

CGS 3522F GLOBAL MOBILITIES

The Centre for Global Studies

Huron University College

Fall 2021

Dr. Katherine Lawless

Ai Weiwei: *Human Flow*, 2017, film still**Course Description**

Movement is foundational to life. Life emerges, flourishes, and perishes; plant life propagates by setting seeds upon the wind; animal life follows the food; tides ebb and flow; seasons change; planets orbit; the universe expands. This perpetual motion takes on new meaning in the context of globalization and anthropogenic climate change, when people, things, ideas, and information traverse vast spaces at ever-increasing speeds and weather patterns are increasingly extreme. Mobility, as distinct from movement, however, is characterized by the *right* to move or be still, the *right* to stay or leave. It denotes agency. Mobilities research engages this new network of global flows and planetary conditions in which mobility is also immobility, stasis, settlement, and places are no longer simply containers for social processes. Sheller and Urry call this the 'new mobilities paradigm.' In this course, we engage this paradigm through a multi-scalar, multi-sited investigation of the subjectivities, infrastructures, and environments of global mobilities. Using what Sheller calls a mobility justice lens, we aim to uncover the social, cultural, political, economic, and juridical conditions that shape global mobilities. Our guiding question is: Who or what moves, by what means, and for what reasons? This will lead us to more complex questions such as: Who benefits or suffers from the mobility or immobility of whom? What obstacles or blockages prevent or promote the mobility or immobility of some over others? To what end? Overall, we aim to ask what analytic possibilities emerge when we use mobility justice as a framework to understand the conditions that shape, objectify, and discipline movement today.

Course Information

Professor	Dr. Katherine (Kate) Lawless, A211
Contact Information	519-438-7224 x705; klawles@uwo.ca
Class Time	Monday 12:30-2:30; Wednesday 1:30-2:30 (Zoom)
Office Hour	Mondays 2:30-3:30 (by appointment, via Zoom)
Room	W103

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

Invitation to Participate

This syllabus is necessarily ‘incomplete.’ The reason for this is to expand and democratize the learning experience by putting your voices at the centre. In this sense, the syllabus is open to your input. Thus, while I have provided a preliminary structure, the details will be articulated and finalized through a series of collaborative efforts, beginning with an opening survey and continuing through the first few classes. The course schedule lays out a general road map for the course organized around our main text, which we will augment with some additional readings in the field (to be determined as we proceed through the course). I have identified some basic parameters for what we would like to accomplish in the form of Course Objectives and Course Requirements. This will help to provide some concrete foundations for our collaboration. I have also provided a certain portion of the course content, but some will be up to you (i.e., learning goals/outcomes). Finally, I will be providing a set of instructional and digital tools that will help you to accomplish your specific learning goals. In a nutshell, I have provided some common elements and a preliminary structure that we can use to negotiate some of the particulars in relation to the specific interests of the group. I will use our collective discussions and decisions to create a final syllabus and assignment guidelines, which will be uploaded to the Syllabus and Assignments sections on OWL.

Course Objectives (Professor-Generated)

- 1) To cultivate a vibrant learning community committed to understanding the significance of diverse (im)mobilities in a global context
- 2) To develop a critical understanding of what (or who) moves, how it moves, and why it moves in our contemporary world
- 3) To develop skills in scholarly research, multi-platform digital technologies, communication across contexts, and peer-to-peer collaboration
- 4) To have individual and collective revelations

Course Requirements

- Interest in learning about global mobilities from an interdisciplinary perspective
- Interest in sharpening research skills and contributing to the scholarly conversation on global mobilities
- Willingness to experiment with new digital technologies and modes of communication
- Interest in producing and sharing new forms of knowledge, publicly and in the classroom
- Capacity for collaboration, self-direction, and thinking ‘outside the box’
- Willingness to engage self-reflection, self-directedness, and self-evaluation

Learning Outcomes (Student-generated)

These are not set out in advance and will be determined based on your collective goals, objectives, hopes, dreams, and aspirations. However, as a starting point, I have set out the kinds of things we will determine as a class, which will lay the foundation for these outcomes.

Together, we will:

- 1) Create a set of class-generated learning outcomes based on shared goals and aspirations
- 2) Refine a set of resources and assessments that will help us achieve these outcomes
- 3) Determine a complementary set of expectations for the professor and students that will maximize and enrich the learning experience

Methods of Instruction, Conduct and Expectations

We will discuss the specifics of pertaining to this section of the syllabus in the first class. However, here is a general sense of how I see the course unfolding.

