

CGS 3514F Global Resistance Movements

Centre for Global Studies

Huron University

Fall 2021

Dr. Wendy Russell

Tuesday 3:30-5:20, Thursday 2:30-3:20 HC W101

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Office Hours: By Zoom appointment Wednesday and Friday (but also the weekend if that's what works)

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

Introduction

This session of CGS 3514F/G explores the global context for and impact of movements to protect the means of living in place. Our focus is on action at a human scale, and takes resistance as what people do in service of making the life they deem possible and appropriate in defiance of forces that normalize and justify the violent displacement of such life. This is our theoretical framework: that critical understanding is derived from living knowledge.

The hidden advantage of this theoretical framing is this: it does not overemphasize oppression in our analysis. This is important for a variety of reasons. One is that it is surprisingly easy to think of oppression as something that works as intended. Despite how normal structural violence seems to be, it never secures sufficient power to prevail. Structures of oppression are always facing imminent collapse from people living their opposition to its authority. Another reason is that this theoretical framing makes evident that resistance is a long-term phenomenon. It flows through people's lifetimes, bridging them forwards and backwards. And finally this theoretical frame helps us as scholars to unsettle conventional academic framings of resistance that fixate on 'completion', 'overthrow' and 'replacement'. Instead, we will learn to recognize how autonomy and relationality are goals, practices and outcomes of resistance.

Learning Objectives

Students learn to recognize resistance as a fundamentally human and quotidian matter: it rests in how people live, make meaning, devise critical understanding and build links in context. Students develop and evaluate this theoretical framing through close study of texts drawn from a variety of disciplinary and interdisciplinary fields of study and recognize the limits and potential of each. Students operationalize this theoretical frame in a case study that exercises skills in research, interdisciplinary research, collecting and mobilizing activist and popular accounts, synthesizing information, analysis, and presenting research findings in an assigned template.

Required Readings

We're reading one book, many scholarly articles and probably some activist accounts. Most of the journal articles are available through the library online system (ask if you can't figure that out) or at links provided or on our OWL page if I have no link and just the pdf. The reading assignments listed below under 'work schedule' are tentative, and I'm likely to adjust these reading assignments.

The book we're reading is in the bookstore, and it is:

Estes, Nick, Melanie K. Yazzie, Jennifer Nez Denetdale and David Correia. 2021. *Red Nation Rising: From Bordertown Violence to Native Liberation*. Los Angeles: PM Press

Evaluation

Seminar Questions 15%

Attendance and Participation 15%

Case Study Bibliography 20% *due*

Case Study Conceptual Outline 20% *due week after reading break*.

Case Study 30% *due during the exam period date to be set by Registrar*.

Work Schedule

Week 1 September 14, 16 *How to Study Resistance in a Globalized Present: From Infrapolitics to Movements for Life*

This week we encounter two conceptualizations of the work of resistance: the bordertown and the radical imagination. Each introduces us to both a way of thinking about resistance (as immediate and imminent, close by and happening now) and a practice of resistance (do it yourself and act now). This week we'll talk about how this understanding of resistance diverges from popular conventional analysis and why that difference matters.

Questions to consider for this week are to describe 'bordertown' and 'radical imagination' and to consider how these help you recognize resistance movements you already know about. What does and doesn't count as resistance? Do you think you know why?

Estes, Nick, Melanie K. Yazzie, Jennifer Nez Denetdale and David Correia. 2021. *Red Nation Rising: From Bordertown Violence to Native Liberation*. Los Angeles: PM Press. (heretofore RNR); please read the foreword and Chapter 1 for this week.

Strasinger, Rachel. 2010. Beyond Protest: Radical Imagination and the Global Justice Movement. *Affinities: A Journal of Radical Theory, Culture and Action* 4, 2: 84-106. Available here: <https://ojs.library.queensu.ca/index.php/affinities/article/view/6142>

Week 2 September 21, 23 *Confronting the Anti-Social in Globalized Colonial/Imperial Capitalism*

This week and next we consider the power of understanding the outlines and practices of oppression. How is analysis and ‘grasp’ a mode of resistance? How does understanding the status quo as destabilizing to life make a difference? How many projects in opposition to that destabilization and disruption can there be in the world? How do scholars learn to recognize them?

Coulthard, Glen. 2010 Place Against Empire: Understanding Indigenous Anti-Colonialism. *Affinities: A Journal of Radical Theory, Culture, and Action* 4, 2: 79-83.

Narayan, John. 2019. Huey P. Newton’s Intercommunalism: An Unacknowledged Theory of Empire. *Theory, Culture and Society* 36, 3: 57-85.

