jan 12) Introduction.....	4
Week 2 (Jan 19) Subjecthood	5
Week 3 (Jan 26) Indigenous Peoples: IR	6
Week 4 (February 2) Indigenous Peoples: Intl System.....	7
Week 5 (Feb 9) Indigenous Peoples: <i>Sui Generis</i>	8
Week 6 (Feb 16) Mid-Term Recess - NO CLASS.....	9
Week 7 (Feb 23) Watershed Weapons.....	9
Week 8 (Mar 2) Weltering Weapons.....	10
Week 9 (Mar 9) Willful Weapons	11
Week 10 (Mar 16) Children Discovered.....	12
Week 11 (Mar 23) Children Deployed.....	13
Week 12 (Mar 30) Children Denied	14
Week 13 (Apr 6) No Class	15
Course Policies	15
Submission of Assignments.....	15

Grades.....	15
Late Assignments	16
Absences, Missed Work, Illness	16
Faculty of Social Sciences E-mail Communication Policy	16
University Policies	16
Academic Integrity Statement.....	16
Authenticity / Plagiarism Detection	17
Courses with an On-line Element	17
Online Proctoring.....	17
Conduct Expectations.....	17
Academic Accommodation of Students with Disabilities.....	18
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	18
Copyright and Recording	18
Extreme Circumstances.....	18
Course Modification	19

Course Description

Steve Smith famously said that a 'discipline's silences' are often its 'loudest voices' and, in a similar vein, Cynthia Enloe calls on us to look to 'margins, bottom rungs, and silences' to find a fuller appreciation of how power operates. This course inquires into how political possibilities are made and foreclosed in the ways we variously see and miss seeing, construct and perform, confer and deny political subjecthood in International Relations. Plying distinctions between subjects, objects, actants, and agents, reveals that the lines delineating one from another are not always as clear-cut as might sometimes be imagined. In exploring how power instantiates fields of subjecthood, this course takes what might seem quite disparate points of intervention (Indigenous peoples, weapons technology, and childhood), finding subject positions ascribed in places we might not intuitively expect to find them even as their very possibility is withheld, denied, or resisted in contexts we might find equally surprising. The aim of the course is to identify various loci of the political while developing a deeper appreciation of subjecthood as a managed 'space' that is revealing of important circulations of power.

Course Objectives

By the end of the course students should:

- Have a deeper understanding of how political subjects are produced and what is at stake in conferring or withholding subjecthood of actors in global politics.
- Recognize and evaluate key concepts from contemporary social theory and how they both play a part in and help us to make sense of international relations.
- Have built on and refined research and writing skills through argumentative essays.
- Have developed skills in leading and participating in group discussions.

Required Materials and Texts

- All required readings are available online via e-Journals from the Library website and/or are accessible in the Department of Political Science.

Class Format

The course will operate on a weekly seminar format based on regular and consistent participation by all students. In light of ongoing COVID-19 mitigation measures, seminars will be held using Zoom. All students will receive a weekly Zoom invitation via email from the instructor. Please follow the link in the weekly invitation at the start of each week's class.

Course Evaluation – Overview

1. Seminar Participation – 25%

2. Short Paper – 30%, due February 2, 2021
3. Longer Paper – 45%, due March 23, 2021

Course Evaluation – Details

Seminar Participation (25%)

Students will be graded on their participation in class discussions. Consistent participation informed by each week's assigned readings is expected. Beginning on week 2, one or two students per week will give short presentations (10-15 minutes in length) at the start of class. Presentations should offer students' critical assessments of the week's readings, highlighting common themes and making connections where appropriate. It is assumed that all students will come to class having read and thought about the assigned readings, so presentations should not simply summarize them. Each presentation should end by suggesting three or four questions with the aim of stimulating class discussion. (NB: presenters need only address the *assigned* readings for the week – recommended readings are intended to give additional background and elaboration of topics necessary for the longer paper due on March 23rd).

