

Centre for Global Studies 2003F

DISCOURSES OF GLOBAL STUDIES

Centre for Global Studies
Huron University College

pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies

September – December, 2020
Remote Teaching/Learning
Contact Hours: Tuesdays, 8:30 – 10:30am.
Thursdays, 8:30 – 9:30am.

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GENERAL COURSE INFORMATION

Course Description

CGS 2003F/G serves as a core course in Centre for Global Studies academic programs, alongside CGS 2002F/G and CGS 2004F/G, in examining foundational problems in the formation of contemporary issues, relations, and structures in the world and our studies of them. The central concerns of CGS 2003F/G are largely theoretical and textual in orientation. In this course, we will learn how to recognise, examine, and analyse ways in which our contemporary efforts to think, know, and understand life on global registers are produced, shaped, and limited within the *discourse* of life as global, in a modern sense, and specific *discourses* of global studies. We will learn how particular experiences, ideas, commitments, and concerns have given rise to the very conceptualisation and articulation of life in specifically global terms now dominating academic study, and we will examine how it is that what may appear familiar about global conditions and challenges is reflective of the interplay of very specific interests, objectives, and limits to thinking, language, knowledge-production, and social practices. On this basis, CGS 2003F/G gives focus to developing critical understandings of ways in which our studies of life on global registers typically privilege specific outlooks and marginalise others, forming powerful practices of exclusion in our studies and in the generation of knowledge of life in this world. Following this work, we will learn how such global exclusions may be successfully confronted and challenged and

how our discourses over life in this world may be and are mobilised in different terms and practices.

Modern discourses of the global are shaped by a complicated historical web of experiences, theories, and practices. And, we cannot engage with it all. As a way of gaining an effective glimpse into the rise of modern global discourse, though, our studies will centre on the writings of three exceptionally influential thinkers whose writings are crucial to modern global discourse and whose writings reveal the deep problems and interests that give shape to conventions through which the world is now so regularly interpreted and understood in specifically global terms: Thomas Hobbes; Jean-Jacques Rousseau; and Immanuel Kant. These are three white male European thinkers, living and writing in the 17th and 18th Centuries, who form key problems in knowledge, theory, and social/political practices from which the modern global is constructed as a dominant and domineering form, and from which it gains its Euro-centric and masculinist character.

As we will see, in their own ways, Hobbes, Rousseau, and Kant each develop highly important insights into the fact that knowledge of the world and ourselves in the world with others is inescapably *discursive* and, thus, socially, politically, and culturally formed. However, they also recoil from this observation and seek grounds on which the discursive grounds of knowing in the world may be disciplined and regularised outside of social conditions. And it is in this work that the global is produced, particularly as a governing concept. However, it is produced in ways that empower these European thinkers and the societies they influence with the idea and sense of imperative that the disciplining and regularising of knowing and knowledge can and must be produced globally, in ways that authorise and valorise European colonialism, notions of white supremacy, and the politics of conquest, imperialism, development, and modernisation that have been crucial to processes of globalisation ever since.

To better understand how we can interpret and critically analyse modern global discourse, at the level of discourse, we will next study and seek understanding of Michel Foucault's much more recent crucial intervention into the study of modern knowing in his very difficult *Archaeology of Knowledge*. It is in this work that Foucault introduces to recent and contemporary scholarship critical perspectives and approaches by which we can examine how knowledge and knowing functions discursively and how, through such critical analysis, it can become possible to think in other terms. In this way, our study of Foucault's intervention serves as a centre of sorts for the course, wherein we can begin to gain a sense of our own practices and responsibilities as producers of knowledge.

