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Post-doctoral Fellow, Borders in Globalization, Centre for Global Studies

Teaching Dossier

Developed from teaching experience at the University of Victoria (2014-2018)

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Additional material available upon request:

- Statement on ethics of privilege in pedagogy
- Complete student evaluations
- Complete student testimonials
- Complete course syllabi
- Sample teaching aid: guide to writing social science papers
- Tutorial student evaluations

Pedagogy

My teaching makes complex and often controversial course material accessible to a wide range of students, as indicated by overwhelmingly positive student evaluations (summarized below and available in full upon request). As an educator, I insist that the classroom is a safe space for students and perspectives of all kinds, because respectful dialogue is often a prerequisite for an open mind. Yet learning also requires challenging assumptions, tolerating argument and opposition, and, sometimes, willingness to become unsettled.

My lectures are supplemented with multimedia and open discussion. I typically begin by speaking to the day's topics, often with PowerPoint presentations, sometimes using photos from my fieldwork, as well as diverse Internet resources, including Google Images, TED talks, and academic events posted online. When texts require careful reading, such as classics of theory, I find students more engaged when I project annotated copies onto the big screen for discussion, rather than reading and talking from behind a book. To demystify abstract ideas and familiarize seemingly far-away problems, I prepare relatable examples and analogies. To stimulate thought and discussion, I implicate topical political issues, draw on news stories, and pose 'devil's advocate' questions. To encourage students to work through opposing viewpoints, I juxtapose contrary arguments. For example, in teaching about power and conflict, I coupled the arguments of Gandhi with Machiavelli, and Gene Sharp with Thomas Hobbes. I also think it is important to emphasize to students that sometimes identifying problems and questions is more critical than proclaiming answers or solutions.

Forthrightness about my own relation to the course material also fosters student engagement. For pedagogical and ethical reasons, I identify my situatedness with the subject matter. As a white Christian male with a Canadian passport, for example, I have more rights and freedom than most people in the world. As a privileged citizen of a settler-colonial state, I should recognize the accidental disparity of these privileges, locally and globally, and even work to mitigate the burden borne by others, especially those whose disadvantage is owed in part to the policies of the government from which I benefit. Encouraging students to reflect on their own position in social structures and historical processes can be a good first step on the path of critical thinking. I have adopted this ethos from the Centre for Global Studies, the University of Victoria, and wider climate of Vancouver Island, where, for example, there is a vibrant Indigenous presence and broad popular support for Indigenous causes and claims. My ethos is especially indebted to the mentorship of James Tully, whose ethical approach to global citizenship and public philosophy continue to inspire my teaching and research.

Most of my teaching experience has been gained at the University of Victoria, where I taught eight courses for the Department of Political Science and one course for the Department of Continuing Studies. My teaching skills were also developed as a teaching assistant for several different professors and courses, during which time I first learned to engage with undergraduate students on a wide range of topics, including classics of political thought, core texts of international relations, and Indigenous issues. Previously, I spent more than a year from 2009 into 2010 teaching English as a second language to a diverse range of students, from South Korea to Palestine, from children to adults, from basic English to critical thinking in English, from private schools in Seoul (Plus Academy) to refugee camps in the Middle East (Balata, Project Hope). These wide-ranging experiences contribute to my ongoing development as an adaptable and dynamic teacher.

Student Evaluations Overview

This summary contains all student responses to Course Experience Surveys' key questions about "overall" course effectiveness and "overall" teaching effectiveness for all eight courses I have taught for the Department of Political Science at the University of Victoria. Complete records, including students' written feedback, are available upon request.

