

**DEPARTMENT OF ENGLISH AND CULTURAL STUDIES  
HURON UNIVERSITY COLLEGE**

**Special Topics in Cultural Studies 2824G: The Culture of Protest  
Winter 2018**

<b>Instructor:</b> Dr. Agnieszka Herra	<b>Email:</b> aherra2@uwo.ca
<b>Office Hours:</b> Wednesdays 10am-1pm	<b>Office Location:</b> OR 152
<b>Class Time:</b> Mondays from 6pm-9pm	<b>Classroom:</b> W6

***Course Description***

Cultural Studies is an academic field that attempts to make sense of the cultural processes of our everyday lives and helps us understand how cultural practices have gained their meaning and value. As scholars analyze a variety of cultural artifacts, they focus on the ways in which power, ideology, subjectivity, discourse, and identity manifest themselves in the social and political order.

This course will bring the analytical toolbox of Cultural Studies into the examination of Protest. Protest movements are often seen as “natural” parts of the culture: they involve “normal” people emerging into “everyday” spaces to question power hierarchies. Protest often has the potential to shape the everyday reality of the majority. This course will examine the ways that cultural texts and practices have shaped this cultural view of protest. Through various theoretical and disciplinary lenses, and the examination of manifestos, a graphic novel, a documentary, theatre, visual art, advertising, poetry, music, sports, clothing, online spaces and technology, we will ask how protest has been made meaningful in culture, both from within the collective action and the reading of the event by an audience. This question will lead us to critically examine the way that protest works within a variety of power hierarchies.

My teaching philosophy emphasizes active learning and the development of critical thinking skills. I see the classroom as a space where everyone is engaged in discussion and listening. I am sensitive to variations in learning styles; therefore, I consciously use various modes of teaching like lecturing, small group discussion, seminars, etc. I am very open to feedback and suggestions as to how I can make the student learning process better.

***Course Learning Objectives***

Upon the successful completion of this course, students will have:

- Mastered a variety of cultural studies tools to explore cultural practices, images, texts, and online spaces. This objective is demonstrated, in part, through the use of these tools in class discussion, written assignments, and presentations.

- Encountered cultural practices from around the world and gained an understanding of protest in various cultures. This objective is demonstrated, in part, through consistent attendance, preparation, completion of readings and engagement in class activities.
- Created an online research repository about protest. This objective is demonstrated, in part, through completion of the Artifact Analysis Assignment.
- Presented an argument about cultures of protest which includes engagement in a research conversation and close analysis of texts. This objective is demonstrated, in part, through the ability to research and make critical arguments about cultures of protest in research, writing assignments and presentations.
- Developed critical thinking skills around questions of how form, medium and genre, along with theoretical and disciplinary lenses, affect the analysis of cultural texts. This objective is demonstrated, in part, through critical engagement in the main focus of each class topic through assignments and class discussions, and the development of a well-rounded research and writing process.
- Improved their ability to express themselves in writing. This objective is demonstrated, in part, through participating in the various stages of the research and writing process and showing the initiative to address feedback from peers and the instructor.
- Demonstrated effective oral communication skills. This objective is demonstrated, in part, through consistent engagement in class discussion and sustained communication with the instructor.
- Gained insight into writing and discussion as a community process based in peer review and goal setting. This objective is demonstrated, in part, through engaging in respectful class discussion and participating in the various peer reviews and editing sessions.

### ***Evaluation***

→Students will upload assignments to OWL in Microsoft Word format. Please make sure to have a version of this program. No other file types will be accepted.

→See the Assignments Folder on OWL for full assignment instructions.

→The class uses rubrics for each assignment so that the marking is as transparent as possible, and many of the rubrics we will create together.

#### *Engagement (15%)*

Includes regular attendance, participation, engaged demeanor, in class-writing, goal-setting, and preparation.

#### *Protest Communication Analysis (15%)*

This assignment asks students to consider the ways that protest groups represent themselves and analyze the group's communication strategies. Students can choose a website, social media platforms, a collection of interviews or articles, a personal interview with a group representative, or another strategy (in consultation with the professor). In a clearly written 3-4 page paper, students will use their cultural studies toolbox to describe and analyze the communication

strategy and propose the group's protest manifesto. Students will share their assignment in a class discussion.

#### *Artifact Analysis and Annotated Bibliography (20%)*

This assignment will get students started on their final paper by engaging in an artifact analysis. In consultation with the professor, students will choose an image, a piece of art, a piece of music, a pamphlet, a speech, a video, a symbol, a hashtag, etc. associated with a particular protest. In a 2-3 page paper, students will analyze the artifact with their cultural studies toolbox and question prompts. The second part of the assignment will ask students to do research on the context of the artifact. They will gather the research into a bibliography and annotate 2 of the sources. This bibliography will be posted on the class OWL site.

#### *Peer Review and Conference (10%)*

In Week 13 of the course, students will bring in a draft of their final papers for a peer review and a conference with the professor.

#### *Research Essay (35%)*

In a well-developed and clearly written 10-12 page research paper, students will present an argument about a cultural aspect of protest. This argument will be clearly placed within a research conversation and will include close analysis.

#### *Presentation (5%)*

Students will create a short multimedia presentation in Week 14 in order to communicate the highlights of their course work to the rest of the class.

### ***Texts***

*Texts that can be purchased at the Bookstore have an asterisk \*. Others will be available online or in class.*

- Stuart Hall, "Encoding, decoding" (linked on OWL)
- Caroline Walker Bynum, "The Women's March" (linked on OWL)
- The Declaration of the Rights of Man and of the Citizen, The Communist Manifesto, the Liminar Manifesto, Riot Grrrl Manifesto, Declaration and Manifesto of the Occupy Wall Street Movement, Idle No More Manifesto (linked on OWL)
- John Lewis, *March: Book One* \*
- Code Switch podcast episode from Nov 29 "Disrespect to Miss-Respect" (linked on OWL)
- Charles Tilly, "WUNC" (linked on OWL)
- Cathal Kilcline, "Sport and Protest: Global Perspectives" (linked on OWL)
- Larry Kramer, *The Normal Heart* \*
- Selections from Indigenous and Palestinian poetry (linked on OWL)

→Yarimar Bonilla and Jonathan Rosa, “#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States” (linked on OWL)

→ Malcolm Gladwell’s “Small Change: Why the Revolution will not be tweeted” (linked on OWL)

→Micah White, *The End of Protest: A New Playbook for Revolution* (selections linked on OWL)

## Schedule

(Schedule may shift)

Week	Date	Topic	Texts	Assignments
1	Mon, Jan 8	→Course Introduction and Theories of Protest	→This Syllabus	*After Monday’s introductory class, please write Professor Herra an introductory email. Using proper email etiquette, describe your interests, your learning style, group work role and any other issues
2	Mon, Jan 15	→Cultural Studies Toolbox  <i>Case Study:</i> The Women’s March	→Stuart Hall, “Encoding, decoding” (linked on OWL)  →Caroline Walker Bynum, “The Women’s March” (linked on OWL)	
3	Mon, Jan 22	→ Protest Manifestos	→The Declaration of the Rights of Man and of the Citizen →The Communist Manifesto →Liminar Manifesto →Riot Grrrl Manifesto →Declaration and Manifesto of the Occupy Wall Street Movement →Idle No More Manifesto (all linked on OWL)	
4	Mon, Jan 29	→Graphic Civil Rights	→John Lewis, <i>March: Book 1</i> →Code Switch podcast episode from Nov 29 “Disrespect to Miss-Respect”	*Protest communication assignment due *Short class presentations

Week	Date	Topic	Texts	Assignments
5	Mon, Feb 5	→The Clothing of Protest	→John Lewis, <i>March: Book 1</i> →Protest images linked on OWL →Charles Tilly, “WUNC” (linked on OWL)	
6	Mon, Feb 12	→Arenas of Protest	→John Lewis, <i>March: Book 1</i> →Cathal Kilcline, “Sport and Protest: Global Perspectives” →Watch selections from <i>The Square</i> (Netflix)	
7	Mon, Feb 19	→Reading Week	→ No class	
8	Mon, Feb 26	→The Theatre of Protest	→Larry Kramer, <i>The Normal Heart</i>	
9	Mon, Mar 5	→The Visual Art of Protest	→Examine selection of pieces from Alice Neel, Ai Wei Wei, Banksy, Theaster Gates, Jean-Michel Basquiat (linked on OWL)	* Artifact Analysis due
10	Mon, Mar 12	→Cross Cultural Protest	→Selections from Indigenous and Palestinian poetry (linked on OWL)	
11	Mon, Mar 19	→The Consumerism and Technology of Protest  <i>Case Study: Black Lives Matter</i>	→Yarimar Bonilla and Jonathan Rosa, “#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States” (linked on OWL) →examine Advertisements from PETA, Greenpeace, Coke and Pepsi (linked on OWL)	
12	Mon, Mar 26	→The Future of Protest	→Malcolm Gladwell’s “Small Change: Why the Revolution will not be tweeted” (linked on OWL)	

Week	Date	Topic	Texts	Assignments
			→Micah White, <i>The End of Protest: A New Playbook for Revolution</i> (selections linked on OWL)	
13	Mon, Apr 2	→Peer Review and Conferences		*Bring in 4 pages of your essay draft
14	Mon, Apr 9	→Presentations, Collaborative Edit and Wrap up		*Short Presentation about your class work *Collaborative Edit of Final Draft of Research Essay *Final Draft of Research Essay Due Wednesday, April 11

### ***Checklist of Due Dates:***

- ✓ **Monday, January 8:** Send professional email to Professor Herra. Introduce yourself and your learning style, your strengths and weaknesses working in groups, and any other concerns she should know about that might affect your participation in the class.
- ✓ **Monday, January 29:** Protest Communication Assignment Due and short presentations in class
- ✓ **Monday, March 5:** Artifact Analysis Assignment Due
- ✓ **Monday, April 2:** Bring in 4 pages of writing for a Peer Review and Conference
- ✓ **Monday, April 9:** Presentations about Class Work and bring in draft for collaborative edit
- ✓ **Wednesday, April 11:** Final Draft of Research Essay Due

### ***Class Policies***

#### *Late submission*

Assignment extensions can be arranged with me *in advance* of the due date. This class is meant to help students as much as possible, not punish them so I am always willing to talk about due dates. *With the exception of peer reviews*, everyone has a 2-day grace period after the due date, no questions asked. After this grace period, assignments handed in late with no communication with the instructor will be penalized 5 percent a day. Most assignments will be submitted through OWL and will be due by 11:59pm of the assignment due date. Exceptions to this timing will be clearly stated in the assignment instructions. Assignments will not be accepted a week after the original due date.

### *Recommendation Letters*

At some point in your university career, you might have to ask professors to write you recommendation letters for graduate school, jobs or internships. Please be aware that writing letters is not obligation for professors and they will only write them if they can be very positive and specific about you as a student. The work of becoming this kind of student should be ongoing; think about the qualities of a student that a professor can rave about in a letter. Usually these qualities include hardworking, conscientious, intellectually inquisitive, engaging, honest, collegial, and willing to come talk to the professor about the class and assignments. Take the opportunity of the smaller class size, the full year class and my willingness to be a mentor to test out becoming this kind of student.

### *Student Questionnaires*

You are expected to complete the online student questionnaire for this course at the end of the year. Apart from being an expectation of the course, your questionnaire provides valuable information to the program and to the Department.

### *Attendance*

Attendance and engagement are vital to success in this course. The classes and assignments build on each other so it is vital that attendance is as regular as possible. If students miss class, they are not entitled to Academic Accommodation regarding the Attendance and Engagement grade. This particular grade registers only students' presence in class and their engagement. If you are absent from class, for whatever reason, your attendance and engagement grade will decline.

You are also responsible for any classwork that you miss. Please ask a fellow classmate for this information or see me during office hours. The peer reviews are especially important for the course. Make sure not to miss those classes.

## ***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](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](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](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](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](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 ([hurousss@uwo.ca](mailto:hurousss@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>