Following our brief and intense study of Foucault's analysis of discourse, we will spend the second half of the course working through a wide array of writings and studies that elaborate and take up the implications of the sort of intervention Foucault offers and provokes. Our readings and studies will further consider what it means to take seriously the discursive conditions of our knowing, especially within a context of studies of "the global" that have shown such extraordinary fear and avoidance of these conditions. We will examine efforts and practices to think, study, and know life in the world in ways that are not regularised and disciplined in excluding global conceptual containers or limits to reason. We will pay particular attention to how there is no

necessary global space or condition necessarily at the root of all effective discourse. In this regard, we will learn how and why it may be more effective to affirm and mobilise knowledge of the global in multiple terms, not subject to containing geometric orders or universalised orders of territory or property. In these terms, we will consider how the notions of freedom, liberty, and rights privileged in early-modern and Enlightenment European social/ political discourses can and must be understood in terms contrary to the globalised notion of humanity that excludes and marginalises the lives of so many in the world today. And, in the final two weeks of the course, we will pay particularly strong attention to challenges that we face in overcoming the rational imperatives of globalising discourse, to gain solidarity with subaltern knowing and the conditions of change and difference by which we can affirm our knowing *with* others in the world.

Learning Objectives

A central learning objective in CGS 2003F/G is gaining a strong understanding of what it means to understand our studies and knowledge to be conditioned by *discourse*. A core focus throughout our studies will be directed to studying discourse itself, as an issue, problem, and condition of knowing the world. And, in situating our studies of discourse within modern forms of knowing, we will have the objective of learning how it is that academic and social/ political discourse over life in this world has so often been rendered as specifically *global* in character. In this regard, we will learn to recognise how some of the most common ways in which life in the world is contextualised and put in relation to ideas of universalisable rights, freedoms, and knowledge are contingent upon exclusionary and fixed notions of humanity, reason, material reality, space, and progress that privilege a specifically modern experience. As well, in these terms, we will learn how these modern discourses of the global have embedded within them theories and practices serving white supremacy and the dominance of the European modern.

Equal to the above, another core objective in this course is to learn how to effectively confront and challenge dominant discourses. We will learn to identify the commitments within confining and limiting discourses, gaining understanding into the how it is that globalising discourses of the global become reproduced but also how they may be undone and placed into crisis. In this work, we will learn how to effectively mobilise our knowledge otherwise and in terms more supportive of the lives and world(s) people live.

The main learning objectives that we will pursue in the last third of the course involve gaining a finer understanding of how studies of the world and the mobilising of knowledge in the world can function through conditions of discursive formation that are far more open, varied, and affirmative than the colonising limitations of the modern global theorised by Europeans in recent centuries. In this regard, we will begin to learn how to engage in anti-colonial, anti-racist, and curious approaches in our knowing and studies.

A further learning objective that we will seek to meet throughout the course is the development of skills in careful interpretive reading and analysis of theoretical and

challenging scholarly writing. Students in this course will get ample practice in close and critical reading of a very wide range of studies in philosophy, social and political theory, spatial theory, cultural analysis, pedagogy, research methodologies, activism, and discourse analysis. As well, students in this course will gain ample practice in applying these acts of reading, interpretation, and textual analysis in exercises of writing. Through several written assignments, throughout the term, students will respond to questions about the texts that they are studying and develop critical analyses and arguments about them, in the form of essays.

Methods of Instruction and Approaches to Learning and Study

As you are already well aware, we remain within social conditions that are necessarily restrained, as a result of our efforts to minimise the spread of the COVID-19 virus, within the context of a global pandemic. Consequently, our community at Huron University College has made the decision to not allow students and faculty members to meet one another in-person, as classes, within our institution's buildings. Rather, we are teaching and engaging in our studies and learning practices in our courses remotely. And, unavoidably, our manners of teaching, learning, and interactions with one another are changed quite radically from what usually occurs on campus.

In order to achieve the learning objectives in this course, CGS 2003F will be conducted via online media and tools. Students will be engaged in significant independent directed reading and study, supported by rich opportunities for online engagements between professor and student and amongst the students in this class generally. I have organised our studies in this course most substantially around a very strong set of weekly assigned readings. These assigned readings will provide the core substance of the course. It is expected that all students in this course carefully read, study, and take notes on all assigned journal articles and book chapters, weekly. And all discussions between students and students and myself will be based on prior reading and engagements with these assigned texts.