Class time:

We are scheduled to meet for three hours each week, two hours on Mondays (12:30-2:30) and one hour on Wednesdays (1:30-2:30). There are a number of ways in which we can organize this time, but I imagine designating a certain number of classes for lectures and discussions and a certain number to writing and project workshops. We will discuss the schedule in further detail in our co-design at the beginning of the semester. Except for our first class, Wednesday’s classes will be held via Zoom—details will be provided via the Zoom tab in OWL.

Conduct and Expectations (student-generated)

During the first two classes, we will collectively determine list of expectations for me, the professor, and a complementary list of expectations for you, the students. Along with Mandy

Penney, coordinator of the Writing Centre, we will also determine the details for a series of workshops, which will be interspersed with lecture and discussions.

Assessments and Evaluation

In this course, there are 5 formal assessments with varying degrees of flexibility. Each has specific kinds of restrictions as well as elements that are open to interpretation. I will tweak the assignments at the beginning of the semester based on your collectively determined learning goals. Throughout the semester, I will ask guiding questions and provide feedback that helps to deepen your engagement with the work. Grades for these assessments will be assigned through a combination of professor, peer, and self-evaluation. Based on these combined evaluations and my feedback throughout the semester, you will assign a final grade for yourself—though I reserve the right to change grades as appropriate. We will establish the baseline for what constitutes A-level work in the first few classes. Ideally, this process will allow you to focus on the work, learning process, and feedback instead of your grades, and it will foster creativity and real engagement rather than adherence to a set of normative expectations.

Formal Assessments

- **Personal mobility log:** Throughout the semester, you will keep a personal mobility log documenting your observations about how you move through the world. Your log should not only track your movements, but also the mechanisms by which you move as well as any obstacles or blockages you encounter. You should also attempt to reflect on your movements using concepts and ideas from the course materials and class discussions. Periodically, I will ask you to share or submit this log. **Due:** Periodically
- **Nodal analysis:** A node is a point at which multiple lines or pathways converge. You will choose a node of global (im)mobility to investigate in detail from a multi-scalar, multi-sited perspective. This node may be one you discovered and documented in your mobility log; it may be one you encountered in the course materials; or it may be one you located through research. It may be situated at a local, trans-local, or global scale. In your analysis, you will examine how this node operates to shape, objectify, or discipline movement/stasis and or (im)mobile subjectivities, as well as the subjects/objects, infrastructures, and environments it contains and/or produces. **Due:** October 23
- **Film analysis:** You will conduct a detailed analysis of one of the films we screened in the first 8 weeks of class through the lens of mobility justice. You should begin with a comprehensive explanation of mobility justice. Your analysis should have a thesis statement or main argument, and you should support your argument with the close critical analysis of specific scenes or shots from your chosen film and scholarly evidence from the course materials. **Due:** November 13
- **Mobile autobiography:** Drawing on your personal mobility log, you will write a piece of creative non-fiction that describes your participation in the social, infrastructural, and

environmental conditions and relations that produce normative forms of (im)mobility. Begin with a working definition of mobility. Then conduct a detailed investigation of how you move through the world and what impact it has on you and those you encounter; remain aware of how and why you move; and pay special attention to the social and material infrastructures that facilitate or inhibit your movement. Feel free to explore how your writing, itself, might be mobile. Also feel free to interpret this project creatively; 'writing' can have various modes of presentation (i.e., essay, comic book, video, etc.).
Due: November 27

- **Final project:** In this final project, you will use digital tools to create a research-based, public-facing project that contributes to the generation of a mobile commons. The parameters for this project are fairly open. You can choose from a wide variety of digital tools; feel free to utilize something you are already familiar with, or to choose something new to learn. I'd encourage you to think about how the tool itself relates to the production of mobility. Ideally, you'll choose a tool capable of facilitating or contributing to a 'mobile commons.' You will include a 500-word project statement along with, or as part of, your project. Along with description and analysis, this statement should include a clear argument. You are welcome to work independently or in small groups on this project (though I'd recommend collaboration!). **Due:** December 6

I'll develop a full set of assignment descriptions based on our in-class discussions regarding our collectively determined learning outcomes and evaluation criteria, and I'll post these as assignment pages on OWL.

Assignment Deadlines, Submission, and Grading

I am of two minds about deadlines: 1) they should always be flexible to some degree to accommodate for when life happens; 2) they are absolutely necessary to keep us motivated, accountable, and vigilant against procrastination and perfectionism. Some people are very good at imposing deadlines intrinsically, while others rely on extrinsic motivation. Whatever your case, we will be imposing some soft deadlines and some hard deadlines in this course. Assignments should be submitted to the appropriate assignment page on OWL by 11:55pm on the suggested (soft) deadline. Be aware that assignments submitted after the deadline will not necessarily receive full feedback. No assignments will be accepted after the final day of class without academic accommodations (this is a hard deadline).