Short Paper (30%), due February 2, 2021

Drawing from readings assigned and recommended for the week of January 19th and informed by the class discussion, students will prepare a short paper of 8-10 pages in length. Papers should take a position as to the most tenable way to define and delimit political subjecthood in International Relations and present an argument as to why this ought to be taken over alternative possibilities. Papers are to be submitted directly to the instructor at mbeier@mcmaster.ca in Word or PDF format by 11:59 pm on the due date; students will receive an email from the instructor within 24 hours confirming receipt of their paper.

Essay (45%), due March 23, 2021

Students will prepare an analytic essay of approximately 15 pages in length. Topics will deal with issues raised in the assigned and recommended readings of the course and will be developed individually by students in consultation with the instructor. Papers are to be submitted directly to the instructor at mbeier@mcmaster.ca in Word or PDF format by 11:59 pm on the due date; students will receive an email from the instructor within 24 hours confirming receipt of their paper.

Weekly Course Schedule and Required Readings

Week 1 (Jan 12) Introduction

Introduction to the Course

Readings: None

Week 2 (Jan 19) Subjecthood

Grammatical Subjects and Grammars of Subjecthood

Assigned Readings:

- Ty Solomon. 2015. "Embodiment, Emotions, and Materialism in International Relations," in Linda Åhäll and Thomas Gregory, eds., *Emotions, Politics, and War*. London: Routledge, 56-68. [e-book].
- Anna Leander. 2013. "Technological Agency in the Co-Constitution of Legal Expertise and the US Drone Program." *Leiden Journal of International Law* 26(4): 811-831. doi: 10.1017/S0922156513000423.
- Tom Lundborg and Nick Vaughan-Williams. 2015. "New Materialisms, Discourse Analysis, and International Relations: A Radical Intertextual Approach." *Review of International Studies* 41(1): 3-25. doi:10.1017/S0260210514000163.
- Roger Mac Ginty. 2017. "A Material Turn in International Relations: The 4x4, Intervention and Resistance." *Review of International Studies* 43(5): 855-874. doi:10.1017/S0260210517000146.
- Robbie Shilliam. 2020. "When Did Racism Become Solely a Domestic Issue?" *Foreign Policy* (23 June). <https://foreignpolicy.com/2020/06/23/racism-international-relations-domestic/?fbclid=IwAR2ok4j46Q-CGhgQpNxwwa26iAgOack09JByDsV47B7wRomDRyWKTlQ8It4>.

Recommended Readings:

- Rom Harré. 2020. "Material Objects in Social Worlds." *Theory, Culture & Society* 19(5-6): 23-33.
- Chris Hables Gray. 2003. "Posthuman Soldiers in Postmodern War." *Body & Society* 9(4): 215-226.
- Jane Bennett. 2010. *Vibrant Matter: A Political Ecology of Things*. Durham: Duke University Press.
- Christian Bueger. 2013. "Actor-Network Theory, Methodology, and International Organization." *International Political Sociology* 7(3): 338-342.
- Michael Schandorf and Athina Karatzogianni. 2018. "Agency in Posthuman IR: Solving the Problem of Technosocially Mediated Agency," in Erika Cudworth, Stephen Hobden, and Emilian Kavalski, eds., *Posthuman Dialogues in International Relations*. Abingdon: Routledge, 89-108.

- Cindy Horst. 2018. "Forced Migration: Morality and Politics." *Ethnic and Racial Studies* 41(3): 440-447.

Week 3 (Jan 26) Indigenous Peoples: IR

Indigenous Peoples: International Relations Takes Notice

Assigned Readings:

- Neta C. Crawford. 1994. "A Security Regime Among Democracies: Cooperation Among Iroquois Nations." *International Organization* 48(3): 345-385.
<http://www.jstor.com/stable/2706963>.
- David Bedford and Thom Workman. 1997. "The Great Law of Peace: Alternative Inter-Nation(al) Practices and the Iroquoian Confederacy." *Alternatives* 22(1): 87-111. doi: 10.1177/030437549702200104.
- J. Marshall Beier. 2004. "Beyond Hegemonic State(ment)s of Nature: Aboriginal Lifeways and the Tyranny of Orthodox International Relations Theory," in Geeta Chowdhry and Sheila Nair, eds., *Power, Postcolonialism and International Relations: Reading Race, Gender and Class*. London: Routledge, 82-114. [e-book].
- Karena Shaw. 2002. "Indigeneity and the International." *Millennium* 31(1): 55-81. doi: 10.1177/03058298020310010401.