I will be guiding you through your studies in CGS 2003F by means of weekly recorded audio lectures, followed by concluding notes presented in writing about every two weeks. As well, we will have the opportunity to meet with one another, as a full class, over Zoom for our class period scheduled for each Tuesday morning, through the term, for tutorial seminar discussions over the readings, videos, and discussion questions each week. I will also be available to you each week to work with you on your individual questions, concerns, and assignments via email. And, as a class of students, you will have weekly access to each other at any time via the topic-oriented Forum discussion pages available on the OWL site for our course.

Reading and Study Schedule: As you will see in the Reading Schedule included in this syllabus, below, there are several texts, in the forms of book chapters or journal articles assigned as required reading for each week of classes over the term. There is a specific schedule by which you need to have studied, reflected over, and taken notes on these materials each week, in preparation for both our weekly tutorial discussions that will be conducted via Zoom and the several essays you will write in this course. It is absolutely

imperative that you keep up with this reading schedule, studying and taking notes on the assigned readings with considerable concentration and care. It is impossible to succeed in this course without careful and thoughtful engagement with these assigned texts on a weekly basis.

Weekly Audio Lectures: Each week, on Friday afternoons, I will post for everyone in the class an audio lecture, introducing and offering analysis of the readings assigned for discussion in the following week. I will submit this as a file through the **Podcast** tool of our OWL course site. In these lectures, I will give you an understanding of how to read, interpret, and contextualise these materials for the purposes of our studies in this course. And I will present you with questions and problems on which I would like you to focus in your study of these materials, on which we can follow-up during our Tuesday morning tutorial discussion over Zoom.

Tuesday morning tutorial seminars via Zoom: During the contact hours scheduled for CGS 2003F on Tuesday mornings, I have scheduled our entire class for Zoom tutorial seminars. These tutorial seminars will begin at 9:00am. and go as late as 10:30am., depending on how much we have to say to one another. During these Zoom seminars, we will have the opportunity to discuss with one another issues and questions that arise regarding our studies of required readings and the audio lecture that I will have posted the Friday before. I will certainly come to these meetings with my own questions and points that I wish to engage with you. However, this is also a very important time when every student in the class should feel comfortable to bring their questions and ideas, to pose to one another for discussion. During these Tuesday morning Zoom seminars, we will engage the specific materials assigned for that particular week, according to the schedule in the syllabus, below. These meetings will be recorded, but participation in these meetings will not be evaluated or graded. Please note, you will need to register for these Zoom meetings, but, once you have registered for the first one, you should be automatically registered for all of them, for the rest of the term.

Thursday morning email contact: Of course, you are more than welcome to send me an email message any time you like, to ask questions about the course readings, your studies in the course, your own learning concerns or objectives, and the course assignments on which you are working. You will find my email address on the first page of this syllabus. And I will respond to your emails as soon as I am able. However, I plan to ensure that I set aside our Thursday mornings "contact hour," 8:30 - 9:30am., as a period in which I will be actively engaged with responding to emails regarding course-related concerns. So, it is useful to send in specific emails to me on Wednesday afternoons or evening. And I will do my best to respond to as many of your emails as possible during that particular period the next day. Again, though, I will be responding to emails, as time allows, on other weekdays as well. However, please note, I am highly unlikely to respond to emails after 3:30pm. on weekdays, and I will try to avoid reading or writing emails altogether over weekends and holidays. It is also worth noting that I will try to focus on email for only specific periods on weekdays. So, please do not expect immediate responses from me. Outside of Thursday mornings, you may need to wait for up to two weekdays for a response. And, whenever you are sending an email to me regarding our studies in CGS 2003F, I ask that you include "CGS 2003F" in the subject line, plus whatever other keywords or topics that make sense.