Average across all courses (119 respondents):

Overall **Course** effectiveness mean **4.55 out of 5**
 Overall **Instructor** effectiveness mean: **4.65 out of 5**

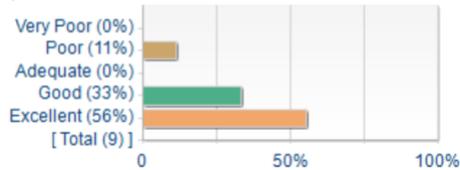
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Itemized by course with screen captures:

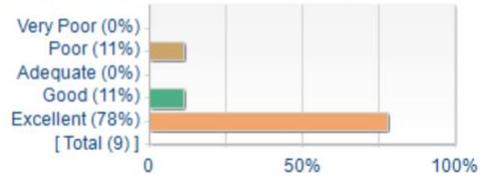
POLI 433 "Peace and Conflict in the Middle East" (seminar) Summer 2018
 (9 respondents)

Overall Course effectiveness mean: 4.33 out of 5
 Overall Instructor effectiveness mean: 4.56 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course

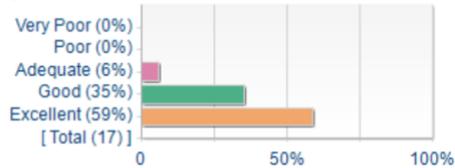


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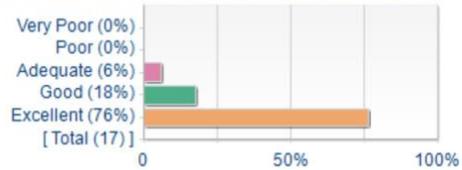
POLI 349 "Palestine and the Global" Summer 2018
 (17 respondents)

Overall Course effectiveness mean: 4.53 out of 5
 Overall Instructor effectiveness mean: 4.71 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course

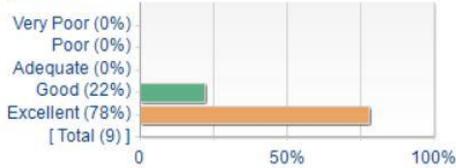


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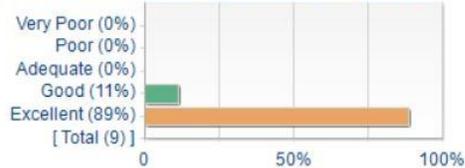
POLI 309 “Democracy and Disobedience: Civil Resistance in the Middle East” Summer 2017
(9 respondents)

Overall Course effectiveness mean: 4.78 out of 5
Overall Instructor effectiveness mean: 4.89 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course

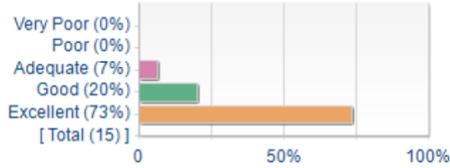


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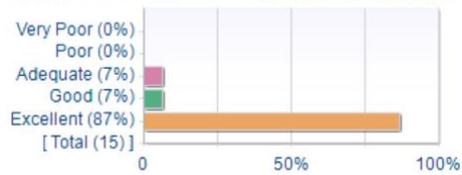
Poli 347 “Centralized Force and Nonviolent Resistance” Winter 2017:
(15 respondents)

Overall Course effectiveness mean: 4.67 out of 5
Overall Instructor effectiveness mean: 4.80 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course

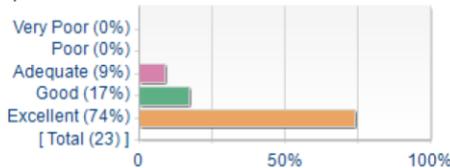


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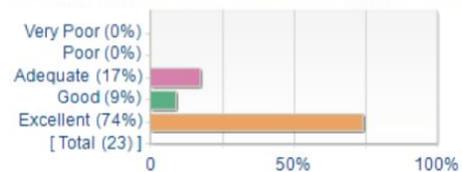
Poli 323 “Civil Resistance in the Middle East” Fall 2016
(23 respondents)

Overall Course effectiveness mean: 4.65 out of 5
Overall Instructor effectiveness mean: 4.57 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course

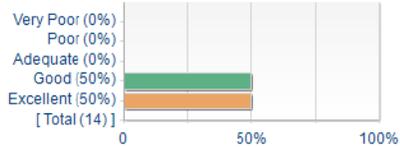


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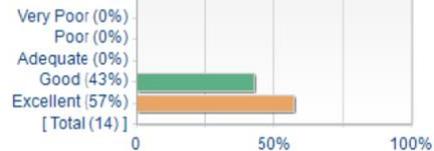
POLI 347 “Centralized Force and Nonviolent Resistance” Summer 2016
(14 respondents)