Recommended Readings:

- Roger Epp. 2000. "At the Wood's Edge: Towards a Theoretical Clearing for Indigenous Diplomacies in International Relations," in D. Jarvis and R. Crawford, eds., *International Relations: Still and American Social Science?* Albany: SUNY Press, .
- Paul Keal. 2003. *European Conquest and the Rights of Indigenous Peoples: The Moral Backwardness of International Society*. Cambridge: Cambridge University Press.
- Allaine Cerwonka. 2004. *Native to the Nation: Disciplining Landscapes and Bodies in Australia*. Minneapolis: University of Minnesota Press.
- J. Marshall Beier. 2005. *International Relations in Uncommon Places: Indigeneity, Cosmology, and the Limits of International Theory*. New York: Palgrave Macmillan.

Week 4 (February 2) Indigenous Peoples: Intl System

Indigenous Peoples: The International System Takes Notice

Assigned Readings:

- Paul Keal. 1995. "Just Backward Children': International Law and the Conquest of Non-European Peoples." *Australian Journal of International Affairs* 49(2): 191-206.
- Sheryl Lightfoot. 2008. "Indigenous Rights in International Politics: The Case of 'Over-Compliant' Liberal States." *Alternatives: Global, Local, Political* 33(1): 83-104. doi: 10.1177/030437540803300105.
- Rauna Kuokkanen. 2012. "Self-Determination and Indigenous Women's Rights at the Intersection of International Human Rights." *Human Rights Quarterly* 34(1): 225-250. doi: 10.1353/hrq.2012.0000.
- Jessica M. Shadian. 2017. "Reimagining Political Space: The Limits of Arctic Indigenous Self-Determination in International Governance?" in Kathrin Keil and Sebastian Knecht, eds., *Governing Arctic Change: Global Perspectives*. London: Palgrave Macmillan.
- Glen Sean Coulter. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, pp. 25-50. [e-book].

Recommended Readings:

- Rauna Kuokkanen. 2009. "Achievements of Indigenous Self-Determination: The Case of Sami Parliaments in Finland and Norway," in J. Marshall Beier, ed., *Indigenous Diplomacies*. New York: Palgrave Macmillan, 97-114.
- Mark F. N. Franke. 2007. "Self-Determination Versus the Determination of Self: A Critical Reading of the Colonial Ethics Inherent to the United Nations Declaration on the Rights of Indigenous Peoples." *Journal of Global Ethics* 3(3): 359-379.
- J. Marshall Beier. 2010. "At Home on Native Land: Canada and the United Nations Declaration on the Rights of Indigenous Peoples," in J. Marshall Beier and Lana Wylie, eds., *Canadian Foreign Policy in Critical Perspective* (Toronto: Oxford University Press, 175-186.

- Neta C. Crawford. 2017. "Native Americans and the Making of International Society," in Tim Dunne and Christian Reus-Smit, eds., *The Globalization of International Society*. Oxford: Oxford University Press, 102-121.
- Colin Samson and Carlos Gigoux. 2017. *Indigenous Peoples and Colonialism: Global Perspectives*. Cambridge: Polity.
- Emily Hannah Merson. 2020. *Creative Presence: Settler Colonialism, Indigenous Self-Determination and Decolonial Artwork Peoples*. Lanham: Rowman & Littlefield.