Periodic Concluding Remarks: Roughly every two weeks (about six times over the term), I will post for everyone in the class short concluding remarks, in written form, on the readings and our discussions our previous weeks (roughly each two-week period, after we get going). I will submit these remarks as a text within the appropriate Week's folder in the **Resources** tool of our OWL course site. These remarks will not be lengthy. The main point of them will be to bring focus to what I believe we need to take away from our learning of the previous section of the course and consider how these learning experiences relate to our studies in the week(s) to come.

OWL site Forums: On the OWL site for CGS 2003F, I have created a set of forum sites for each week's set of readings/topics we will be studying and learning about over the term. These forum sites are offered to students in the course only for the purpose of giving everyone the chance to share questions and ideas with one another on an informal basis. Essentially, these forums will serve as online study-group sites, where you can ask questions of one another and develop discussions over our studies and the assignments. There are no assignments related to participation in the forums themselves. These forums are set up only as tools for those who want to use them, for the purpose of developing online discussions about the materials and topics we are studying in the course. Over the term, I will certainly have a look at the dialogue and discussions that are emerging in these forums, just to see how the conversations are developing. However, I will not participate in them myself, and the posts made on the forums will not be evaluated or graded.

READING MATERIALS

As you will see in the Reading Schedule below, specific books, book chapters, and journal articles are assigned for reading and studying in CGS 2003F for each week of the Fall term, except for Reading Week. It is expected and required that you do indeed read, study, and think about these materials each week, as scheduled. You need to do so to keep up with studies in our course. And, it will be necessary to do so in order to complete your six essay assignments over the term.

The books, book chapters, and journal articles that you are required to read and study are all made available online. You will find the books and some book chapters available through online access through Huron's Library catalogue. For your convenience, all readings are loaded up, by Week, in the **Course Reading platform** that the Library has created for CGS 2003F at: <https://coursereadings.lib.uwo.ca/ares/>. And all of the journal articles and some other book chapters are available as pdfs in folders divided by week in the **Resources** section of the OWL site for CGS 2003F.

If, for some reason, you have any difficulty accessing any of these materials, please do not hesitate to get in contact with me. I will always be glad to help you get what you need.

ASSIGNMENTS AND EVALUATION: SIX SHORT ESSAYS

Given the fact that there is a very heavy load of assigned readings in CGS 2003F, I am not asking you to develop assignments that require research beyond the texts that I am already assigning you to read and study every week through this course. I want you to concentrate fully on our assigned readings and our critical engagements with them. So, all assignments require only that you work closely and effectively with these assigned readings.

For your assignments in this course, over the term you are required to write and submit six short essays in which you address a particular question related to readings assigned over a two-week period in the course. The essay question you will be given for each assignment will require you to engage directly with problems regarding the force of discourse in the production of knowledge of the world, as relevant to the specific texts and ideas studied in the weeks at issue.

In each of these essay assignments, you will be asked to offer very close and substantial critical analyses of the texts and ideas we engage over a specific two-week period, responding to the specific essay question you are given through close readings of these texts and substantiating your readings with ample textual evidence. You will be given the essay questions on the Wednesday following our last Tuesday tutorial discussion over the relevant texts. And, your essays will be due about 11 days after that, except for the final one, which is due eight days later.

The six essay assignments are organised around specific weeks of readings and topics as follows:

Essay One — Hobbes & Rousseau (Weeks Two & Three)

- essay question distributed: September 23rd
- essay due no later than: October 5th

Essay Two — Kant (Weeks Four & Five)

- essay question distributed: October 7th
- essay due no later than: October 19th

Essay Three — Foucault (Weeks Six & Seven)

- essay question distributed: October 21st
- essay due no later than: November 2nd

Essay Four — Discourse Analysis, Counter-Discourse and Confronting the Global (Weeks Eight & Ten)

- essay question distributed: November 11th
- essay due no later than: November 23rd

Essay Five — Discourses of Place & Struggles for Rights (Weeks Eleven & Twelve)

- essay question distributed: November 25th
- essay due no later than: December 7th

