

**CGS 1021G INTRODUCTION TO GLOBAL CULTURE**  
**The Centre for Global Studies**  
**Huron University College**  
**Winter 2018**



**COURSE DESCRIPTION**

This course examines the role of violence in the production of global culture. We begin by asking the simple questions: What is violence? What is culture? And what is global culture? We use our answers to introduce a more complex set of inquiries, including: What is the relationship between violence and global culture? How do ideas of global culture emerge in and through encounters with localized forms of violence? And how do localized forms of culture and cultural production respond to and mediate the violence of globalization? Through the study of two responses to 9/11, one theoretical and one literary, we consider the ways in which global culture is imagined in relation to spectacular forms of violence, which promise yet fail to activate a global solidarity. Through a similar study of two responses to the “slow violence” of globalization, we examine how the uneven violence of global culture becomes visible in relation to tourism and climate change. In each case, we consider the ways in which “the violence of the global” takes an aestheticized form that is expressed through the lens of the nation-state. Overall, we are interested in how ideas of global culture emerge in and through the mediation of direct and indirect forms of violence.

## Course Information

<p><i>Professor:</i> Dr. Katherine Lawless  <i>Office:</i> A206  <i>Phone:</i> 519-438-7224 x705  <i>Email:</i> klawles@uwo.ca</p>	<p><i>Class Times:</i> Wednesday 1:30-3:20pm and  Friday 1:30-2:20pm  <i>Classroom:</i> W112  <i>Office Hour:</i> Wednesday 12:15-1:15pm  Friday 9:15-10:15am  (by appointment only)</p>
------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Learning Outcomes

Upon completing the course, students should be able to:

- Provide comprehensive definitions for the following terms: culture, global culture, violence, and slow violence
- Identify and explain different theories of violence and global culture
- Describe the ways in which global violence or the violence of globalization is mediated by localized and national forms of cultural production
- Describe the ways in which our ideas of global culture emerge from spectacular expressions of violence
- Demonstrate proficiency reading and writing across genres informed by global cultures of violence
- Engage enthusiastically and critically with ideas from the readings and/or class through group discussion and in-class assignments

## Modes of Evaluation

Short Papers x2	50%
Passage Analyses x4	20%
Participation	10%
Final Exam	20%

## Assignment Descriptions

### *Short Papers*

During the semester, you will write two short papers that test your ability to identify key ideas, create convincing arguments, and synthesize course material.

*First Paper (20%):* In this paper, you will respond to a prompt that asks you to read Don DeLillo's *Falling Man* in relation to Judith Butler's theory of violence in *Prekarious Life*. Word count: 750  
**Due:** Mar 9

*Second Paper (30%):* In this paper, you will respond to a prompt that asks you to read Jamaica Kincaid's *A Small Place* in relation to Rob Nixon's theory of violence in *Slow Violence and the Environmentalism of the Poor*. Word count: 1500 words **Due:** Apr 11

### *Passage Analyses*

Four passage analyses will be written during the first 30 minutes of four randomly selected Friday classes. The first will take place in weeks 1-3; the second in weeks 4-6; the third in weeks 7-9; and the fourth in weeks 10-12.

### *Participation*

Your participation grade is based on attendance and in-class participation, which means coming to class on time, having done all the assigned readings, and being prepared with questions and/or contributions based on these readings. As a rule, speaking more does not mean you will receive a higher participation grade; the content of your contribution is equally important. Half a percent (0.5%) will be deducted for each unexcused absence.

### *Final Exam*

The final exam is composed of 6 short answer questions and 1 of 2 essay questions; it will be held during the scheduled exam period.

## **Methods of Instruction and Course Conduct**

This course uses a combination of lectures and class discussion to investigate the relationship between violence and global culture. Lectures are predominantly oral with some multi-media elements and will take place on Wednesdays. They are grounded in and provide a detailed elaboration of the course readings, as well as relevant historical context and secondary commentary when necessary. Our Friday class will generally be conducted like a tutorial, offering workshops for upcoming assignments and space for a more informal discussion of the lectures. These class discussions are meant to provide a respectful forum for questioning, clarifying and working through ideas presented in the lectures.

You are expected to take responsibility for your own learning by:

1. Completing ALL readings prior to class and bringing annotated hard copies
2. Coming prepared with questions and/or points of discussion
3. Maintaining regular attendance and notifying me of any necessary absences in advance
4. Consulting the course syllabus regularly for reading schedules and assignment deadlines

## **Required Texts**

Butler, Judith. *Precarious Life: The Powers of Mourning and Violence*. Verso, 2004.

DeLillo, Don. *Falling Man*. Scribner, 2007.

Kincaid, Jamaica. *A Small Place*. Farrar, Straus and Giroux, 1988.

Nixon, Rob. *Slow Violence and the Environmentalism of the Poor*. Harvard University Press, 2011.

