

CGS 3525G Community in Global Modernity
Wednesday 8:30-11:30 HC A1
Wendy Russell - Centre for Global Studies
Huron University College Winter 2014

Office: V128

Phone: 519-438-7224 ext 226

e-mail: wrussell@huron.uwo.ca

Office hours: Thursday 10:00 – 12:30 or by appointment

Introduction

This course provides a critical interdisciplinary study of the idea of community: how it is constructed, mobilized and contested under conditions set by modernity and current forms of globalization. Students will examine the notion of 'community' as constructed rather than given, but especially as these constructions relate to the fragmenting and deterritorializing implications of modernity and globalization.

We will read five books for this course, two of which are monograph-length case studies, one is a collection of short case studies with a strong, analytical introduction and conclusion, and two theoretical examinations of the specific relationship between modernity and the notion of community.

Course Learning Objectives

This course asks you to explore new theoretical approaches to understanding the meaning of 'community' today. You will have the time to perform a close reading of our five core texts, and practice applying current theoretical questions to the case we are reading together. You will be generating new insights about our case studies in doing this work, and thus performing a critical reading.

My responses to your written work on the first five papers will help you refine your understanding of the key dimensions of community-formation, and your application of these ideas to the case studies will help you refine your skills as an analyst.

Course Methods

This course is lecture-based, supplemented with class discussions of the readings and ideas we are exploring.

Required Reading

Bauman, Zygmunt. 2001. *Community: Seeking Safety in an Insecure World*. Cambridge, UK: Polity.

Brydon, Diana and Will Coleman, eds. 2009. *Renegotiating Community: Interdisciplinary Perspectives, Global Contexts*. Vancouver: University of British Columbia Press.

Delanty, Gerard. 2010. *Community*. Second Edition. London and New York: Routledge.

Hagedorn, John M. 2009. *A World of Gangs: Armed Young Men and Gangsta Culture*. Minneapolis, MN, USA: University of Minnesota Press.

Zibeche, Raul. 2010. *Dispersing Power: Social Movement as Anti-State Movements*. Oakland, USA: AK Press.

Evaluation

Key Question Papers, 5 (first is worth 10%, four 15%: Due January 22, February 12; March 5; March 19; April 2)

Case Critique, 30% (Due in my office before 4:00 p.m. April 21)

Key Question Papers and Case Critique

Your written assignments for this course are six papers, written as a series of five preparatory papers that form the ground work for a final case critique. Each of the first five papers is dedicated to a key question about the problem of analysing community today, and the final case critique explores those questions in a critical reading of the case studies by Hagedorn and Zibeche.

For each of the Key Question papers you will answer assigned questions by drawing on assigned readings. (The questions and assigned readings are identified in the handout you have, and we will discuss them in class.) These papers must draw on specific references to the assigned course reading, especially quotations that represent details of our authors' answer to the key question. Each of these papers should be 3-4 pages in length, of course double spaced and in 12 pt. font. Please note: these are very brief papers, and so this is also an opportunity to practice being concise. These should be fun, and approached as a way to reflect on your reading, and to develop facility with the specific ideas our authors present. They will be evaluated for how well they represent the relevant details of the readings.

For the Case Critique paper, you will explore these same five key problems in the cases by Hagedorn and Zibeche. What do these two cases, as they are presented by these two authors, tell us about the status of community under conditions set by global modernity? The work you do in the Key Question papers will prepare you to ask specific questions of these two works, and to apply the ideas, insights and theories from those readings to the studies by Hagedorn and Zibeche. The Case Critique paper will be 6-8 pages in length. This work will also require clear, precise references to make your case, and include apt quotations. I suggest that you set up a

schedule to read the two case studies over the course of the term so that you are prepared for our final course meeting when we discuss them together in preparation for your Case Critique.

Reading Schedule

January 8 Introduction

January 15 Why is Community So Hard to Define? *Reading:* Introduction in Brydon and Coleman; Introduction in Delanty; Introduction in Bauman

January 22 What (We Think) Community Used to Be *Reading:* Chapters 1, 2 Delanty; selection from Brydon and Coleman to be announced.

January 29 Community in the Spaces of Modernity *Reading:* Chapter 3 Delanty; selection from Zibechi tba.

February 5 Can Modernist States Become Community? *Reading:* Chapters 4 and 5 Delanty; selection from Brydon and Coleman tba.

February 12 Community and 'Liquid Society' *Reading:* Bauman selections

February 26 Community and 'Liquid Society', continued, *Reading:* Bauman selections; selection from Hagedorn tba.

March 5 Community and Solidarity: After the Liquidation of Society *Reading:* Chapter 6, Delanty; selection from Brydon and Coleman tba.

March 12 Community and Flux *Reading:* Chapters 7, Delanty; selection from Zibechi tba

March 19 Cosmopolitanism and Communities *Reading:* Chapters 8 and 9, Delanty.

March 26 Community: What Does Community Mean Now? *Reading:* Conclusion, Delanty and Conclusion in Brydon and Coleman.

April 2 Case Critique discussion, Hagedorn and Zibechi

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

[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_undergrad.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,
- 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/CounselorsCounselingServices>