Essay Six — Subaltern and Decolonial Discourse (Weeks Thirteen & Fourteen)

- essay question distributed: December 8th
- essay due no later than: date as scheduled by the Registrar during the exam period (no earlier than December 16th)

All essay questions will be distributed via the **Assignment Tool** in the CGS 2003F course OWL page. And, all completed essays must be submitted via the **Assignment Tool** in the CGS 2003F OWL page.

length of each essay: no less than 1,200 words

referencing style: Chicago Style

Each of your essays will be evaluated in terms of your success on several registers, as follows:

First, you should frame your essay in strong essay form, in direct relation to the essay question you are given. In the introduction to your essay, you should make it clear how you are interpreting and understanding the question, and you should make it precisely and exceptionally clear how you are responding to this question and why. You should frame your introduction, as well as the entire essay, around a clear articulation and understanding of the question and a clear thesis statement, indicating precisely what your response is and how you seek to substantiate your response in the body of your essay.

Second, the body of your essay should be built from a series of effective critical, analytical, and reflective arguments that seek to directly support your thesis statement. These arguments should be cognisant of the aims of the essay question, and they should be built with substantial textual evidence from the assigned readings and analysis of that textual evidence.

Third, throughout your essay, you should aim to show a strong and accurate understanding of the texts you are asked to discuss. Regardless of how you respond to the essay question you are given, you should be able to read and interpret the texts you are discussing accurately and fairly.

Fourth, over the course of your essay, you should aim to develop strong critical insight into the texts you are discussing, the significance of your own arguments, and the issues at stake in the essay question.

Fifth, at the end of your essay, you should develop a short conclusion in which you reflect on the significance of the success of your own arguments and thesis.

Sixth, you should make sure that your grammar and spelling are correct before submitting your essay. Essays with awkward grammar and spelling mistakes will attract lower grades.

Seventh, you should properly cite and list all texts engaged in your essay with notes and a bibliography in proper Chicago Style. And all references to the texts you provide must include page numbers, indicating the precise pages from which you are either quoting words or to which you are making reference.

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well-developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and interpretation of evidence;
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements, with some significant weakness;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in their assignments. The distribution of the components adding to a final grade in this course is as follows:

- Essay One — Hobbes & Rousseau	15%
- Essay Two — Kant	15%
- Essay Three — Foucault	20%
- Essay Four — Discourse Analysis & Confronting the Global	15%
- Essay Five — Discourses of Place & Struggles for Rights	15%
- Essay Six — Solidarity with Subaltern and Decolonial Discourse	20%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of all written assignments: All essay assignments in this course are due no later than the days indicated above. Any assignment submitted after the due date and specified for it will be considered late and, normally, will not be accepted for grading. Late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation.

CLASS & READING SCHEDULE

I. Introduction

Week One: contact day of September 10th

Problems of Knowing the Global, Globally

- readings: – Jan Nederveen Pieterse, "What is Global Studies?," *Globalizations* Vol. 10, No. 4 (2013) pp. 499–514.
- Jane Kenway and Johannah Fahey, "A Transgressive Global Research Imagination," *Thesis Eleven* No. 96 (2009) pp. 109–127.
- Aoileann Ní Mhurchú, "Knowledge Practice," in Ní Mhurchú and Reiko Shindo, eds., *Critical Imaginations in International Relations* (Routledge, 2016), pp. 102–119.
- Alex Standish, "What is global education and where is it taking us?," *The Curriculum Journal* Vol. 25, No. 2 (2014) pp. 166–186.

