



Discourses of Global Studies course.
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Huron College - Centre for Global Studies

DISCOURSES OF GLOBAL STUDIES

Fall 2022

Course Information

CGS 2003F 550 Discourse of Global Studies

Instructor: Dr. Larissa Costa Duarte

Class: Tuesdays 1:30 – 2:30 pm and Thursdays 12:30 to 2:30 pm

Class Location: W18

Office Hours: By appointment only

Contact: lcostadu@uwo.ca or via Microsoft Teams chat

Course Description

In *Discourses of Global Studies*, students will discuss how methods and objects of inquiry in global studies are formed in the limiting and productive interplay of ideas, language, and social/political forces.

This course will cover world events and politics from a large array of perspectives, including theories and concepts from history, sociology, anthropology, literature, and media studies produced in both the Global South and North. Students will develop a lexicon and interdisciplinary toolbox to better understand, research, and tackle key global issues as they overlap and blend with local challenges and inequalities.

Discourses is divided into five modules: 1. Introduction to Global Studies; 2. A Tale of Two Histories; 3. The Power of Structures that Already Exist; 4. The Subaltern Speaks; 5. Moving Forward. The bibliography includes authors such as Aoileann Ní Mhurchú, Franco Moretti, Marisol de la Cadena, Edward Said, and more. Students will have access to a large array of texts and cultural productions from all over the world, ranging from movies to plays and music. Movies are an important part of this course and should be approached as regular mandatory readings.

Students will be evaluated by their participation, quizzes, and a series of assignments tailored to their specific scholar, professional or personal interests.

Learning Outcomes

By the end of this course students should have a solid understanding of what global studies encompasses, South-North history and politics, classic and contemporary theories from multiple disciplines regarding globalization, the most pressing world issues of our time, and finally, they should be able to critically apply this knowledge to help solve, draw attention to, and improve both local and global social challenges.

Course Materials

All films, texts, chapters and excerpts will be available online on OWL or via the Western Library

Methods of Evaluation

Two weeks prior to the deadline of each assignment a slideshow containing detailed information on each activity will be posted to OWL.

- Participation – 30%

Biweekly forum posts (15%) + Future studies presentation (15%) [topic and format to be discussed with the instructor]

For the future studies presentation students must select a topic within one of the following themes: labour, borders, immigration, global health, feminism, Indigenous politics. They will prepare a 10-20 min presentation for the class explaining predictions, trends, tendencies surrounding their chosen topic. The presentation must be based on actual research and studies. Examples of topics: the uberization of work, work-from-home, new immigration programs, big pharma patents, etc.

- Quiz 1 – 10%

Course content quiz covering modules 1 and 2.

- Mid-term Exam – 25%

A 4-question exam critically analyzing the topics covered in class: immigration, North-South relations, labour market, Indigenous issues, gender inequalities, etc.

- Quiz 2 – 10%

Course content quiz covering modules 3, 4 e 5.

- Assignment – 25%

A free topic essay or a creative work using the concepts and theories covered in class in the weekly readings to analyze a novel, short story, poem, comic book, slam poem, essay, etc. Alternatively, the student can write an original piece on any of these media on any of the themes discussed in class. All creative projects must be accompanied by a scholarly introduction explaining goals and sources of inspiration/critique.

***The students must discuss the viability of their projects with the instructor in the weeks prior to the assignments.**

1. Introduction to Global Studies: Society Must Be Established

Topics: In the opening module we are going to build a toolbox of basic concepts and theories regarding global studies, world politics, and globalization. We will cover a myriad of global events that have helped shape the 21st century.

September 8th

First day of class. Introduction to the course. Syllabus reading.

Week #1 – September 12-16th

PART 1

Garcia, Julia. (2021) The Invention of Food. *Levedura*

PART 2

Todorov, T. (1999). The conquest of America: The question of the other. University of Oklahoma Press. [Selected parts]

Taiwo, O. (2010). How colonialism preempted modernity in Africa. Indiana University Press. [Selected parts]

Week #2 – September 19-23rd

PART 1

James, P., & Steger, M. B. (2014). A genealogy of ‘globalization’: The career of a concept. *Globalizations*, 11(4), 417-434.

PART 2

Wunderlich, J. U., & Warrier, M. (2009). A dictionary of globalization. Routledge. [Key terms]

Week #3 – September 26-30th

PART 1

Foucault, M., & Ewald, F. (2003). "Society Must Be Defended": Lectures at the Collège de France, 1975-1976 (Vol. 1). Macmillan.

PART 2

Foucault, M., & Ewald, F. (2003). "Society Must Be Defended": Lectures at the Collège de France, 1975-1976 (Vol. 1). Macmillan.



