

CGS 4015F Power and Resistance
2017 Theme: Life, Land, Power
Tuesday 2:30-5:30 W2 Huron
Centre for Global Studies
Huron University College
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Prerequisite(s): 0.5 course from Centre for Global Studies 3001F/G–3005F/G or permission of the Centre for Global Studies.

Introduction

Welcome to the study of power and resistance. Our theme for the seminar this year is the nexus of life, land, and power: how do humans act within a specific terrain that supports and endangers life? How do humans negotiate, challenge, replace, and reinforce the processes that determine differential access to power over that emplaced life? Our concern is specifically how humans operate as collectives, communities, and movements in response to threats to their lives lived in places.

Learning Objectives

This course will help you develop an especially enriched understanding of resistance as central to the operation of power inside the late capitalist present, inside the capitalist nation state, and inside the settler state. The course means to destabilize the idea that resistance is a response to power, and to appreciate the limits of that way of thinking. This course will thus introduce you to ways of recognizing power and authoritative ways of understanding socio-economic life that are often disguised by the normal operation of state led and state supported capitalism. You will exercise your skills as a reader, a collaborator in seminar, as a researcher, and as a writer.

Class Methods

Our course is seminar style, meaning that each week we explore the key problem posed for the week through discussion. Each of us will be prepared to share a passage from the week's reading, read it aloud, and describe how it answers the key question or addresses a key problem. In addition to each participant's selection, you may also bring some question about your own research case study, and so prepare to introduce it to us and share your question and thinking. You may also describe how you think a course reading relates to your own case study. You may also want to share an experience or other information in seminar.

The joy of the seminar is that we act as a small community of scholars, toiling away together to understand some important ideas, and to share our experiences of applying some of these important ideas. Hearing how your colleagues are working through ideas will give you direction for your own interpretations, and help your own development as a scholar. It is important for you to recognize that YOU take that role for your colleagues in presentation of your own ideas and work. We count on one another in seminar every single week, and your contributions are necessary.

In summary then, the methods that make a seminar function are: reading, reading (out loud!), reiterating and interpreting, responding to colleague's ideas, soliciting responses to your own work, applying those insights to your own work. A seminar, thus, is an opportunity to build confidence, enjoy the time it takes to 'think things through', and express gratitude to your colleagues.

Evaluation

I would prefer a 'pass/fail' grading system at this level of study. As I am not empowered to employ this method of grading, and we should talk about that, I settle on the following:

Bibliography	15%	<i>Due October 17 I will email you a response by Friday October 20</i>
Paper outline	20%	<i>Due October 24 includes refreshed (perhaps) bibliography</i>
Participation	20%	<i>Cumulative, includes your workshop participation and attendance</i>
Seminar	15%	<i>Dates Below sign up September 26 this grade includes the handouts</i>
Paper	30%	<i>Due last week of classes</i>

Please read ALL of the following sections about these assignments at once. The list above is in chronological order while the following is not.

Your Topic

You have one major project for this course, which is your paper. You are free to choose your own topic. The only restrictions on your choice are that there is sufficient material to support a long paper about this topic, and that it be a study of a case (or a set of correlate cases) that explores how power is mobilized from places and in ways that challenge the dominant order of state-led capitalism. These must be papers about change-directed action taken by/thought by people attending to the conditions of life in place.

For example, two of our texts (Wiebe and Zibeche) explore a specific case. Simpson explores specific locations that can be read from an epistemology, situated history, collective experience of, and knowledge base (see for example "Leaning In", 57-59). These works reveal the importance of thinking resistance as more than a reflex of oppression. Such positioning is crucial to the work I'm asking you to do in this course. You must choose a topic that is revelatory of the

possibility of something different than oppression and domination, and you are free to treat it as such.

Paper

This paper is a case study of the ways that people engage in movements for autonomy to protect and participate in life in place. There are any number of cases that are important to look at through this prism of ‘human/life/land’ connections, and your own interests here should help you choose. Please start thinking about this right away. Please bring ideas to seminar so that we can talk about options and ideas.

Your paper can be presented in sections, sub sectioning at will, as follows:

- A description of the case. The ‘where, who, what, when’.
- Discussion of or presentation of the actions, principles, ideals, the stuff that people are doing and *what these things mean*. Autonomy and self-determination? To do what? Where?
- A description of how this erodes the authority of capitalism and the state.
- Answer the question, ‘is this an autonomous alternative’?

It will assist you to know that your conclusions can (maybe even ‘should’) be tentative. Or you can be sure and declarative and try and have a final say on this. What matters most is that you mobilize detail from your sources, that you dig deeply to look for answers to the questions ‘how does this assist self-determination and autonomy in place’ and ‘how does this pose a way of being for humans in place that can serve as an alternative to state led capitalism’.

Your paper will be 20-25 pages, double spaced in 12pt font, printed SINGLE SIDED on paper with page numbers. Please use in-text citations and not end or foot notes.

Proposal

Following on from above (please read above) your proposal will be a brief (750-1500) word outline of your paper. I recommend using the template of four sections above, suggesting your preliminary ideas for each section. Ideally you will be able to identify sources you have already found for each section. And so, for example, under ‘Description’ you should be able to give authors whose work supplies you with these details. Use the headings ‘Description’, ‘Discussion’, ‘How Power is Mobilized’, ‘Possibilities’ or something. Please also present your bibliography with this assignment.

Bibliography

Your bibliography should indicate two things: first, that you have settled on a case that is amenable to having a very long paper written about it; second, that you have done thorough research, touching on activist accounts, popular media, activist media, and concentrated on academic peer reviewed work.

Everyone wants to know ‘how many sources’. Let’s say anything fewer than 25 exceptionally relevant sources will make me concerned that your project will not succeed.

If things go wrong with this assignment, I will ask you to re-do it, and turn it in again with your paper proposal. This is not a big deal.

Seminar

On each of the seminar days, students will do presentations of the assigned readings combined with or in relation to an introduction to their own paper topics. We will work out the structure of our days once students have all selected paper topics and identified which day they are presenting on. Each seminar presentation will be graded for its content, not style. What matters here is that each participant has a brief, focussed, clear and substantial presentation, supported by two things: first, a hand out we can work from to follow your presentation, second, questions that you can use to engage your classmates. As to how long to prepare for, plan for no more than 30 minutes per person, inclusive of each presentation and discussion. We will also be ‘wrapping up’ each seminar day by talking about resonances among the readings and the different presentations that day, and you will be asked to participate in that.

Required Readings

Readings for this course include the articles and other selections listed in the body of this syllabus, below. The readings include the four texts listed below, all available at the Western Bookstore, and via an online retailer of books.

I encourage you to purchase these as printed texts. I have never made a plea of this nature before, but do so now because of my growing concern about how we all read in a digital age. Though I recognize my own vantage point is limiting, I am willing to suggest that having these books in your hands will make it easier for you to work with these texts as sources for your own major paper, for you to contribute substantially to our seminar discussion, and to have a meaningful understanding of the work.

Scott, James C. 1990. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press.

Simpson, Leanne Betasamosake. 2017. *This Accident of Being Lost: Songs and Stories*. Toronto: House of Anansi Press.

Wiebe, Sarah Marie. 2016. *Everyday Exposure: Indigenous Mobilization and Environmental Justice in Canada’s Chemical Valley*. Vancouver: UBC Press.

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

Schedule of Work

September 12 Introduction

September 19 The Usefulness of the Idea of a Dominant Transcript

Scott's work in these chapters helps us appreciate some important concepts. First, domination is never static. It exists and persists in complex relationships with the state of subordination. Second, domination is never total: there is always another transcript. To put this another way, defiance, ungovernability and subjectivity aware of grievance always co-reign, if only off stage. For this week, while you are reading, try to think of a case or example of resistance or domination that Scott's work makes you think differently about. Also, be prepared to identify a case you might be interested in for your project.

Readings: Scott, Chapters 1-4

September 26 Does the Hidden Transcript Become a New Hegemony?

The readings for this week reveal more of what is most helpful about understanding that power and resistance are in a more complex relation than 'force/counterforce'. Defiance, ungovernability, rebelliousness, are not (very often) only a stage between two orders of rule. We need to rethink the states of defiance and so on: what are they? Why are they so surprising to rulers?

For this week, ask yourself if you can identify a case in which a *place* is being given meaning that confounds the meaning it is given in a dominant transcript. Look for some more information. Can a place be made defiant? Ungovernable? Rebellious?

Readings: Scott, Chapters 5-8; Chapter 1 from Richard Day (I will send the link)

October 3 Bodies, Contexts, Collectives: Rooted and Rooting Resistance

This week's readings help us dig more deeply into understanding the embodiment of defiance (bodies are real things!) and the radicality of rooted ungovernability (bodies exist in places!). We have a good idea of why resistance emerges from collective analysis of shared experience. (Consider, for example, Scott's discussion of Lenin on page 97). Our work now is to look for ways to understand how collective experience, analysis, and expression operate in relation to places, contexts, and the socio-political frameworks that operate in those places. For this week, please be prepared to tell us more about your case.

Readings: Wiebe, Prologue, Foreword, Preface, Photo Essay 1, Chapters 1 and 2; selection from Grubacic and O'Hearn; selections from Simpson.

October 17 Where Everyday is Resistance, Where Every Where is Resistance

Following up from last week, our readings this week alert us to ways to see place as a site of resistance. For discussion this week, attend to the myriad ways in which place based resistance operates, in singular actions, in collective actions, in long term strategies.

Readings: Wiebe Chapters 2-5; selections from Simpson.

October 24 Everyday Life is Knowledge Production

How is our title for this week's session true? How do you know it is true? Is this the most important thing to know to recognize in the study of power and resistance? Why is embodiment crucial to resistance?

Readings: Wiebe Chapters 6-Epilogue

October 31 Presentation Day: Community in Global Modernity

One of the unique characteristics of Zibeche's work is his attention to the reconceptualization (or recovery?) of 'community' as vital (as in 'alive') and thus productive of possibility. Under the functioning of global modernity, and global capitalism, this kind of community is at least presented as anachronistic, but at worst, is rendered impossible. (Think about the geopolitical context of community Wiebe explores, for example). For Zibeche, the resurgence of community as self-determining is a characteristic of our times, which means we need to understand how and what it manifests in the here and now. For today, think about how community, the communal, the collective draw on history, place, and current socio-political context to project their own future. Can you relate this to Simpson's work? Wiebe?

Readings: Zibeche Introduction, Chapter 1

November 7 Presentation Day: Dispersing Power

A second feature of Zibeche's work is that he challenges us to overcome thinking about power as located in rulers or ruling apparatuses. We have been working on this transition across this course, and so for today think about this idea of 'dispersal' as an image, as a feeling maybe, as a process that is never complete. Think too about how some other terms can be correlated to the meaning Zibeche gives to dispersal: improvisational, grass roots, differentiation, self-managing, self-determining, place based. Is dispersal a common, normal feature of life in places that exist in the here and now? Is it uniquely important in the work of mobilizing power in resistance? Of mobilizing around life in place?

Readings: Zibeche Chapter 2, 3

November 14 Paper Workshop! *Please bring all course texts to class today!*

Today is a reading hiatus. Instead, we will all discuss our papers in progress. Please be prepared to give us a 10-15 minute summary of your paper topic, and to link it to some of our course readings. This will be a great opportunity to test some of your ideas, ask advice from your colleagues, and hear their ideas for their work. Everyone should feel very comfortable to present incomplete thoughts of one kind or another today! Tell us about your case, what intrigues you about it, what you are reading.

November 21 Presentation Day: Autonomy

Zibeche's work is particularly valuable for its emphasis on non-state-centric understandings of autonomy. For this week, consider how this autonomy does not just reproduce state power, but replaces it with a different kind of governance. Consider the kinds of autonomy we have seen exercised in the other works we have read as well. Why is it important to recognize 'autonomy' as something that the state does not own, or control? How can autonomy be glimpsed even in the most fleeting acts? How is territorial autonomy realized? In relation to other places and orders of governance?

Readings: Zibeche Chapters 4, 5

November 28 Presentation Day: Alternatives

For this week, we are left to consider alternatives, and we should examine the alternatives posed in all our readings. What do these place based alternatives do? How do they manifest justice? How do they change conditions of domination and subordination? Can all places shift toward these forms of self-determination? How are they future oriented? Please think through your own case in light of these questions.

Readings: Zibeche Chapter 6, Epilogue

December 5 Paper Workshop Wrap Up!

Today we will each run through the arguments we are making in our papers, which are due at the end of the week. Please be prepared to share the outline of the argument you are making in your paper, describe the case, identify the key traits of the case you are researching, and identify your conclusions. You may wish to each provide a short handout for the class.



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 Provost and 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, 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

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

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines

of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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”).

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.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>