II. Globalising Discourses of the Global as European Interests and Politics

Week Two: contact days of September 15th & 17th

Fears of the Discursive and the Rise of Totalitarianism in Modern Knowing

- readings: – from Thomas Hobbes, *Leviathan*, ed. Edwin Curley (Hackett Publishing, 1994):
- "Part I: Of Man," pp. 6–105

Week Three: contact days of September 22nd & 24th

Forming Difference as a Problem; Colonising Peace & Freedom as Generality

- readings: – from Jean-Jacques Rousseau, *The Basic Political Writings, 2nd edition*, ed. and trans. Donald A. Cress (Hackett Publishing, 2011):
- "Discourse on the Origin and Foundations of Inequality among Men," pp. 27–92

Week Four: contact days of September 29th and October 1st

The Modern Racist Foundations of Global Discourse

- readings: – from Immanuel Kant, *Anthropology, History, and Education*, eds. Günter Zöllner and Robert B. Loudon (Cambridge University Press, 2007):
- "Idea for a universal history with a cosmopolitan aim," pp. 107–120
- "Conjectural beginning of human history," pp. 160–175
- "Anthropology Part II: Anthropological Characteristics," pp. 383–429
- from Immanuel Kant, *Natural Science*, ed. Eric Watkins (Cambridge University Press, 2012):
- "Physical Geography,":
- "Introduction," pp. 445–453
- "Concerning Land," pp. 503–510
- "Concerning Human Beings," pp. 572–579

recommended readings: – from Immanuel Kant, *Anthropology, History, and Education*,

eds. Günter Zöller and Robert B. Loudon (Cambridge University Press, 2007):

- "Of the different races of human beings," pp. 82–97
- "Determination of the concept of a human race," pp. 143–159

Week Five: contact days of October 6th and 8th

The Coloniality of Modern Globality

- readings: – from Immanuel Kant, *Practical Philosophy*, trans. and ed. Mary J. Gregor (Cambridge University Press, 1996):
- "On the common saying: That may be correct in theory, but it is of no use in practice," pp. 278–309
 - "Toward perpetual peace," pp. 317–351
- from Immanuel Kant, *Kant: Political Writings*, 2nd ed., ed. Hans Reiss and trans. H. B. Nisbet (Cambridge University Press, 1991):
- "The Metaphysics of Morals":
 - "Introduction to the Theory of Right," pp. 132–138
 - "Section II: International Right," pp. 164–175

III. Opening Critical Perspectives on the Global from Within the Global

Week Six: contact days of October 13th and 15th

Critique of Discourses of Universals and Particulars

- readings: – from Michel Foucault, *The Archaeology of Knowledge* (Routledge, 2002):
- "Part I. Introduction," pp. 3–19
 - "Part II. The Discursive Regularities," pp. 23–85

Week Seven: contact days of October 20th and 22nd

Analysing the Relationality of Discourse

- readings: – from Michel Foucault, *The Archaeology of Knowledge* (Routledge, 2002):
- "Part III. The Statement and the Archive," pp. 89–148

Week Eight: contact days of October 27th and 29th

Considering the Stakes of Critical Discourse Analysis and Engagement

- readings: – Raewyn Connell, "Meeting at the edge of fear: Theory on a world scale," *Feminist Theory* Vol. 16, No. 1 (2015) pp. 49–66
- Carmen Lavoie, "Race, Power and Social Action in Neighborhood Community Organizing: Reproducing and Resisting the Social Construction of the Other," *Journal of Community Practice* Vol. 20, No. 3 (2012) pp. 241–259
 - Priya Narismulu, "'For my Torturer': an African woman's transformative art of truth, justice and peace-making during colonialism," *Journal of International Women's Studies* Vol. 13, No. 4 (2012) pp. 67–81
 - Njoki Nathani Wane, "Mapping the field of Indigenous knowledges in anti-colonial discourse: a transformative journey in education," *Race Ethnicity and Education* Vol. 11, No. 2 (2008) pp. 183–197

recommended readings: – from Michel Foucault, *The Archaeology of Knowledge*

(Routledge, 2002):

- "Part IV. Archaeological Description," pp. 151–215
- "Part V. Conclusion," pp. 219–232