Note: Essay due in class

Week 5 (Feb 9) Indigenous Peoples: *Sui Generis*

Indigenous Peoples: *Sui Generis* Relations International

Assigned Readings:

- Ravi de Costa. 2009. "Indigenous Diplomacies Before the Nation-State," in J. Marshall Beier, ed., *Indigenous Diplomacies*. New York: Palgrave Macmillan, 61-77.
- Sheryl Lightfoot. 2016. *Global Indigenous Politics: A Subtle Revolution* (New York: Routledge, pp. 72-92. [e-book].
- Glen Sean Coulter. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, pp. 151-80.
- Rauna Kuokkanen. 2017. "Indigenous Epistemes," in Imre Szeman, Sarah Blacker, and Justin Sully, eds., *A Companion to Critical Cultural Theory*. Oxford: Wiley Blackwell.
- Hayden King. 2018. "Discourses of Conquest and Resistance: International Relations and Anishinaabe Diplomacy," in Randolph B. Persaud and Alina Sajed, eds., *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*. London: Routledge, 135-154.

Recommended Readings:

- Gerald Vizenor. 1994. *Manifest Manners: Narratives on Postindian Survivance*. Lincoln: University of Nebraska Press.
- Laura Parisi and Jeff Corntassel. 2007. "In Pursuit of Self-Determination: Indigenous Women's Challenges to Traditional Diplomatic Spaces." *Canadian Foreign Policy* 13(3): 81-98.

- Kevin Bruyneel. 2007. *The Third Space of Sovereignty: The Postcolonial Politics of U.S.-Indigenous Relations*. Minneapolis: University of Minnesota Press.
- Claire Smith and Graeme Ward. 2000. *Indigenous Cultures in an Interconnected World*. Vancouver: UBC Press.
- Picq, Manuela L. 2013. "Indigenous Worlding: Kichwa Women Pluralizing Sovereignty," in Arlene B. Tickner and David L. Blaney, eds., *Claiming the International*. Milton Park: Routledge, 121-140.
- Woons, Marc. 2014. "On the Meaning of Renewing the Relationship Between the Dutch and Haudenosaunee Peoples: The Two Row Wampum Treaty After 400 Years." *Indigenous Policy Journal* 25(1).
- Montsion, Jean Michel. 2015. "Disrupting Canadian Sovereignty? The 'First Nations & China' Strategy Revisited." *Geoforum* 58: 114-121.

Week 6 (Feb 16) Mid-Term Recess - NO CLASS

No class – Reading Week

Week 7 (Feb 23) Watershed Weapons

Watershed Weapons: A Rhetorical Revolution

Assigned Readings:

- Jean Baudrillard. 1995. *The Gulf War Did Not Take Place* trans. Paul Patton. Bloomington: Indiana University Press.
- Cynthia Weber. 2001. "Flying Planes Can Be Dangerous." *Millennium* 31(1): 129-147. doi: 10.1177/03058298020310010701.
- Hugh Gusterson. 2004. *People of the Bomb: Portraits of America's Nuclear Complex*. Minneapolis: University of Minnesota Press, pp.51-81.
- Gargi S. Bhattacharyya. 2009. "Spectatorship and the War on Terror: Creating Consensus through Global Audiences." *Globalizations* 6(1): 77-90. doi: 10.1080/14747730802692401.

Recommended Readings:

- James Der Derian. 2002. "In Terrorem: Before and After 9/11," in Ken Booth and Tim Dunne, eds., *Worlds in Collision: Terror and the Future of Global Order*. Houndsmills: Palgrave Macmillan, 101-117.

- James Der Derian. 2001. "Global Events, National Security, and Virtual Theory." *Millennium* 30(3): 669-690. doi: 10.1177/03058298010300030301.
- Aaron Tucker. 2017. *Virtual Weaponry: The Militarized Internet in Hollywood War Films*. New York: Palgrave Macmillan, 145-85.
- Meryl Alper. 2014. "War on Instagram: Framing Conflict Photojournalism with Mobile Photography Apps." *New Media & Society* 16(8): 1233-1248. doi: 10.1177/1461444813504265.
- Lisa Sylvestri. 2016. "Mortars and Memes: Participating in Pop Culture from a War Zone." *Media, War & Conflict* 9(1): 27-42. doi: 10.1177/1750635215611608.
- Zeynep Devrim Gürsel. 2016. *Image Brokers: Visualizing World News in the Age of Digital Circulation*. Oakland: University of California Press.

