Centre for Global Studies (CGS) 3005G

CONTEMPORARY CRITICAL THEORY IN GLOBAL STUDIES

pre-requisite: 0.5 course from Centre for Global Studies (CGS) 2002F/G, 2003F/G, or 2004F/G, or permission of the Centre for Global Studies

Centre for Global Studies
Huron University College
January – April 2014
Room# HC – V207
Mondays, 12:30 – 2:20pm. & Wednesdays, 1:30 – 2:20pm.

Dr. Mark Franke

office: #A206

office ph. # 519–438–7224 ext. 242 email: mfranke@huron.uwo.ca

office hours: Wednesdays, 11:30am. – 1:00pm., and by appointment

GENERAL COURSE INFORMATION

Course Description

What characterises the development of academic scholarship within modernity, across the humanities and social sciences, is a daring to know—what Immanuel Kant refers to as the motto of the Enlightenment, Sapere Aude! The move to pursue knowledge, understanding, analytic confidence, and theoretical insight within modernity is indeed daring, as these goals are sought without obvious, reliable, or even available grounding. The intellectual and scientific traditions that found the studies with which we now engage in the humanities and social sciences seek knowledge with the understanding that there are no universally given limits, principles, or orders within which we must generate and confine our views onto the world. Rather, we must dare to speculate on and try to give to ourselves such organising features for knowing without the surety of but always the hope for their success. And modern scholarly life is, thus, begun as a site of contention, argument, challenge, and critique. However, the radical manners in which scholars within the humanities and social sciences have supplied the limits and universe to modern knowledge through their own acts and practices of knowing are often forgotten. Thus the daring quality of early–modern scholarship has more often than not given way to a hubris of sorts, where those working within the narrows of disciplinary study enjoy confidence given them by a less-than-critical acceptance of ideals, maps, principles, frameworks, and axioms conceived by those working before

them. Too often it is the case that late—modern scholarship in the humanities and social sciences seeks to build upon conventions of the past, covering over the fact that these conventions were built experimentally, speculatively, and contentiously and that they still provide no unquestionable foundation per se. Moreover, it is then unfortunately the case that modern scholars now often analyse, theorise, and conduct research within a world that disciplinary convention requires they find and reproduce. The daring of modern scholarship is now regularly rendered a conservative process, seeking conservation of worlds and worldviews that allow us to think without the danger of speculation, experiment, and creativity—without the daring to know differently.

In recent decades, study across the social sciences and humanities have been impacted by movements, debates, and events in critically-oriented theory that, variously, seek revival of modern daring, of how to know, analyse, and theorise the world effectively and appropriately where the lack of given epistemological ground is acknowledged and our own involvement in setting the limits of both our world and our studies of the world are accepted. These practices in theory are typically grouped under such headings as: semiotics, phenomenology, poststructuralism, feminism, psychoanalysis, postcolonialism, Marxism, post–foundationalism, and contemporary (Continental) social, political, and ethical philosophy. The categorisation of these movements into 'theories', though, is far less important than is appreciating the significance, force, and interplay of their challenges and reflecting on what would constitute appropriate responses to them. At base, despite the debates and disputes formed between the different inquiries collected under these appellations, one may find a range of theoretical practices that cut through the buttresses of disciplinarity within the social sciences and humanities, demonstrating how different orders of study renew questions in one another and, thereby, invite fundamentally interdisciplinary scholarship where critique of our knowing is required. Respectively and in relation to one another, they work to bring modernity to bear upon itself, opening the necessity to dare to know once more.

This course examines core movements in these practices of critical theory, particularly as they pertain to Global Studies. This does not mean that we will study these practices simply as they may be applied to/within Global Studies, though. What we now know as Global Studies is in part and, some might argue, to a large extent the result of the impacts of contemporary critical theory. Global Studies is not a discipline or a domain of study but, rather, a site through which we may raise questions about how we do and may know the world; it is crossroads of intellectual, analytic, and experiential challenges through which we may both contest and enrich one another's understandings of how to engage the world; it is a series of movements to open the interdisciplinarity necessary to think and act anew. Thus, in studying contemporary critical theory with respect to Global Studies, we seek to understand and participate within fundamental practices that contribute to the possibility of Global Studies as interdisciplinary processes.