Course Texts

Sheller, Mimi. 2021. *Advanced Introduction to Mobilities*. Northampton, MA: Edward Elgar Publishing.

*All supplementary readings (TBD on a weekly basis) will be posted on OWL in the "Readings" folder under Resources.

**All films should be screened in advance.

Course Schedule

Week 1: Sept 8

Introductions and Syllabus Completion

- *Wed*: Opening discussion and co-design (IN PERSON)
 - Sheller, “Introduction: 2020 mobility shock” (ch. 1)

Week 2: Sept 13/15

The New Mobilities Paradigm

- *Mon*: Lecture/discussion
 - Sheller, “The formation of an interdisciplinary field” (ch. 2)
 - Sheller, “Materiality, spatiality, and temporality” (ch. 3)
- *Wed*: Cont. syllabus co-design—workshop schedule (with Mandy Penney VIA ZOOM)

Week 3: Sept 20/22

A Mobility Justice Framework

- *Mon*: Lecture/discussion
 - Sheller, “Mobility justice and Anthropocene mobilities” (ch. 4)
- *Wed*: Lecture/discussion cont. (ZOOM)

Week 4: Sept 27/29

Workshops

- *Mon*: Writing workshop (nodal analysis)
- *Wed*: Final project workshop (digital tools) (ZOOM)

Week 5: Oct 4/6

Tourism, Travel, Food

- *Mon*: Lecture/discussion
 - Sheller, “Tourism mobilities” (ch. 5)
 - **FILM**: *Dal Puri Diaspora* (80 min)
- *Wed*: Lecture/discussion cont. (ZOOM)

Week 6: Oct 11/13

Migrants, Borders, Flows

- *Mon*: Lecture/discussion
 - Sheller, “Migrant mobilities” (ch. 6)
 - **FILM**: *Human Flow* (2hrs 20mins)
- *Wed*: Lecture/discussion cont. (ZOOM)

Week 7: Oct 18/20

Workshops

- *Mon*: Writing workshop (film analysis)
- *Wed*: Final project workshop (content development)

Week 8: Oct 25/27

Circulation, Shipping, Logistics

- *Mon*: Lecture/discussion
 - Readings TBD
 - **FILM**: *The Forgotten Space* (1hr 52mins)
- *Wed*: Lecture/discussion cont. (ZOOM)

READING WEEK: November 1-7

Week 9: Nov 8/10

Production, Reproduction, Exploitation

- *Mon*: Lecture/discussion
 - Sheller, "Informal and reproductive mobilities" (ch. 7)
 - **FILM**: *Eggsplotation* (39mins)
- *Wed*: Lecture/discussion cont. (ZOOM)

Week 10: Nov 15/17

Workshops

- *Mon*: Writing workshop (mobile autobiography)
- *Wed*: Final project workshop (project statement) (ZOOM)

Week 11: Nov 22/24

Environments, Cities, Futures

- *Mon*: Lecture/discussion
 - Sheller, "Alternative mobilities futures" (ch. 8)
 - Sheller, "Conclusion: building a mobile commons"
- *Wed*: Lecture/discussion cont. (ZOOM)

Week 12: Nov 29/Dec 1

Workshops

- *Mon*: Workshop (open)
- *Wed*: Workshop (open) (ZOOM)

Week 13: Dec 6

Final Project Showcase

- No readings

Additional Resources

Our course reading schedule uses Chicago style citation (Author-Date System), which you can learn more about here:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Or here: <https://uwaterloo.ca/writing-and-communication-centre/resources-chicago-manual-style-author-date>

“How to Read an Assignment” (Harvard University Writing Center):
<https://writingcenter.fas.harvard.edu/pages/how-read-assignment>

Davis, Suzanne. 2019. “7 Sensational Essay Hooks that Grab Readers’ Attention”:
<https://www.academicwritingsuccess.com/7-sensational-essay-hooks/#:~:text=A%20strong%20statement%20hook%20is,or%20disagrees%20with%20your%20statement.>

Critical Reading Handout (U of T):
<https://www.utoronto.ca/twc/sites/utoronto.ca.twc/files/resource-files/CriticalReading.pdf>

Guptill, Amy. 2016. *Writing in College: From Competence to Excellence*. Open SUNY Textbook:
<https://opentextbc.ca/writingincollege/>



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/>.