Week Nine: READING BREAK

IV. De-globalising Discourses of the Global

Week Ten: contact days of November 10th and 12th

Opening Ourselves to the World Without Containing Singular Universals

- readings: – David L. Blaney and Arlene B. Tickner, "Worlding, Ontological Politics and the Possibility of a Decolonial IR," *Millennium: Journal of International Studies* Vol. 45, No. 3 (2017) pp. 293–311.
- from Keiichi Omura et al., eds., *The World Multiple: The Quotidian Politics of Knowing and Generating Entangled Worlds* (Routledge, 2019):
 - Marisol de la Cadena, "2. Earth-beings: Andean indigenous religion, but not only," pp. 21–36
 - Casper Bruun Jensen, "3. Vertiginous worlds and emetic anthropologies," pp. 37–51
 - Mario Blaser, "4. Doing and undoing caribou/atiku: Diffractive and divergent multiplicities and their cosmopolitical orientations," pp. 52–67

Week Eleven: contact days of November 17th and 19th

Acknowledging the Formations of Spaces and Places Without the Mapping of Territories & Properties

- readings: – from Keiichi Omura et al., eds., *The World Multiple: The Quotidian Politics of Knowing and Generating Entangled Worlds* (Routledge, 2019):
- Keiichi Omura, "5. Quotidian politics through boundary translation matrix for world multiple in contemporary Inuit everyday life," pp. 68–82
 - Heather Anne Swanson, "7. Landscapes, by comparison: Practices of enacting salmon in Hokaido, Japan," pp. 105–122
- Adam Bledsoe and Willie Jamaal Wright, "The anti-Blackness of global capital," *Environment and Planning D: Society and Space* Vol. 37, No. 1 (2019) pp. 8–26.
- Birgitta Frello, "Towards a Discursive Analytics of Movement: On the Making and Unmaking of Movement as an Object of Knowledge," *Mobilities* Vol. 3, No. 1 (2008) pp. 25–50

Week Twelve: contact days of November 24th and 26th

Affirming Rights and Freedoms Beyond Humanistic Identities

- readings: – Ben Golder, "What is an anti-humanist human right?," *Social Identities: Journal of the Study of Race, Nation and Culture* Vol. 16, No. 5 (2010) pp. 651–668
- Moya Lloyd, "(Women's) human rights: paradoxes and possibilities,"

- Review of International Studies* Vol. 33, No. 1 (2007) pp. 91–103.
- José-Manuel Barreto, "Decolonial Thinking and the Quest for Decolonising Human Rights," *Asian Journal of Social Science* Vol. 46 (2018) pp. 484–502
 - Lara Montesinos Coleman, "Struggles, over rights: humanism, ethical dispossession and resistance," *Third World Quarterly* Vol. 36, No. 3 (2015) pp. 1060–1075

Week Thirteen: contact days of December 1st and 3rd

Responsibilities in Solidarity With Subaltern Discourse

- readings: – Gayatri Chakravorty Spivak, "'Can the Subaltern Speak?'," revised edition, from the "History" chapter of *Critique of Postcolonial Reason*," in Rosalind C. Morris, ed., *Can the Subaltern Speak?: Reflections on the History of an Idea* (Columbia University Press, 2010) pp. 21–80
- Anirban Bhattacharjee, "The Ethics of Representation and the Figure of the Woman: The Question of Agency in Gayatri Chakravorty Spivak's 'Can the Subaltern Speak?'," *South Asian Review* Vol. 39, No. 3–4 (2018) pp. 311–320
 - Kevin Olson, "Epistemologies of Rebellion: The Tricolor Cockade and the Problem of Subaltern Speech," *Political Theory* Vol. 43, No. 6 (2015) pp. 730–752