The range of contemporary theory that we could engage in this course is really highly diverse and extensive. There is no possible way in which we could attempt to traverse this terrain in any comprehensive or close to exhaustive manner, and it would be counter–productive to try to contain critical theory in any event. It is necessary to take a cut into contemporary theory as it is of interest and use to Global Studies, and, as a result, there is necessarily a dissatisfaction in our readings. There are movements of thought that we will miss and neglect. Nevertheless, the course is formulated around a set of interrelated readings that do expose us to some central movements in

contemporary critical theory that are difficult to avoid, that will serve us exceptionally well in engaging in contemporary theoretical debates of interest to Global Studies, and that provoke our thinking in ways that we can appreciate the need to read more and more diversely. Therefore, the course of reading, study, writing, and discussion that we embark on in this course is really meant as an introduction to contemporary critical theory at work in Global Studies and a catalyst and/or provocation to seek out other further theoretical activity with which we can enrich and render vulnerable our attempts to know and engage the world.

There are three points of departure around which the course is ordered: the writings and theoretical problems put forward by Karl Marx, Jacques Lacan, and Friedrich Nietzsche. In our engagements with these three writers, we will have the opportunity to open up central questions regarding subjectivity, power, truth, and These are probably the core problems that will gather our attention throughout the course. After our readings of these thinkers, the course will pursue the study of three further sets of readings, in which we see different authors engage, respond to, and complicate the themes we will introduce via Marx, Lacan, and Nietzsche, whose questions we will reflect on often. The first of these is a collection of writings we will study written by Louis Althusser, Slavoj Zizek, and Ashis Nandy, each of whom pursue problems of ideology and subjectivity most importantly. Second, we will study writings by Michel Foucault, Judith Butler, and Achille Mbembe, with respect to which we will give focus to questions related to subject formation and power, and issues regarding facing one's own subjectivity as a question in the social relations through which we engage the world. As the third movement, we will give focus to a set of readings that draw from phenomenology and that examine the play of symbols in knowledge, subjectivity, and politics of identity and being, written by Jacques Derrida, Luce Irigaray, Catherine Malabou, and Sara Ahmed. In this set of readings, while we will take up general questions regarding the presence of reality and economies of symbols and signs, our greater focus will be on questions of subjectivity related to gender, the body, feminist politics, queer subjectivity, and movement.

Learning Objectives

This course aims to allow students to develop strong working understandings of core inquiries of contemporary critical theory, as they relate to the stakes of Global Studies. In this respect, it is the goal of this course to provoke understanding in students of how the interdisciplinary inquiries of Global Studies are either conditioned by or challenged by debates and acts in contemporary critical theory. Assignments in this course will give students considerable practice in close and thoughtful reading of complex and challenging theoretical writing, while learning to express understanding of this writing with clarity, precision, and critical insight. Thus, the ultimate aim of this course is that the students in it will learn to engage effectively and productively with the critical inquiries they study, as scholars in Global Studies.

Course Conduct and Expectations

Each class will be devoted to close and detailed examination of weekly assigned readings, where we will explore the ideas, problems, and challenges raised in these

texts and reflect on the significance of these things in terms of the practices of Global Studies more broadly. On the basis of a combination of in–class writing exercises, small group discussions, lectures, and whole class discussions, we will work each week to gain deep, accurate, and critical understandings of the texts we engage, as the basis from which to develop our broader sense of the questions and challenges they raise for us in Global Studies. Thus, all students in this class are expected to attend all classes and to have read and studied assigned readings according to our reading schedule (see below). To facilitate the aims of in–class assignments, lectures, and class discussions, you should bring to class your copies of assigned readings, as we will regularly refer directly to the texts. Whenever you miss a class, you will be expected to borrow class notes from one or more classmates and promptly discuss with me, during my office hours, problems of study engaged in that class.