District 9 by Neill Blomkamp, South Africa/US/New Zealand, 2009

2. A Tale of Two Histories

Topics: In the 2nd module we will take a look into how “history” is established and disputed, and how media and art model different politics and worldviews. and will challenge the idea of “universal” as equated with the West and the North

Week #4 – October 3-7th

PART 1

Said, E. W. (1978). Orientalism. New York: Pantheon Books. [selected parts]

PART 2

Moretti, F. (1982). The dialectic of fear. *New Left Review*, 136(1), 67-85.

Barthes, R. (2013). *Mythologies: The complete edition*. NY: Hill and Wang. [Selected parts]

Week #5 – October 10-14th

PART 1

Benjamin, W. (2009). On the concept of history. [Selected parts]

PART 2



Argo by Ben Affleck. USA, 2012

Persepolis by Marjane Satrapi. Iran/France, 2000

3. The Power of Structures that Already Exist

Topics: In this module, we will discuss discourses on power, neoliberalism, geopolitics, exploitation, and colonialism. We will focus on how myths are essential to build and sustain structures of oppression.

Week #6 – October 17-21st

QUIZ #1

PART 1

Hobsbawm, E., & Ranger, T. (Eds.). (2012). *The invention of tradition*. Cambridge University Press. [Selected parts]

PART 2

STUDENT PRESENTATIONS. Future studies activity (see end of syllabus).

Week #7 – October 24-29th

PART 1

Hall, S., Massey, D., & Rustin, M. (2013). After neoliberalism: analysing the present. *Soundings*, 53(53), 8-22.

PART 2

The Exception and the Rule (1929-30) by Bertolt Brecht



기생충 Parasite by Bong Joon-ho. South Korea, 2019

READING WEEK – October 31st to November 6th

4. The Subaltern Speaks

Topics: For Module 4, we will explore non-hegemonic discourses. With the tools gathered in past modules, we will dismantle the discourse and myth of a unidirectional influence that flows from the “center” (Global North) to the “margins,” and will learn about alternative ontologies and epistemologies.

Week #8 – November 7-11th

MIDTERM EXAM

PART 1

Cadena, M. (2012) Cosmopolitics: How does Indigenous politics affect politics? Introduction to Cosmopolitiques dans les Andes et en Amazonie: Comment l’Autochtone politique influence-t-il la Politique? with Jorge Legoas, in Recherches Amérindiennes au Quebec Vol XII (2-3)

PART 2

Lugones, M. (2010). Toward a decolonial feminism. *Hypatia*, 25(4), 742-759.



Borders by Apolline Traoré, Burkina Faso/France, 2017

Week #9 November 14-18th

PART 1

McGovern, P. (2007). Immigration, labour markets and employment relations: problems and prospects. *British Journal of industrial relations*, 45(2), 217-235.

Ní Mhurchú, A. (2015). Ambiguous Subjectivity, Irregular Citizenship: From Inside/Outside to Being Caught Inbetween. *International Political Sociology*, 9(2), 158-175. <https://doi.org/10.1111/ips.12089>

Week #10 – November 21-25th

PART 1

Flowers, R. (2015). Refusal to forgive: Indigenous women's love and rage. *Decolonization: Indigeneity, Education & Society*, 4(2).

PART 2

Lorde, A. (1997). The uses of anger. *Women's Studies Quarterly*, 25(1/2), 278-285.



Bacurau by Kleber Mendonça Filho and Juliano Dornelles. Brazil, 2019.

5 Moving Forward

Topics: the future of labour, post-truth, the health industry, and other key points in the future of globalization.

Week #11 – November 29th-December 2nd

PART 1

Lazar, S., & Sanchez, A. (2019). Understanding labour politics in an age of precarity. *Dialectical Anthropology*, 43(1), 3-14.

Schweickart, D. (2011). *After capitalism*. Rowman & Littlefield Publishers. [Selected parts]

PART 2

Schweickart, D. (2011). *After capitalism*. Rowman & Littlefield Publishers. [Selected parts]



Guava Island by Hiro Murai, USA, 2019

Week #12 – December 5-8th

QUIZ #2

PART 1

Benach, J. (2021). We must take advantage of this pandemic to make a radical social change: the coronavirus as a global health, inequality, and eco-social problem. *International Journal of Health Services*, 51(1), 50-54.

Jensen, N., Kelly, A. H., & Avendano, M. (2021). The COVID-19 pandemic underscores the need for an equity-focused global health agenda. *Humanities and Social Sciences Communications*, 8(1), 1-6.

Kim, H. (2021). The implicit ideological function of the global health field and its role in maintaining relations of power. *BMJ Global Health*, 6(4), e005620.

PART 2

Where The Borg Are by Thomas King, 2012

December 8th
FINAL ASSIGNMENT DEADLINE



Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites 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. 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.

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 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 Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

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 website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“Clickers”)

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.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. 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.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar)

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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor's decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)