### Reading Schedule

<b>Date</b>	<b>Topic</b>	<b>Assigned Reading</b>	<b>Additional Info</b>
<i>Week 1: Jan 10 &amp; 12</i>	What is culture?	Course Outline  Williams, "Culture" (2pp)  Bennett, "Cultural Studies and the Culture Concept" (24pp)	
<i>Week 2: Jan 17 &amp; 19</i>	What is global culture?	Featherstone, "Global Culture: An Introduction"  Tomlinson, "Global Culture: Dreams, Nightmares and Skepticism" (34pp)  Huntington, "The Clash of Civilizations" (28pp)	<i>Recommended:</i>  Leger, "Globalization and the Politics of Culture: An Interview with Imre Szeman" (22pp)
<i>Week 3: Jan 24 &amp; 26</i>	Globalization and Cultures of Violence	Arendt, excerpt from <i>On Violence</i> (8pp)  Benjamin, "Critique of Violence" (14pp)  Baudrillard, "The Violence of the Global"  Zizek, "The Tyrant's Bloody Robe" (8pp)	

		Shiva, "Violence of Globalization" (2pp)	
<i>Week 4: Jan 31 &amp; Feb 2</i>	Violence in the Age of Terror	Butler, Chapters 1 & 2	
<i>Week 5: Feb 7 &amp; 9</i>	Violence in the Age of Terror	Butler, Chapter 3 & 4	
<i>Week 6: Feb 14</i>	Violence in the Age of Terror	Butler, Chapter 5	<b>No class on Feb 16</b>
<b>READING WEEK: February 19 - 23</b>			
<i>Week 7: Feb 18 &amp; Mar 2</i>	Study 1	DeLillo, <i>Falling Man</i>	
<i>Week 8: Mar 7 &amp; 9</i>	Study 1	DeLillo, <i>Falling Man</i>	<b>Due: First Paper</b>
<i>Week 9: Mar 14 &amp; 16</i>	Slow Violence	Nixon, Introduction and Chapters 1 & 2	
<i>Week 10: Mar 21 &amp; 23</i>	Slow Violence	Nixon, Chapters 3-5	
<i>Week 11: Mar 28 &amp; 30</i>	Slow Violence	Nixon, Chapters 6-8 and Epilogue	
<i>Week 12: Apr 4 &amp; 6</i>	Study 2	Kincaid, <i>A Small Place</i>	
<i>Week 13: Apr 11</i>	Exam Review	None	<b>Due: Second Paper</b>

## COURSE POLICIES

### *Email*

I will make every attempt to reply to emails on the same day if they are received between the hours of 9am and 6pm. I do not check my emails after 6pm on weekdays or at all on weekends. Kindly allow 48 hours before sending a gentle reminder. Please contact me using only your university email account and include the course code in your subject line. In the case of an urgent message, please contact me instead by telephone.

### *Office Hours and Appointments*

If you wish to utilize office hours, please contact me at least 24 hours in advance to make an appointment. Appointments are limited and granted on a first-come, first-serve basis. If you are unable to attend allocated office hours, please contact me to discuss an alternative appointment time. Unfortunately, while I will do my best to accommodate, I cannot guarantee appointments outside of my office hours. For any appointment, please come prepared with specific questions and concerns as appointments are limited to 15 minutes each.

### *Class Cancellations*

In the event of unexpected class cancellations, I will post an announcement on OWL as soon as possible. Every attempt will be made to post cancellations in advance.

### *Grading Scale*

A+ (90-100)	Superb. No mistakes, well-written, well-researched, original thesis. One could scarcely expect better from a student at this level.
A (80-89)	Excellent. No mistakes, well-written and distinctive but not original. Superior work that is clearly above average.
B (70-79)	Good. No serious mistakes, well-written but not distinctive. Good work, meeting all requirements, and eminently satisfactory.
C (60-69)	Fine. Some errors, but demonstrates a basic understanding of the material. Competent work, meeting basic requirements.
D (50-59)	Poor. Many errors, and a dubious grasp of the material. Fair work, minimally acceptable.
F (below 50)	Fail. Problematic on all fronts. No real grasp of material or complete lack of effort.

### *Late Assignments*

5% will be deducted per day up until one week. I will not accept assignments that are more than one week late unless you have been granted academic accommodation.

### *Assignment Discussion and Grade Appeals*

I will provide detailed feedback on all assignments to make the assigned grade clear. If you wish to discuss your grade you must make an in-person appointment during a pre-designated time that will be announced when the assignment is returned – I will not discuss grades via email. Before your appointment, please review the feedback in relation to assignment guidelines and grading scale (above). Appointments will not be granted if more than one week has passed since the assignment was returned. If after discussing your grade with me you wish to appeal it, you must make a request in writing that shows how your paper meets the necessary requirements. Be aware that reassessment of the assignment may potentially result in *a grade decrease*.



### **Appendix to Course Outlines**

#### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This 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.

#### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal

growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

#### **(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>