In asking you to *study* your assigned readings, then, I mean the following: You ought not to simply have a quick review of the assigned texts before class. Rather, you ought to take your time to closely investigate the arguments and ideas presented in these texts, taking serious study notes along the way and often reading the assigned materials more than once before class. (You ought to also have a good dictionary by your side while reading, as the language in these books is often fairly rich and inventive.) You ought to aim to do your best to determine what the authors are claiming in their writings, and you ought to try to trace the lines of argument that they are presenting in support of their claims. In doing so, you ought to try to identify the most important points that are raised in the readings, in terms of the authors' interests but also in terms of what problems the authors' discussions raise beyond their own interests. In this regard, you ought to then begin to identify important questions that could to be raised in joint reference to the assigned readings and the broader concerns of the course. In other words, you should be fully prepared in class to recommend serious lines of inquiry with respect to assigned readings and the ongoing discussions and debates in the course. And you ought to be fully prepared to engage the lines of inquiry raised by others.

Given the difficulty of the material and ideas we will be studying in this course, it is important that you also quickly resolve the problems and questions that you encounter in reading, following lectures, and taking part in class discussions. While we are engaging a wide variety of texts written by several different authors, our weekly readings relate to one another. Our reading of each set of texts will involved reflection on our previous readings. Thus, it is expected that you will raise these questions in class and/or with me in my office hours, so that you may gain help in their understandings of our studies. It is very important that you do not allow yourself to fall behind in your understanding of our readings and lectures. There will be very little time in which to catch up, given our steady pace in the class.

If you feel the need for assistance in your interpretation and study of the readings beyond class lectures and discussions, or if you desire the challenge of further dialogue on issues that you feel are not adequately addressed in class discussion, you are welcome to see me when available outside of class time. I am more than happy to talk with any class–member in either of these regards. You should feel free to see me independently about any class–related issue in any event.

It is also highly recommended that students form study–groups with one another, for the purposes of helping one another understand the assigned readings and prepare for class lectures and discussion.

READING MATERIALS

As you will note from the Reading Schedule (below), we will read many texts written by a wide variety of authors. The majority of our assigned readings will be drawn from the following books, each of which are available for purchase at the University of Western Ontario bookstore. Please note, copies of all of the following books are also available on reserve loan from Huron University College's library:

"required" texts:

- Sara Ahmed, Queer Phenomenology: Orientations, Objects, Others (Duke University Press, 2006).
- Judith Butler, *The Psychic Life of Power: Theories of Subjection* (Stanford University Press, 1997).
- Michel Foucault, *The History of Sexuality, Vol. 1: An Introduction,* trans. Robert Hurley (Vintage, 1980).
- Catherine Malabou, *Changing Difference*, trans. Carolyn Shread (Polity, 2011).
- Ashis Nandy, *The Intimate Enemy: The Loss and Recovery of Self Under Colonialism*, 2nd edition (Oxford University Press, 2009).
- Friedrich Nietzsche, *On the Genealogy of Morality*, trans. Carol Diethe (Cambridge University Press, 2006).

"recommended" texts:

- Jacques Derrida, *Of Grammatology*, trans. Gayatri Chakravorty Spivak (The Johns Hopkins University Press, 1976).
- Jacques Lacan, Écrits: A Selection, trans. Bruce Fink (Norton, 2002).
- Karl Marx, Karl Marx: Selected Writings, ed. Lawrence H. Simon (Hackett Publishing, 1994).
- Achille Mbembe, On the Postcolony (University of California Press, 2001);

Other assigned readings will be drawn from the following books, and each of these books or the relevant chapters will be made available on a library reserve loan basis:

- Michel Foucault, The Essential Foucault, ed. Paul Rabinow and Nikolas Rose (The New Press, 2003).
- Luce Irigaray, An Ethics of Sexual Difference, trans. Carolyn Burke and Gillian C. Gill, (Cornell U. Press, 1993).
- Luce Irigaray, This Sex Which is Not One, trans. Catherine Porter (Cornell U. Press, 1985).
- Luce Irigaray, Speculum of the Other Woman, trans. Gillian C. Gill (Cornell U. Press, 1985).
- Immanuel Kant, Political Writings, trans. H. B. Nisbet (Cambridge University Press, 1991).
- Slavoj Zizek, ed., *Mapping Ideology* (Verso, 1994)
- Slavoj Zizek, The Sublime Object of Ideology (Verso, 2008).