Week 8 (Mar 2) Weltering Weapons

Weltering Weapons: Monopolizing Legitimacy

Assigned Readings:

- J. Marshall Beier. 2003. "Discriminating Tastes: 'Smart' Bombs, Non-Combatants, and Notions of Legitimacy in Warfare." *Security Dialogue* 34(4): 411-425. doi: 10.1177/0967010603344003.
- Hugo Slim. 2003. "Why Protect Civilians? Innocence, Immunity and Enmity in War." *International Affairs* 79(3): 481-501. doi: 10.1111/1468-2346.00318.
- Derek Gregory. 2006. "The Death of the Civilian?" *Environment & Planning D: Society and Space* 24(5): 633-638. doi: 10.1068/d2405ed.
- J. Marshall Beier. 2011. "Dangerous Terrain: Re-Reading the Landmines Ban through the Social Worlds of the RMA." *Contemporary Security Policy* 32(1): 159-175. doi: 10.1080/13523260.2011.556857.
- David Shim and Frank A. Stengel. 2017. "Social Media, Gender and the Mediatization of War: Exploring the German Armed Forces' Visual Representation of the Afghanistan Operation on Facebook." *Global Discourse* 7(2-3): 330-347. doi: 10.1080/23269995.2017.1337982.
- Laura J. Shepherd. 2017. "'Social Media, Gender and the Mediatization of War': A Reply to Shim and Stengel." *Global Discourse* 7(2-3): 348-352. doi: 10.1080/23269995.2017.1337981.

Recommended Readings:

- James Der Derian. 2001. *Virtuous War: Mapping the Military-Industrial-Media-Entertainment Network*. New York: Westview.
- J. Marshall Beier. 2006. "Outsmarting Technologies: Rhetoric, Revolutions in Military Affairs, and the Social Depth of Warfare." *International Politics* 43(2): 266-280.
- Thomas Gregory. 2012. "Potential Lives, Impossible Deaths." *International Feminist Journal of Politics* 14(3): 327-347.
- James Igoe Walsh. 2015. "Precision Weapons, Civilian Casualties, and Support for the Use of Force." *Political Psychology* 36(5): 507-523.
- Christiane Wilke. 2017. "Seeing and Unmaking Civilians in Afghanistan: Visual Technologies and Contested Professional Visions." *Science, Technology, and Human Values* 42(6): 1031-1060.
- Benjamin R. Banta. 2017. "Leveraging the Idea of 'Humanitarian War'." *International Relations* 31(4): 426-446.

Week 9 (Mar 9) Willful Weapons

Willful Weapons: Rise of the Robots

Assigned Readings:

- Ronald C. Arkin. 2010. "The Case for Ethical Autonomy in Unmanned Systems." *Journal of Military Ethics* 9(4): 332-341. doi: 10.1080/15027570.2010.536402.
- Heather M. Roff. 2014. "The Strategic Robot Problem: Lethal Autonomous Weapons in War." *Journal of Military Ethics* 13(3): 211-227. doi: 10.1080/15027570.2014.975010.
- Michael Carl Haas and Sophie-Charlotte Fischer. 2017. "The Evolution of Targeted Killing Practices: Autonomous Weapons, Future Conflict, and the International Order." *Contemporary Security Policy* 38(2): 281-306. doi: 10.1080/13523260.2017.1336407.
- Christof Heyns. 2017. "Autonomous Weapons in Armed Conflict and the Right to a Dignified Life: an African Perspective." *South African Journal on Human Rights* 33(1): 46-71. doi: 10.1080/02587203.2017.1303903.
- J. Marshall Beier. 2020. "Short Circuit: Retracing the Political for the Age of 'Autonomous' Weapons." *Critical Military Studies* 6(1): 1-18. doi: 10.1080/23337486.2017.1384978.