Week Fourteen: contact day of December 8th

Knowing Past the Colonialities of Civilization Discourse

- readings: – Riyad Ahmed Shahjahan, "Mapping the Field of Anti-Colonial Discourse to Understand Issues of Indigenous Knowledges: Decolonizing Praxis," *McGill Journal of Education* Vol. 40, No. 2 (2005) pp. 213–240
- Mariolga Reyes Cruz, "What If I Just Cite Graciela? Working Toward Decolonizing Knowledge a Critical Ethnography," *Qualitative Inquiry* Vol. 14, No. 4 (2008) pp. 651–658.
 - Walter D. Mignolo, "Epistemic Disobedience, Independent Thought and Decolonial Freedom," *Theory, Culture & Society* Vol. 26, No. 7–8 (2009) pp. 159–181

**CALENDAR OF REQUIREMENTS, INSTRUCTION,
AND ASSIGNMENT DEADLINES**

prior to Thursday, Sept. 10th	– thoroughly read and study course syllabus; – complete reading and studying of required readings assigned for Week One
Thursday, Sept. 10th, 8:30am.	– meet on Zoom as class for: introductory review of course and course requirements; and discuss issues and questions arising from readings assigned for Week One
Friday, Sept. 11th	– find podcast lecture on assigned readings for Week Two; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday

Tuesday, Sept. 15th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Two
Friday, Sept. 18th	– find podcast lecture on assigned readings for Week Three; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Tuesday, Sept. 22nd, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Three
Wednesday, Sept. 23rd	– receive essay problem for Essay One
Friday, Sept. 25th	– find podcast lecture on assigned readings for Week Four; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Tuesday, Sept. 29th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Four
Friday, Oct. 2nd	– find podcast lecture on assigned readings for Week Five; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Monday, Oct. 5th	– submit Essay One assignment
Tuesday, Oct. 6th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Five
Wednesday, Oct. 7th	– receive essay problem for Essay Two
Friday, Oct. 9th	– find podcast lecture on assigned readings for Week Six; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Tuesday, Oct. 13th, 9:00M.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Six
Friday, Oct. 16th	– find podcast lecture on assigned readings for Week Seven; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Monday, Oct. 19th	– submit Essay Two assignment
Tuesday, Oct. 20th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Seven
Wednesday, Oct. 21st	– receive essay problem for Essay Three
Friday, Oct. 23rd	– find podcast lecture on assigned readings for Week Eight; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Tuesday, Oct. 27th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Eight
Friday, Oct. 30th	– find podcast lecture on assigned readings for Week Ten; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Monday, Nov. 2nd	– submit Essay Three assignment

Tuesday, Nov. 10th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Ten
Wednesday, Nov. 11th	– receive essay problem for Essay Four
Friday, Nov. 13th	– find podcast lecture on assigned readings for Week Eleven; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Tuesday, Nov. 17th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Eleven
Friday, Nov. 20th	– find podcast lecture on assigned readings for Week Twelve; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Monday, Nov. 23rd	– submit Essay Four assignment
Tuesday, Nov. 24th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Twelve
Wednesday, Nov. 25th	– receive essay problem for Essay Five
Friday, Nov. 27th	– find podcast lecture on assigned readings for Week Thirteen; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Tuesday, Dec. 1st, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Thirteen
Friday, Dec. 4th	– find podcast lecture on assigned readings for Week Fourteen; listen to either before or after studying the readings themselves, but definitely do both before the coming Tuesday
Monday, Dec. 7th	– submit Essay Five assignment
Tuesday, Dec. 8th, 9:00am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings for Week Fourteen; – receive essay problem for Essay Six
Wednesday, Dec. 16th or later date set by Registrar	– submit Essay Six assignment



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already

taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online 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 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: enter and leave quietly. Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

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 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.

Adding / Dropping Courses

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 Huron website, <https://huronatwestern.ca/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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

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.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student 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/academic-advising>.

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/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

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, it is also 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 Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

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

Computer-Marked Tests/exams

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.

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 Accommodation for Students With Disabilities

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://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

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.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate

documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.

- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://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:

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.

- (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 Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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 Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support 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. 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

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**
<https://huronuc.ca/index.php/contact/contact-directory>

Western Directory – Faculty, Staff and Administration: <https://www.uwo.ca/directory.html>