COURSE REQUIREMENTS AND METHODS OF EVALUATION

In-class Written Critical Responses

Beginning on January 13th, during the first 20 minutes of each Monday's two-hour class over the term, you will be required to write a response to a question posed to you precisely at 12:30pm. The questions you will face at these moments will pertain directly to the readings that you were assigned to complete for that week's classes in this course (see Reading Schedule, below). And each question will ask you to offer a brief analysis of a core problem or idea engaged in the assigned readings. In response to these questions, the goal is not for you to simply repeat and/or summarise what you have read. Rather, you should aim to demonstrate the ability to critically analyse what you have read and to show insight into and understanding of the arguments you have studied in the assigned readings. Your critical responses will be evaluated specifically in terms of: how strong an understanding of the required readings you demonstrate; how accurately you address the ideas and arguments in these readings; and how well you can interpret the significance of the arguments presented in these required readings.

Given the brief time you will have in which to write your response to these questions, it is important to cut directly to the heart of the matter and avoid lengthy and formal introductions to your answers. There is no minimum or maximum length for these written critical responses. You should simply aim to write the best and fullest possible response that you are able to accomplish in the 20 minutes with which you have to work. The key is not to show formal style and elegance in prose (although, these things are pleasant for the reader) but, rather, is to show your ability to locate the key ideas, problems, and arguments at stake in the question and to articulate a strong and pointed response. A demonstration of accurate understanding and insight into the assigned readings is the objective.

Students will be invited to and are encouraged to write these critical responses at the beginning of all 13 of our classes on Mondays, January 13th through April 7th, inclusive, but students do not have to submit more than 10 such critical responses to fulfill this aspect of course requirements. Each of these critical responses will be collected by the end of the first hour of these classes, graded, and returned in class two days later, on the following Wednesday. Each written critical response will be worth 2.5% of your final grade. And only the 10 best critical responses that you write will contribute to your total grade for this portion of the course.

When writing these critical responses in class, you may consider this an "open book" exercise, where you may consult with the assigned readings and the study notes that you yourself have generated with respect to the readings.

<u>Please note</u>: It will often be the case that the problems that I will ask you to engage in writing these critical responses in class will pertain to very specific ideas or even sections of the assigned readings. To help you to prepare for these in–class assignments, I will be sure to announce to you each Wednesday, what aspect of the assigned readings to give special focus in your studying of these texts, in preparing to write your critical responses on the following Monday. If you are absent from class on a Wednesday, you are welcome to send me to an email message asking me to provide for you this same information in an email reply.

Participation

Mondays' group discussions: During each of our classes on Mondays, immediately following students' writing of the in-class critical responses, you will be asked to engage in brief group discussions with one or two of your classmates. (Ideally, I will be asking you to simply pair up into groups of two, but one group of three students is acceptable, if we have an odd number of students on that particular day.) Each week, you should aim to pair/group with persons different from the week before, varying your engagements with classmates as much as possible over the term. The point of forming these small pairs/groups is for you to then discuss with one or two other students your respective responses to the problem you have just engaged in writing your critical responses. I am asking you to discuss and compare with one another what you have written, giving yourselves the chance to think and learn further about the problem from close critical discussion with one another. You will have 10–15 minutes to develop this discussion. During this time, you should be working hard to consider the value of what each of you have written and think about the problem, and, together, you should be considering what further insights and understandings you can develop in reconsideration of the assigned readings in conversation with one another. And you should be taking notes on this discussion, as is useful, for the development of your own thinking and for use the in class—wide discussion to follow. I will spend this time quietly circulating from group to group, listening to your conversations and helping to facilitate them as needed, to ensure that they are productive.

Following this brief period of small group discussions, we will join up again as a full class, to discuss our findings with one another. A key component of this larger class discussion will be for members of the various groups to communicate and discuss with one another what they have learned from writing about and discussing the readings. And I will facilitate this broader discussion toward focus on key themes in the assigned readings.