Week 3 September 28, 30 *Revealing the War Machinery of the War on Life in the Bordertown*

Following up from last week, this week we’re following through on the analysis that the conceptualization ‘bordertown’ encourages. How does this idea help make sense of what oppression is? Does knowing about these modes of oppression propose ways of disrupting that oppression? Like, do analysis and practice go hand in hand? Another important question, or another way to think about this: why can’t we just stop at cataloguing oppression? What are the risks?

RNR Chapters 2-6

Week 4 October 5 *All About the Case Study: Your Ideas on Parade!*

This week is a special all hands Zoom session to be held from 3:30-5:20 on Tuesday October 5. Please attend with your ideas for your case studies, and we’ll discuss them together! Two hours of excitement and enchantment await!

Week 5 October 12, 14 *Autonomous Self-Determining Social Citizenship: Action for Life*

Let’s start talking about the contours of life lived without disruption. What on earth could ‘self-determining social citizenship’ mean? What is centred (privileged, given room, manifest, pick a word) when modes of oppression are pushed out of the frame of day-to-day life? An overly simplistic way to ask this question, with apologies, is ‘where do ideas for creating spaces for autonomous self-determining citizenship come from?’ Maybe that’s not so simple.

Heynan, Nik. 2009. Bending the Bars of Empire from Every Ghetto for Survival: The Black Panther Party’s Radical Antihunger Politics of Social Reproduction and Scale. *Annals of the Association of American Geographers* 99, 2: 406-422.

Simpson, Leanne Betasamosake Simpson, Rinaldo Walcott and Glen Coulthard. 2018. Idle No More and Black Lives Matter: An Exchange. *Studies in Social Justice* 12, 1: 75-89.

Also a little video about the *Radical Monarchs*.

Week 6 October 19, 21 *Rooting Citizenships and Solidarities in a World of Globalized Uprooting*

One question this week: what's new in the world of living life in places we formerly saw as zones of oppression? Okay another question: what tools do we need to see that?

van den Berg, Leonardo, M.B. Goris, J.H. Behagel, G. Verschoor, E. Turnhout, M.I.V. Botelho and I. Silva Lopes. 2019. Agroecological Peasant Territories: Resistance and Existence in the Struggle for Emancipation in Brazil. *The Journal of Peasant Studies* on-line, December 2019.

RNR Chapters 7, 8

Also a film assignment (*Revolutionary Medicine* via the Huron Library, link will be on OWL)

Week 7 October 26 *Special Guest: Baraa Abuzayed*

This week is a 100% Zoom session on Tuesday October 26, 3:30-5:20. We will all join our speaker Baraa Abuzayed for a virtual meeting from our own preferred zooming location. Readings and questions will be announced via OWL. It's all very exciting.

Week 8 November 9, 11 *Is There a Limit to Colonial Capitalist Oppression? Just kidding. How to Live Beyond its Grasping Maw*

Following up from our presentation pre-break, what do we need to be able to recognize to understand the power of 'life' as resistance? Where do we look and what do we look for? Why is it worth looking?

Gupta, Clare. 2015. Return to Freedom: Anti-GMO Aloha 'Aina Activism on Molokai as Expression of Place-based Food Sovereignty. *Globalizations* 12, 4: 529-544.

Meyer, Manulani Aluli. 2014. Hoesa Ea: Land Education and Food Sovereignty in Hawaii. *Environmental Education Research* 20, 1: 98-101.

Also another short item and a short video, see OWL please.

Week 9 November 16, 18 *Alternative or Grounded Continuity?*

The title of this week's session draws on a talk by Winona LaDuke that I cannot find to share with you. But here's the gist: people aren't going around building 'alternatives' to globalized capitalist coloniality. They're picking a better way to do things. That's a powerful idea that draws some important distinctions, and that sets out an impressively total problem for subjects of global modernity: what if you have no options besides global capitalist modernity? Or is that ever really the case? What is globalized resistance capable of doing?

Daigle, Michelle. 2019. Tracing the Terrain of Indigenous Food *Sovereignities*. *The Journal of Peasant Studies* 46, 2: 297-315.

Week 10 November 23, 25 *Resistance From Within Capitalist Modernity? Organizing in Universities*

This week we encounter what might be an answer to the question we asked last week: there is a way to re-root. How?

Selections from *The University and Social Justice: Struggles Across the Globe*. See link on OWL.

And this: <https://www.theguardian.com/uk-news/2016/mar/16/the-real-meaning-of-rhodes-must-fall>

Week 11 November 30, December 2 *Revisiting Bordertown and Radical Imagination*

This week we'll talk about how these concepts and others are relevant in our case studies. What does resistance look like in your case study? What are people doing and changing and proposing? How?

Week 12 December 7: Tuesday Zoom Seminar on Preparing Your Final Paper



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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>.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. 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, 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

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/accommodation_illness.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. 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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) 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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. 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>

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, <https://www.uwo.ca/health/>.