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# CGS 3202G

## Seminar in Global Studies: Activism

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Winter 2014  
Fridays 8.30-11.30 in W17

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### Overview

The course will explore activism as a way of questioning privilege through local examples of activism on global issues.

### Goals

The course goals are:

- To explore how “activism” is constructed in various contexts, its role in and contribution to social change, as well as our own positionality in regards to activism

### Please note the following:

This class will visit activist organizations, and be visited by activists and others with a contextual connection to activism. You are not required to agree with people we meet, but you are required to treat everyone with respect. You are also required to attend all classes whether they are on campus or not.

### Texts

The texts are available at the Western Bookstore:

- Whitmore, Elizabeth et al (2011) Activism that Works
- Pease, B. (2010) Undoing Privilege

### Off campus classes

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Jan 31st

Life Spin

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March 7th

Sexual Assault Centre

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#### Note

All dates relating to visits to us or by us are provisional only.

### Course Schedule

Date	Class topic	Reading	Assignment/Visitor
Jan 10	Introduction		
Jan 17	Theoretical and conceptual foundations	Pease 1	
Jan 24		Pease 2	Megan Walker
Jan 31	Off campus: Life Spin		
Feb 7	Intersecting sites of privilege	Pease 3	David Heap
Feb 14		Pease 4	
Feb 21	<i>Reading Week</i>		
Feb 28		Pease 5	Abe Oudshoorn
Mar 7	Off campus: Sexual Assault Centre		
Mar 14		Pease 6	

Mar 21		Pease 7	
Mar 28		Pease 8	
Apr 4	Undoing privilege	Pease 9	

### Course evaluation

Assignment	weight	Due date
Participation	20%	Every class
Alternative reading presentation	20%	As assigned
Annotated paper outline and bibliography	20%	February 28 <sup>th</sup>
Research paper	40%	March 21 <sup>st</sup>

### Participation

Here are some guidelines for your participation:

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

(from John Tyler in the Italian Studies department at Brown University, 2007)

### Course assignments

*Participation:* It is my expectation that you come to every seminar having done reading on the topic that includes any required reading assigned. You will be able to share with the class your understanding of the reading and contribute to the discussion by phrasing questions for discussion. You must come prepared with at least two questions that analytically examine the readings and to which you are yourself prepared to respond. Alternatively, you may be providing introductions to the individuals and groups we will be hearing from. The questions are handed in to the instructor at the beginning of each class.

*Alternative reading presentation:* Students will be required to lead a discussion in which they introduce the other participants to alternative readings on the topic. This involves the following:

►► Oral presentation:

- A brief summary of the arguments in the Pease reading assigned for class (the emphasis should be on the alternative reading)
- Summary and analysis of an alternative text focusing on a debate between the assigned text and the alternative text
- Include a brief introduction to authors of texts you are introducing to class
- Apply the discourse to a case study from Whitmore et al.
- Discussion
- Your presentation should be no more than 20 minutes long, after which you are expected to initiate the discussion. The summaries should include an introduction to the authors

►► In writing:

- On the day before the presentation the student will e-mail ([avainiom@uwo.ca](mailto:avainiom@uwo.ca)) to the instructor an annotation summarizing key arguments of the alternative text in your own words with full bibliographic reference. The annotation should be max. 150 words long.

*Annotated paper outline and bibliography:* In preparation for the research paper, I am asking you to submit an annotated outline for your paper and an annotated bibliography. The outline should include paragraphs of upto 200 words on your research question, a rationale for the research, a statement of its relevance and methodology. In addition, you will prepare a critical annotated bibliography of books, journal articles, and web sites on your topic. This involves the following:

- A full bibliographic reference for each text. Minimum of ten sources (a balance of books, articles, and web sites) should be identified.
- Summary of each text (c 250 words for each annotation) explaining what the contribution of the text is to the topic you have identified.

*Research paper:* You can write your paper on any topic as long as the relationship to the course is absolutely explicit. Your paper needs to clearly situate your identified research theme in a discourse that is informed by theory on social change/activism/development/globalization. Your paper should demonstrate your ability to analyze and problematize situations, and to develop alternative responses to the issue you have selected. Your final paper will include at least the following components: a literature review that illustrates the breadth of your understanding of the theme and the embedded debates, a methodology review that addresses what types of methods you would choose to carry out original research in your chosen area including deliberation of the ethical dimensions of such research, and a conclusion discussing the outcomes of your research. The essays are expected to be c. 2500 words. You should be prepared to talk about the progress of your research in class throughout the term.

**NOTE:**

Assignments must be handed by the beginning of class on the day assignments are due. Students are responsible for keeping a copy of their work until they have received a final grade for the assignment. Any student who fails to write an examination on the scheduled date and time will be given zero on that examination.

Please, note that late assignments will be penalized as follows:

Within 24 hrs of deadline 10% will be deducted

Within 48 hrs of deadline 20% will be deducted

Within 72 hrs of deadline 30% will be deducted.

Assignments handed in after 72 hrs have passed from the deadline will not be graded.

## GRADING GUIDELINES

A+	90-100	one could scarcely expect better from a student at this level
A	80-89	superior work which is clearly above the average
B	70-79	good work, meeting all the requirements, and eminently satisfactory
C	60-69	competent work, meeting requirements
D	50-59	fair work, minimally acceptable
F	below 50	fail

All *written* assignments will be graded as follows:

### 10% Format

- Structure (introduction, synthesis, analysis and conclusion)
- Clear thesis statement expressing in a nutshell what the reader can expect to read in the discussion
- Acknowledgement of all sources of information

### 10% Style

- General readability
- Grammar and spelling
- Appropriate headings, sub-headings, illustrations and page numbering
- Conciseness

### 40% Content

- Relevant and up to date material and sources used and indicated
- Use of examples
- Using a variety of appropriate sources in-depth academic research

### 40% Process

- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

All *oral presentations* will be graded as follows:

### 10% Format

- Structure (opening statements, discussion and closure)
- An introduction to capture audience attention

### 10% Style

- General audibility
- Appropriate use of visual aids (overheads, posters, videos, slides etc.)
- Conciseness

### 40% Content

- Well researched
- Use of examples
- Using a variety of appropriate sources in-depth academic research

### 40% Process

- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

## **Appendix to Course Outlines**

### **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](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:

### **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,
- 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](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](mailto: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/CounselorsCounsellingServices>