<u>Lectures/Discussions</u>: The second hour of our Monday classes will be devoted to a lecture format, but discussion of questions posed in the lecture will be encouraged during this period. We will follow this same format during our one–hour class on Wednesdays.

<u>General</u>: All students are expected to make a serious effort to actively and productively contribute to class discussion and debate. A substantial portion of your final grade will be determined by your efforts and successes in doing so. Our classes will be treated as events in learning, and it is expected that all students in the course participate actively in the formation of these events.

In general, your participation grade will be based on the extent to which you help to define productive analyses of course topics in class discussions, the extent to which you submit helpful questions and problems for debate, respond seriously to the questions posed by classmates and me, and the extent to which you listen to and encourage the development of the learning of others.

Strong and effective participation in class rests to a very large extent on students' serious engagement with readings assigned for class. This means that you are to do more than simply read assigned texts. You are expected also to have studied these texts and to be prepared to critically discuss the ideas and information put forward in them.

Attendance in classes is also necessary to participate fully in the course. Absence from more than three hours of class meetings will constitute "irregular attendance," unless academic accommodation is granted, on either medical or non–medical grounds, to excuse these absences. Students who do not attend classes regularly and/or do not, over the balance of the term, demonstrate an effort to contribute constructively to class discussions will attract a poor to failing grade in the participation component of the course.

Three Essays

Over the term, you will be required to write three short essays in which you engage and critically examine together texts from a specific set of four weeks of our assigned readings. No research is required for the writing of these essays beyond the readings that are assigned for our weekly classes. In these essays, you will be expected only to engage and analyse these same readings together, in the form of an essay, responding to a single essay problem given to everyone in the course. You will each be given the same essay problem two weeks before the essay is due. These essay problems will be distributed in paper form in class. (If you happen to be absent from a class in which an essay problem is distributed, please contact me via email, and I will gladly send to you the essay problem as an email attachment.)

When writing these essays, you should ensure that you adhere to standard academic forms of writing, providing an introduction, arguments in the body of your essay, and offering a short conclusion at the end, in which you reflect on the significance of the success of your arguments. It is expect that you will build your essays in close study of the assigned readings, building your lines of analysis and arguments with rich and frequent references to these texts. Your essays should cite these references consistently in the forms of either footnotes, endnotes, or parenthetical notes, and your essays should provide a formal bibliography. All citations and bibliographies must be written in either Chicago Style or Harvard Style.

first essay:

- essay problem to be distributed in class on February 10th
- essay problem is to require engagement with readings assigned for Weeks Two, Three, Four, and Five
- required length: 1,200 1,500 words
- manner of submission: paper copy, in person, in class
- due date: no later than 12:30pm., Monday, February 24th

second essay: - essay problem to be distributed in class on March 10th

- essay problem is to require engagement with readings assigned for Weeks Six, Eight, Nine, and Ten
- required length: 1,200 1,500 words
- manner of submission: paper copy, in person, in class
- due date: no later than 12:30pm., Monday, March 24th

third essay:

- essay problem to be distributed in class on March 31st
- essay problem is to require engagement with readings assigned for Weeks Eleven, Twelve, Thirteen, and Fourteen
- required length: 1,200 1,500 words

- manner of submission: email attachment, preferably as pdf to: <mfranke@huron.uwo.ca>
- due date: no later than 12:30pm., Monday, April 14th

Final Examination

You are required to write a final examination, of three hours in length, during the April examination period, to be scheduled by the Registrar. In this examination, you will be expected to write essays in response to a selection of problems presented at the time of examination. These problems will be created in reference to information, theories, ideas, discussions, and questions presented in the readings studied in this course and all lectures and class discussion through the term. The content of all assigned readings, all lectures, and all class discussions are relevant to this final examination, and it is expected that students will write their essays in rich and fluent reference to the texts assigned for study in this course.

On the most part, your exam essays will be evaluated in terms of their fluent and accurate reference to texts, ideas, and problems studied in this course through readings lectures, and class discussions. Almost equally important, though, the success and quality of each essay will also be assessed in terms of its degree of critical engagement with the problem to which it responds. In this regard, you may do very well to draw on dilemmas and debates developed in class discussion.