Overall Course effectiveness mean: 4.50 out of 5
Overall Instructor effectiveness mean: 4.57 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course

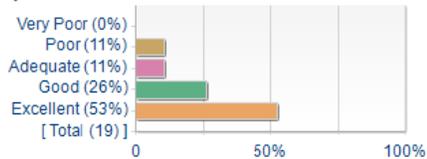


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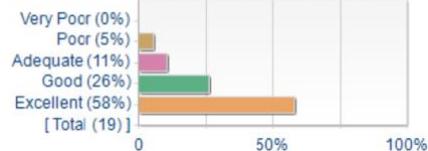
POLI 323 “Civil Resistance in the Middle East” Summer 2016
(19 respondents)

Overall Course effectiveness mean: 4.21 out of 5
Overall Instructor effectiveness mean: 4.37 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course

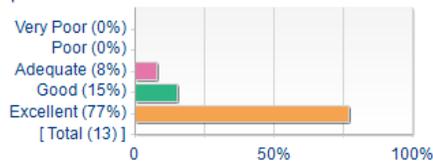


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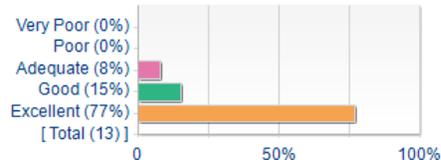
POLI 347 “Centralized Force and Nonviolent Resistance” Summer 2014
(13 respondents)

Overall Course effectiveness mean: 4.69 out of 5
Overall Instructor effectiveness mean: 4.69 out of 5

7. Overall, the course offered an effective learning experience



8. Overall, the instructor was effective in this course



* * * * *

Student Testimonials Samples

Responding to the first university course I ever taught (Poli 347, summer 2014), students shared the following testimonials (complete testimonials and contact details available upon request):

[I]t and it was the most interesting and engaging course that I took during my academic career [...] and Michael [...] created a safe classroom culture that resonated with not only myself but also with many other students in the class that I talked to about his teaching style.

— Student name omitted

* * * * *

There are few courses which I have enjoyed more throughout my educational experience. This is largely attributable to Mr. Carpenter's expertise in his field combined with his professional and enthusiastic approach to teaching his class material and facilitating the educational development of his students [...] In conclusion, I would wholeheartedly like to express my support for Mr. Carpenter's application. His professionalism and eagerness to assist in his students' educational develop made the class a delight to be a part of.

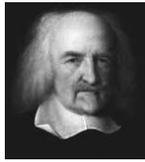
— Student name omitted

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While a student in the Major Program in Political Science, I benefited from Michael's support and guidance. Michael was one of the first professors who really held me to a higher standard which was tough but very helpful. I felt more compelled to put more thought into my reflection papers and become a better writer [...] I'd recommend him to any position that could use an educator of the highest caliber

— Student name omitted

POLI 347: Discourses in World Politics – Centralized Force and Nonviolent Resistance



University of Victoria
CRN 22618

January 4 - April 4, 2017
Tuesdays, Wednesdays, Fridays, 9:30 - 10:20
Cornett Building, Room B111

Instructor: Michael J. Carpenter
Office: David Turpin Building, Room A334
Office Hours: Tuesdays 11:00 - 12:00, and by appointment
E-mail: carpentm@uvic.ca

COURSE OVERVIEW

State Discourses of Centralized Force and Counter Theories of Nonviolent Resistance

This course is structured around three questions: 1) What place does the concept of centralized force occupy in traditional political theory? 2) How do political theorists justify doctrines of ‘dirty hands’ and ‘lesser evils’ in the pursuit of peace and security? And 3) How do theories of nonviolent resistance challenge these conventions?