Recommended Readings:

- Gregory P. Noone and Diana C. Noone. 2015. "The Debate Over Autonomous Weapons Systems." *Case Western Reserve Journal of International Law* 47(1): 25-35.
- Duncan Purves, Ryan Jenkins, and Bradley J. Strawser. 2015. "Autonomous Machines, Moral Judgment, and Acting for the Right Reasons." *Ethical Theory and Moral Practice* 18(4): 851-872.
- Ryan Jenkins. 2017. "Averting the Moral Free-for-all of Autonomous Weapons." *Fletcher Forum of World Affairs* 41(2): 119-127.
- Rodrick Wallace. 2017. *Computational Psychiatry: A Systems Biology Approach to the Epigenetics of Mental Disorders*. New York: Springer, 191-200.
- Ingvild Bode and Hendrik Huelss. 2018. "Autonomous Weapon Systems and Changing Norms in International Relations." *Review of International Studies* 44(3): 393-413.
- Wolff Heintschel von Heinegg, Robert Frau, and Tassilo Singer. 2018. *Dehumanization of Warfare: Legal Implications of New Weapon Technologies*. New York: Springer.

Week 10 (Mar 16) Children Discovered

Children Discovered: Complicated Subjects

Assigned Readings:

- Alison M. S. Watson. 2009. *The Child in International Political Economy: A Place at the Table*. London: Routledge, 14-45. [e-book].
- J. Marshall Beier. 2015. "Children, Childhoods, and Security Studies: An Introduction." *Critical Studies on Security* 3(1): 1-13. doi: 10.1080/21624887.2015.1019715.
- Cecilia Jacob. 2015. "'Children and Armed Conflict' and the Field of Security Studies." *Critical Studies on Security* 3(1): 14-28. doi: 10.1080/21624887.2015.1014675.
- Lorraine Macmillan. 2009. "The Child Soldier in North-South Relations." *International Political Sociology* 3(1): 36-52. doi: 10.1111/j.1749-5687.2008.00062.x.

- Lesley Pruitt, Helen Berents, and Gayle Munro. 2018. "Gender and Age in the Construction of Male Youth in the European Migration Crisis." *Signs: Journal of Woman in Culture and Society* 43(3): 687-709. doi: 10.1086/695304.

Recommended Readings:

- John O'Neill. 1997. "Is the Child a Political Subject?" *Childhood* 4(2): 214-250.
- Emma Uprichard. 2008. "Children as 'Being and Becomings': Children, Childhood and Temporality." *Children & Society* 22(4): 303-313.
- E. Kay M. Tisdall and Samantha Punch. 2012. "Not So 'New'? Looking Critically at Childhood Studies." *Children's Geographies* 10(3): 249-264.
- Henry A. Giroux. 2003. "Zero Tolerance, Domestic Militarization and the War Against Youth." *Social Justice* 30(2): 59-65.
- Henry A. Giroux. 2008. "The Militarization of US Higher Education after 9/11." *Theory, Culture & Society* 25(5): 56-82.
- Alison M.S. Watson. 2004. "Seen but not Heard: The Role of the Child in International Political Economy." *New Political Economy* 9(1): 3-21.
- Alison M.S. Watson. 2006. "Children and International Relations: A New Site of Knowledge?" *Review of International Studies* 32(2): 237-250.

Week 11 (Mar 23) Children Deployed

Children Deployed: Emotional Scenery

Assigned Readings:

- Erica Burman. 1994 "Innocents Abroad: Western Fantasies of Childhood and the Iconography of Emergencies." *Disasters* 18(3): 238-253. doi: 10.1111/j.1467-7717.1994.tb00310.x.
- Helen Brocklehurst. 2015. "The State of Play: Securities of Childhood – Insecurities of Children." *Critical Studies on Security* 3(1): 29-46. doi: 10.1080/21624887.2015.1014679.
- Lorraine MacMillan. 2015. "Children, Civilianhood, and Humanitarian Securitization." *Critical Studies on Security* 3(1): 62-76. doi: 10.1080/21624887.2015.1014696.
- Helen Berents. 2016. "Hashtagging girlhood: #IAmMalala, #BringBackOurGirls and gendering representations of global politics." *International Feminist Journal of Politics* 18(4): 513-527. doi: 10.1080/14616742.2016.1207463.

- J. Marshall Beier 2018. "Ultimate Tests: Children, Rights, and the Politics of Protection." *Global Responsibility to Protect* 10(1-2): 164-187. doi: 10.1163/1875984X-01001009.

Recommended Readings:

- Mary-Jane Fox. 2004. "Girl Soldiers: Human Security and Gendered Insecurity." *Security Dialogue* 35(4): 465-479.
- Juliet B. Schor. 2010. "Cultivating Insecurity: How Marketers are Commercializing Childhood," in Hugh Gusterson and Catherine Besteman, eds., *The Insecure American: How We Got Here & What We Should Do About It*. Berkeley: University of California Press, 182-204.
- Chris Gilligan. 2009. "'Highly Vulnerable?': Political Violence and the Social Construction of Traumatized Children." *Journal of Peace Research* 46(1): 119-134.
- Victoria M. Basham. 2015. "Telling Geopolitical Tales: Temporality, Rationality, and the 'Childish' in the Ongoing War for the Falklands-Malvinas Islands." *Critical Studies on Security* 3(1): 77-89.
- J. Marshall Beier. 2019. "Binding Gestures: A Customary Norm Regarding the UN Convention on the Rights of the Child?" *Children's Geographies* 17(3): 309-320.

Note: Essay due in class

Week 12 (Mar 30) Children Denied

Children Denied: Participation and *Parens Patriae*

Assigned Readings:

- Jeremy Roche. 1999. "Children: Rights, Participation and Citizenship." *Childhood* 6(4): 475-493. doi: 10.1177/0907568299006004006.
- Barbro Johansson. 2011. "Doing Adulthood in Childhood Research." *Childhood* 19(1): 101-114. doi: 10.1177/0907568211408362.
- Allison James. 2007. "Giving Voice to Children's Voices: Practices and Problems, Pitfalls and Potentials." *American Anthropologist* 109(2): 261-272. doi: 10.1525/aa.2007.109.2.261.
- Esther Erlings. 2016. "Is Anything Left of Children's Rights? How Parental Responsibility Erodes Children's Rights Under English Law." *International Journal of Children's Rights* 24(3): 624-656. doi: 10.1163/15718182-02403008.

- J. Marshall Beier. 2019. "Implementing Children's Right to be Heard: Local Attenuations of a Global Commitment." *Journal of Human Rights* 18(2): 215-229. doi: 10.1080/14754835.2018.1515620.

Recommended Readings:

- John Eekelaar. 1986. "The Emergence of Children's Rights." *Oxford Journal of Legal Studies* 6(2): 161-182.
- Thomas Hammarberg. 1990. "The UN Convention on the Rights of the Child – And How to Make It Work." *Human Rights Quarterly* 12(1): 97-105.
- Laura Lundy. 2007. "'Voice' is Not Enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child." *British Educational Research Journal* 33(6): 927-942.
- Rachel Hinton. 2008. "Children's Participation and Good Governance: Limitations of the Theoretical Literature." *International Journal of Children's Rights* 16(3): 285-300.
- Lothar Krappmann. 2010. "The Weight of the Child's View (Article 12 of the Convention on the Rights of the Child)" *International Journal of Children's Rights* 18(4): 501-513.
- Helen Berents and Siobhan McEvoy-Levy. 2015. "Theorizing Youth and Everyday Peace(building)." *Peacebuilding* 3(2): 115-125.

Week 13 (Apr 6) No Class

No class – ISA conference

Course Policies

Submission of Assignments

Written work must be submitted directly to the instructor at mbeier@mcmaster.ca in either Word or PDF format, no later than 11:59 pm (Eastern) on the date it is due.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B

MARK	GRADE
70-72	B-
69-0	F

Late Assignments

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged with me in advance for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Absences, Missed Work, Illness

In light of the format of the course and the emphasis on regular and consistent participation in class discussions, attendance is mandatory. Some absences (such as in cases of illness, for example) may be unavoidable. Please contact me in advance (or as soon thereafter as possible) via email if you are going to be absent.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to

www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used.

Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a

positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Course Modification

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 McMaster email and course websites weekly during the term and to note any changes.