ASSESSMENT

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+) work of excellence; one could expect little more from a student at this level
- 80 89 (A) superior work, exhibiting well–developed critical skills, and a sophisticated approach
- 70 79 (B) good to very good work, meeting all requirements, and eminently satisfactory
- 60 69 (C) competent work, meeting basic requirements
- 50 59 (D) fair work, minimally acceptable
- 0 49 (F) failure; unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved in class participation, the in–class critical responses, the three essays, and the final examination. The distribution of the components adding to a final grade in this course is as follows:

– participation	10%
– top 10 in–class written critical responses (2.5% each)	25%
– first essay	15%
– second essay	15%

third essayfinal examination15%20%

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

Reading Schedule

Week One: January 6th

- introduction and review of syllabus

Week One: January 8th

- Immanuel Kant, "An Answer to the Question: 'What Is Enlightenment?'," in Kant, *Political Writings*, ed. Hans Reiss (Cambridge University Press 1991), pp. 54–60
- from: Michel Foucault, *The Essential Foucault*, ed. Paul Rabinow and Nikolas Rose (The New Press, 2004):
 - "What Is Enlightenment?," pp. 43-57
 - "What Is Critique?," pp. 263–278

Week Two: January 13th & 15th

- from: Karl Marx, *Selected Writings*, ed. Lawrence H. Simon (Hackett Publishing, 1994):
 - "Economic and Philosophic Manuscripts," pp. 54-81
 - "The German Ideology, Part I," pp. 102–156

Week Three: January 20th & 22nd

- from: Jacques Lacan, Écrits: A Selection, trans. Bruce Fink (Norton, 2002):
 - "The Mirror Stage as Formative of the *I* Function, as Revealed in Psychoanalytic Experience," pp. 3–9
 - "The Instance of the Letter in the Unconscious," pp. 138–168
 - "The Signification of the Phallus," pp. 271–280

Week Four: January 27th & 29th

- Louis Althusser, "Ideology and Ideological State Apparatuses (Notes towards an Investigation)," in Slavoj Zizek, ed., *Mapping Ideology* (Verso, 1994), pp. 100–140
- Slavoj Žizek, "How Did Marx Invent the Symptom?," The Sublime Object of Ideology, pp. 11–53

Week Five: February 3rd & 5th

- Ashis Nandy, The Intimate Enemy (Oxford University Press, 2009)

Week Six: February 10th & 12th

 Friedrich Nietzsche, On the Genealogy of Morality, ed. Keith Ansell Pearson, trans. Carol Diethe (Cambridge University Press, 2007), pp. 3–120 (place emphasis on pp. 3 – 67) Week Seven: February 17th & 19th

- Reading Break — no classes, just keep reading.....

Week Eight: February 24th & 26th

– Michel Foucault, *The History of Sexuality, Vol. 1,* trans. Robert Hurley (Vintage, 1980). (We will read most of this, but the chapters to which you should give focus will be announced in class no later than the week before.)

Week Nine: March 3rd & 5th

- from: Judith Butler, *The Psychic Life of Power: Theories of Subjection* (Stanford University Press, 1997):
 - "Introduction," pp. 1–30
 - "Circuits of Bad Conscience," pp. 63–82
 - "Subjection, Resistance, Resignification," pp. 83–105
 - "Conscience Doth Make Subjects of Us All," pp. 106–131

Week Ten: March 10th & 12th

- from: Achille Mbembe, *On the Postcolony*
 - "Introduction: Time on the Move," pp. 1–18
 - "1. Of *Commandement*," pp. 24–58
 - "2. On Private Indirect Government," pp. 66–94
 - "3. The Aesthetics of Vulgarity," pp. 102-133

Week Eleven: March 17th & 19th

 Jacques Derrida, "Writing Before the Letter," Of Grammatology, trans. Gayatri Chakravorty Spivak (The Johns Hopkins University Press, 1976), pp. 1–73 (only: "Exergue"; "The End of the Book and the Beginning of Writing"; and "Linguistics and Grammatology")