Our aim is to reveal a rift in political thought. This means understanding that different sets of political imperatives are derived from different conceptualizations of *power* and *conflict*. In other words, given our presuppositions about power, what ought we do about conflict? The canonical works of Machiavelli and Hobbes feature crucial elements of the representation of centralized force in traditional political theory, and some applications and ramifications of this discourse are glimpsed in twentieth-century theorists, including Max Weber, Michael Walzer, and Michael Ignatieff. However, the conventional wisdom is challenged by a range of influential thinkers, including Mohandas Gandhi, Hannah Arendt, and Gene Sharp, each of whom, for all their differences, agree that the sources of power are other than force, and that conflicts are best waged without arms. We will avoid picking ‘winners’ and ‘losers,’ but rather strive to understand *why* each thinker makes his or her argument, and *how*. As a theory course, we will focus on the ideas, but to keep it grounded, we will also make reference to numerous real-world examples, including the ‘global war on terror’ and some of the social movements and civil wars that have emerged since 2011.

By the end of the course, students are expected to demonstrate a basic understanding of:

- The recurring representation of monopolized force in conventional political theory
- How these notions discursively shape practices of international political violence
- And how theorists of nonviolent power challenge the role of violence in politics

CRN 31633 | POLITICAL SCIENCE | UNIVERSITY OF VICTORIA | SUMMER 2017

POLI 309 – DEMOCRACY AND DISOBEDIENCE:

**CIVIL RESISTANCE
IN THE MIDDLE EAST**

July 5 - August 21
9:30 - 12:00 AM Mondays, Wednesdays,
Cornett Building, Room B135
Instructor: Michael J. Carpenter, PhD
Office: DTB A354
hours: 1 pm Mondays or by appointment
E-mail: carpentm@uvic.ca

COURSE OVERVIEW

The purpose of this course is to examine the role of civil resistance as a force for change in the Middle East. Readings and lectures cover several case studies, including the Iranian Revolution of 1978-1979, the first Palestinian Intifada of 1987-1991, the Arab Uprisings of 2010-2011, among others. Readings and lectures also provide a) a basic background into the political and historical context of the Middle East, and b) an overview of the theory of civil resistance.

The course is structured around the following primary questions:

- What are the basic claims of civil-resistance theory?
- How has civil resistance contributed to the transformation of political conditions in each of the cases studied?

Secondary questions include: What is the relationship between civil resistance and violence (violent resistance and violent repression)? What is the relationship between Islamism and violence/nonviolence? What are the limits or conditions under which civil resistance can function effectively? What do the case studies suggest about the nature of political power (in the Middle East and more broadly)?

By the end of the course, students are expected to demonstrate a clear understanding of the connections between civil-resistance theory and the case studies, a familiarity with the readings, and a basic grasp of the contemporary Middle East.

REQUIRED TEXTS (hardcopy at UVic Bookstore or borrow e-book from Library)

Maria J. Stephan (ed), *Civilian Jihad: Nonviolent Struggle, Democratization, and Governance in the Middle East* (New York: Palgrave Macmillan, 2009)

Adam Roberts, Michael Willis, Rory McCarthy, & Timothy Garton Ash (eds), *Civil Resistance in the Arab Spring: Triumphs and Disasters* (Oxford: Oxford University Press, 2016)

Additional required texts will be provided electronically (see Schedule below and CourseSpaces online)

Civil Resistance in Contemporary Thought & Practice

Continuing Studies

University of Victoria

January – March 2018

(12-hour course, non-credit)

Instructor: Michael J. Carpenter, PhD

North American society has entered a new age of civil resistance. The unprecedented anti-pipeline protests at Standing Rock galvanized activist solidarity across intersectional lines and captivated news and social media, but were quickly eclipsed by the civic unrest that followed the election of Donald Trump. The Women's March was the largest protest in US history, and airports across the country were disrupted in defiance of Trump's Muslim ban. American society has become increasingly polarized, with rival movements escalating violence in the streets.

In this course, you will learn about these developments through the conceptual framework of civil resistance theory. According to the research literature, unarmed struggles for rights and justice, even against oppressive regimes, have proven increasingly effective in comparison to armed movements. Among the general public, however, the record of civil resistance is little known. These classes aim to provide you with an overview of the field and a conceptual framework for understanding contemporary movements.



POLITICAL SCIENCE 433 – ISSUES IN POLITICS PEACE & CONFLICT IN THE MIDDLE EAST

Tuesdays and Thursdays 9:30-11:50 AM

David Turpin Building A, Room A357

July 4 - August 20, 2018

Instructor: Michael J. Carpenter, PhD

Contact: carpentm@uvic.ca

Office hour: Tues 12:15-13:15, DTB Rm A334 (or by appt)

This class explores ongoing issues of peace and conflict in the Middle East, with an emphasis on recent academic publications. Students will be exposed to, and participate in, analysis of current events through engagement with contemporary scholarship. Topics covered in the course include moderate and extremist Islamism, US foreign policy, military intervention, refugees, Saudi/Iranian proxy wars (Syria, Yemen), sectarianism, Israel/Palestine, new research into borders and governance, among other topics.

Students are expected to demonstrate basic familiarity with Middle Eastern war-and-peace issues, as well as basic academic skills. This is a seminar, meaning increased emphasis on writing and presenting. It also means that readings, attendance, and participation are mandatory. The readings are our bridges to discussing contemporary issues. The discussions are ongoing. There are no exams. Students are evaluated through written assignments, presentations, and regular participation.

* Students should have some prior exposure to Middle Eastern issues, history, or culture. This is not a strict requirement, as background readings will be made available in addition to the required readings, but students looking into the Middle East for the first time will be at a disadvantage, facing a large and challenging reading load, exacerbated by the accelerated pace of a condensed (6-week) course.

All **required reading** (academic articles) will be made available to students.

Suggested background reading (optional), each on reserve, hardcopy, at library desk

- William Cleveland and Martin Bunton. 2016. *A History of the Modern Middle East*. Boulder: Westview.
- Fawas Gerges. 2013. *New Middle East: Protest and Revolution in the Arab World*. Cambridge University Press.
- Martin Bunton. 2013. *The Palestinian-Israeli Conflict: A Very Short Introduction*. Oxford University Press. Also available as e-book on UVic library.

POLI 349: ISSUES IN INTERNATIONAL POLITICS
GLOBAL DIMENSIONS OF PALESTINE

Tuesdays & Thursdays, 13:30 - 16:00

Classroom: COR, Room B111

Tuesday, May 15 – Thursday, June 29

Instructor: Michael Carpenter, PhD carpentm@uvic.ca

Office hour: Thurs. 16:15 – 17:15 and by appt., DTB, Rm A334

COURSE OVERVIEW

This course examines the question of Palestine through a global lens. As Israel celebrates its 70th anniversary, Palestinians remain stateless, and the conflict unresolved. Rather than emphasizing nationalism or religion, this class takes a global perspective that combines historical, international, transnational, local, and Canadian perspectives.

By the end of the course, students are expected to demonstrate the ability to discuss and engage with the ideas of the readings and the lectures, and to develop of an original argument in the form of an academic essay.

READINGS

Required Books

Ramzy Baroud. 2018. *The Last Earth: A Palestinian Story*. London: Pluto.

Martin Bunton. 2013. *The Palestinian-Israeli Conflict: A Very Short Introduction*. Oxford: Oxford University Press.

Angela Y. Davis. 2016. *Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*. Haymarket Books.

Required other texts (provided) (this list may grow)

Iyad Burnat. 2016. "Solidarity" (ch. 6) *Bil'in and the Nonviolent Resistance*. N.p., n.p.

Steven Seligman. 2018. "Canada's Israel Policy under Justin Trudeau: Rejecting or Reinforcing the Legacy of Stephen Harper?" *American Review of Canadian Studies* Volume 48(1): 80-95

Benny Morris. 2009. Ch. 3 "Where to?" in *One State, Two States Resolving the Israel/Palestine Conflict*. New Haven: Yale University Press.

Maia Carter Hallward. 2009. "Creative Responses to Separation: Israeli and Palestinian Joint Activism in Bil'in" *Journal of Peace Research* 46(4).