

**CGS 4020G – Modernity/non-modernity**

Centre for Global Studies  
Tuesday 2:30-5:30, W104  
Huron University College  
Winter 2014  
Dr. David Thorsen-Cavers

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Office Hours: to be determined.

Format: Tuesdays 2:30-5:30 (3 hours, 0.5 course).

Classroom: W104

**Prerequisite(s):** 0.5 course from [Centre for Global Studies 3001F/G–3005F/G](#) or permission of the Centre for Global Studies.

**Introduction:**

In this course we will explore relationships between modernity and non-modernity. With particular attention to the ways in which modernity is constructed against, and exteriorizes ways of life, modes of existence, epistemologies and ontologies. We will investigate the ways in which such ways of life are transformed by modernity. What is the relationship between modernity and globalization? Is globalization replacing diverse ways of life with modernity or multiple modernities, and what does that mean? How are those whose ways of life are marginalized or extirporized in relation to modernity responding to their construction as modernity's others?

**Course Methods:**

As this is a seminar course, we will be meeting on a weekly basis to discuss and explore ideas together, to share our interpretations, critiques, questions and arguments concerning the topics of the course and which develop through our readings of the course material. I do not intend to lecture to you, but to engage with you. This will require that we all come prepared to discuss readings and other relevant material.

**Learning Objectives:**

Through engaging in discussions and presentations, you will be provided with an opportunity to develop your skills in thinking about and articulating positions, as well as presenting them, reflect on them, and defending them in a collegial setting. You will further be provided with the opportunity to develop skills in producing well researched, detailed and articulate written work, through work on a major essay. The seminar structure and work on a major paper will facilitate preparation for graduate work.

### **Required Readings:**

Davis, Wade. 2009. *The Wayfinders: Why Ancient Wisdom Matters in the Modern World*. Toronto: House of Anansi Press Inc.

Escobar, Arturo. 2008. *Territories of Difference: Place, Movements, Life, Redes*. Durham and London: Duke University Press.

Latour, Bruno. 1993. *We Have Never Been Modern*. Cambridge: Harvard University Press.

Piot, Charles. 1999. *Remotely Global: Village Modernity in West Africa*. Chicago: Chicago University Press.

Additional readings will be made available by me, in hard copy, on line or on Owl. As of this moment I have not finalized the list of these, and this will be subject to change as the course evolves. It is also possible that a fifth book will be added to the required reading list, if time permits.

### **Evaluation**

Bibliography: 15% (Due February 4<sup>th</sup>)  
Essay proposal: 20% (Due February 25<sup>th</sup>)  
Presentation 1: 10%  
Presentation 2: 10%  
Participation: 15%  
Essay: 30% (Due April 8<sup>th</sup>)

### **Essay:**

You will be expected to spend a considerable amount of time and effort on putting together a strong, well researched and thoughtful essay on a topic related to the major themes of this course, grounded in research on particular cases (you may examine one case, or use cases comparatively). I will give you considerable leeway to choose topics that are of interest to you. Your essay should be 20-25 pages in length, double spaced. Your essay will be evaluated on the thoroughness of research and use of appropriate source material, rigorousness and insightfulness of analysis, strength of argument, originality of thought, as well as coherence and organization. Improper citation, poor grammar and sentence structure will be penalized.

### **Bibliography:**

In order to start working on your essay, you will need to compile a thorough bibliography of work that is relevant for research on your chosen topic. Going through this process will enable you to determine if there is enough relevant literature in order for you to complete a well researched paper on your topic.

It will be expected that you will have at least twenty five quality sources in your bibliography. Do not hesitate to use more than twenty-five sources; however, note that your mark will be based largely on the relevance and quality of the sources you've managed to find, as well as the thoroughness of your bibliography. Additionally, it is expected that you will be able to compile this bibliography following correct procedures for bibliographical referencing.

**Essay Proposal:**

For this assignment, you will be required to write a proposal that provides a clear articulation of the topic you are researching for your essay, including a preliminary thesis and outline of the arguments and lines of reasoning you will be pursuing, and a preliminary examination of the literature you are using for your essay. Your proposal should be no less than five pages double spaced, exclusive of references/bibliography.

**Presentations:**

There are two presentations for this course.

For the first presentation, students will be presenting on a case that raises issues related to the course, but not based on the readings for the course, providing us with the topic at least one week in advance so that we can do a little background research ourselves. After the presentation we will spend some time discussing the case and issues it raises. The presenter will be expected to facilitate this discussion.

The second presentation will be focussed on the topic of your research paper. This will allow you an opportunity to discuss your research for the essay, to present your ideas and arguments, along with the evidence you are using.

Your presentations should be 20-30 minutes long, exclusive of time for questions and discussion afterwards. Dates for these presentations will be assigned early in the term.

**Participation:**

Because this is a seminar course, your participation is absolutely necessary. Heavy emphasis will be placed on discussing issues and material with which we are dealing, as such you will be expected not only to attend class consistently but to actively participate in discussion. This will mean that you should have read the material for the week, given thought to questions you have about it, what you found interesting in it, what you find problematic, or worthy of note, discussion or further exploration. I won't hesitate to call you out to get your opinion on issues. You will also be expected to engage in discussion of other students' presentations.

**Further details regarding these assignments will be discussed in class.**

**Policy on late assignments:**

5% will be deducted each day that an assignment is late, and assignments will not be accepted after one week late.

**Policy on absences:**

Being absent from class will impact on your participation grade, but beyond that it will diminish our ability to fruitfully discuss topics, so show please up for class.

**Instructor absences:**

If I have to cancel a lecture for any reason, I will use WebCT and email to notify students as soon as I know that the class must be cancelled. With this in mind, if you have a long way to come to campus for this class, make sure to check your email before departing. To facilitate this, I will ask students to provide me with their email addresses on the first day of lectures. If you are reading this during the first lecture and I have not yet done this, please remind me to do so.

A **VERY** PROVISIONAL SCHEDULE (subject to change and greater elaboration)

January 7th	Introduction	No readings	
January 14th	Modernity: locating our positions.	Readings: Davis and selected articles	
January 21th	Modernity and culture loss. Did modernity destroy everything?	Readings: Davis and selected articles	
January 28th	Relationality and non-modernity (take one)	Readings: Latour and selected articles	Presentations
February 4th Bibliography due	Modernity in the vernacular	Piot,	Presentations
February 11 <sup>th</sup>	Incomplete modernity	Piot, Achille Mbembe and Janet Roitman. 1995. Figures of the Subject in Times of Crisis. <i>Public Culture</i> , 7 (2): 323-352. Selections from Ferguson and selected articles	
February 18 <sup>th</sup>	READING WEEK		
February 25 <sup>th</sup> Essay Proposal due	alternative modernities and their limits	Ferguson, Chapters 5- postscript. Kajsa Ekholm-Friedman and J. Friedman. <i>Global complexity and the simplicity of everyday life</i> . Selected articles	
March 4 <sup>th</sup>		Open	
March 11 <sup>th</sup>	Decoloniality and non-modernity	Escobar and selected articles	

March 18 <sup>th</sup>	Presentations	Escobar and selected articles	Presentations on your work
March 25 <sup>th</sup>	Presentations	Selected articles	Presentations on your work
April 1 <sup>st</sup>	Commoditization and spectacle of non-modernity	Selected articles	
April 8 <sup>th</sup>	wrap up, final thoughts, parting shots.		Essay due

## **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:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](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](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>