Week Twelve: March 24th & 26th

- from: Luce Irigaray, *This Sex Which Is Not One*, trans. Catherine Porter and Carolyn Burke (Cornell University Press, 1985):
 - "This Sex Which Is Not One," pp. 23-33
 - "The Power of Discourse and the Subordination of the Feminine,"
 pp. 68–85
- Luce Irigaray, "Any Theory of the 'Subject' Has Always Been Appropriated by the 'Masculine'," *Speculum of the Other Woman*, trans. Gillian C. Gill, (Cornell University Press, 1985), pp. 133–146
- -Luce Irigaray, "Sexual Difference," *An Ethics of Sexual Difference*, trans. Carolyn Burke and Gillian C. Gill (Cornell University Press, 1993),pp. 5–19

Week Thirteen: March 31st & April 2nd

- Catherine Malabou, *Changing Difference*, trans. Carolyn Shread (Polity, 2011).

Week Fourteen: April 7th

– Sara Ahmed, *Queer Phenomenology* (Duke University Press, 2006)

GENERAL RULES AND POLICIES

Grammar in Written Assignments:

Students in this course are responsible for ensuring that the written assignments they submit for evaluation and grading are free of significant or recurring grammatical errors. Any written assignment submitted to me that exhibits significant grammatical or stylistic problems or errors will be subject to a penalty against its grade, relative to the degree of grammatical problems in the text. Any student who submits a written assignment that is made very difficult to read or comprehend because of grammatical or stylistic errors or problems will earn a failing grade on that assignment. To avoid this range of penalties altogether, all students in the course are highly encouraged to review their written assignments with one another and, if necessary, members in the Writing Skills Centre at Huron University College before submitting them. And it is recommended that they take every opportunity to improve their writing skills and proficiency in English grammar through the workshops and consultation sessions offered at this Centre.

Format and Style of Essays:

Each of the three essays that students are required to write in this course must be typed with at least one—inch margins on all sides. The lines of the main text should be double—spaced, but lines in block quotations (which should also be indented), endnotes/footnotes, and bibliographies should all be single—spaced. Pages must be numbered consecutively, exclusive of the front page. Include the following information on the front page of each assignment: the title of your essay, your full name and student number, the date submitted, the course number, and your professor's name. All bibliographies and textual references, in the form of either footnotes, endnotes, or parenthetical notes, must be written in either the Chicago Style or the Harvard Referencing System. Information on both styles of referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

http://www.chicagomanualofstyle.org/tools_citationguide.html

For an easy–to–follow guide for Harvard Referencing, see the online Harvard Referencing Guide made available from the Anglia Ruskin University:

http://libweb.anglia.ac.uk/referencing/harvard.htm

Due Dates/Times of Written Assignments:

An assignment submitted by a student after its due date and time will receive a grade of 0%. A late submission will be accepted without penalty only when the student has made an official request for academic accommodation and it has been granted. For the policy on how to seek academic accommodation, please see the policies on "Academic Accommodation" below.

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

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

Please see the Code of Student Rights and Responsibilities at:

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

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

Academic Accommodation for Medical/Non-Medical Grounds For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf [downloadable Student Medical Certificate (SMC):

https://studentservices.uwo.ca/secure/index.cfm under the Medical Documentation heading] Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor. For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_underg rad.pdf

Statement on Academic Integrity

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

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

Cheating on tests;

Fraudulent submissions online;

Plagiarism in papers submitted (including failure to cite and piecing

together unattributed sources);

Unauthorized resubmission of course work to a different course;

Helping someone else cheat;

Unauthorized collaboration;

Fabrication of results or sources:

Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented. In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright. A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each. Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large. A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the 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.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

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

Policy on Special Needs

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

http://www.sdc.uwo.ca/ssd/?requesting_acc

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. **Class Cancellations** In the event of a cancellation of class, every effort will be made to post that information on the Huron website, http://www.huronuc.ca/AccessibilityInfo ("Class Cancellations"). Accessibility Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: http://www.huronuc.ca/AccessibilityInfo

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

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounsellorsCounsellingServices