

CGS 3514G Global Resistance Movements 550
Centre for Global Studies
Huron University
Winter 2023
Course Instructor: Niloofar Golkar
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Office Hours by Appointment
Meeting Times Tuesday 10:30-11:30am
Thursday 9:30-11:30am
HC-W101

CGS 3514G: Global Resistance Movements

This Course explores the resistance movements as response to global capitalism and colonialism. Questions of power and inequality will be central to our approach, as will various forms of resistance to globalization. You are expected to know about global capitalist development. If not, please read: Wright, E. O. (2019). *How to be an anticapitalist in the twenty-first century*. Verso Books.

We will start with some classical texts with historical view on resistance movements, but most of this class is focused on more contemporary resistance movements, such as anti-globalization movements, Environmental movement, indigenous movements, Prison abolition and community building processes and feminist movements. Finally, we will look at what are the ethical ways of solidarity or who is a good ally, in order to not make the same mistakes when we want to express solidarity with other social groups or communities.

Course Learning Objectives/In this course students will:

- Understand the history demands and tactics of resistance movements and critically evaluate it from race, gender, and class perspectives;
- Gain interdisciplinary analysis skills;
- Analyze different case studies to be able to ground our theory in action;
- Recognize and evaluate important factors in capitalism and globalization;
- Discern the different strategies that communities use as resistance to capitalist exploitation;
- Engage in participatory learning processes.

Statement on Teaching and Pedagogy

As evidenced in the assignments and emphasis on class participation and engagement, this course aims to regularly build the critical reading and writing skills of students. Using a range of multimedia and dynamic engagement in the classroom, I seek to create an interactive learning environment that is open to critique and self-reflection in order to give students opportunities for developing their independent perspectives in creative ways. My choice of assessments in this course also aims to open up the discussion in class to include critical theoretical issues as part of both the reading materials and the dynamics of exchange among students. With a critical pedagogical approach that combines both theory and embodied learning, students will be encouraged to think further about the preconceived notions that delimit and give shape to the topics addressed.

Assessments

- Class attendance	10%
- Class participation including posting minimum of 6 posts on OWL weekly discussion	20%
- Presentation	10%
- Critical Reading Reflection on week 5	15%
- Paper Outline and Bibliography	15%
- Final paper	30%

Students are expected to do each week's readings in advance of class, and to attend lecture and tutorial. Your attendance and participation, and your level of engagement with the readings, are crucial to the quality of your experience as well as your success in the course.

Attendance: 10%

To ensure that your attendance is accounted for there will be a sign in sheet every lecture. Please make sure to sign in each time. Attendance will be taken beginning the second week of the course. Absences from lecture and section will be excused for medical reasons or for religious observance.

Class participation: 20%

Including posting minimum of 6 posts on OWL weekly discussion

come to each class, ready to participate with questions about the reading or the theme. Choose six of the movies, podcasts that are part of the syllabus and critically analyse each in a paragraph or two **and post them on moodle on the week that we discuss them.**

If you are not comfortable to participate in class, you can also post your thoughts, questions, related poems, movies, news pieces on weekly class discussions.

Presentation Due: Sign-up in first class. 10%

In the seminar, after an introduction to the session by the instructor, students will make a presentation that raise questions about that week's readings or/and theme. It is a fun experience that allows each student to expand the conversation to what they are interested in. The student presentations will be followed by a discussion of the analysis and arguments presented and the questions and issues raised by the presenters.

If you are in doubt about the topic, discuss it with the instructor.

Presenters are required to post two questions for discussion on the OWL before the seminar in which they are to make a presentation.

Presentations must be analytical and critical.

Critical reading reflection (4 pages) Due February 8th 15%

Students are required to submit a Critical reading reflection on Week 5 topic. They should engage critically with the argumentation of the week's required readings. For example, students may wish to focus on one or two issues or themes and evaluate how they are addressed in the different readings. But they should draw a connection to their daily life, or their families. This exercise is a reflection on the readings but also on our day to day experiences and how the

globalization processes affect Environment, climate change, oppression of communities and resistance and our lives.

Radical Imagination Outline + Bibliography **Due March 18th** **15%**

Your Case Study Outline will be a standard essay outline, presented ideally as a set of statements about what each paragraph in your case study will address, each supported by a list of the sources you will use to support these assertions in your final project. Each outline will need to address how the case you have selected is one of resistance to globalized capitalist hegemony, identify how social reproduction figures in that resistance, and describe how these actions model an alternative way of living and being. I will post more about this on OWL and we will talk about it in class.

Your Case Study Bibliography is the tentative list of materials you have gathered to base your case study on, and it should include a brief statement that identifies the case you are looking at. As usual, this bibliography should draw heavily on scholarly sources, especially journals and chapters in books, and at minimum should include 20 items that are specifically relevant, as current as possible, and demonstrate that you can use them to prepare your case with a focus on social reproduction and resistance.

Final Assignment, Radical Imagination **Due April 10th** **30%**

Your Radical Imagination essay is an 8-10 page (2000-2500 words) essay based on an extended study of one of the resistance movements that we are examining in class, or a case of your own choosing, approved by your professor.

In this essay you will be analysing a movement that fights for what they believe is a more just and egalitarian future. You will first choose a movement based on weeks themes, to focus on.

What is important is you choose one that interests you. They each feature different visions of a just future and how we might fight to build a more just future. To support your research, there is a tab on our OWL page that links you to the Centre for Global Studies OWL page on 'how to do research' and a live link to the research guides the Centre maintains on the Huron Library page.

More detailed instruction will be posted on the OWL.

Readings

Most of the required readings and selected recommended readings for this course are available on the course website.

Note: Cell phone use is not permitted in the seminar room without the express permission of the instructor.

How to do well in the course

- This is an interdisciplinary course, think between the lines.
- Do the assigned readings
- Think critically about the world we live in and what we've been taught about it
- Participate in class and ask questions whenever something is unclear and/or interests you
- Be respectful in any observations you make or disagreements you may have
- Come to office hours

Week 1- January 10th , 12th
Introduction

Required Reading:

Syllabus (yes you should read it carefully) ☺

politics of Sustainable Development Citizens Unions and the Corporations ch1, New Social Movements, Labour, and Theories of Social Change.

Strasinger, Rachel. 2010. Beyond Protest: Radical Imagination and the Global Justice Movement. *Affinities: A Journal of Radical Theory, Culture and Action* 4, 2: 84-106.

Week 2- January 17th , 19th
From Nationalism to Resistance

Required Reading:

Hoare, Q., & Nowell-Smith, G. (2005). *Selections from prison notebooks*. Lawrence & Wishart. The southern question, Hegemony, subaltern social groups and on Intellectuals.

Polanyi, Karl. 2001 [1944]. *The Great Transformation: the Political and Economic Origins of Our Time*. Boston: Beacon Press. (pp. xxii-xxxviii from introduction by Fred Block, pp. 146-7, 154-7)

movie: Ninth Floor https://www.nfb.ca/film/ninth_floor/

Suggested Readings:

Cheryl B. Welch, "Colonial Violence and the Rhetoric of Evasion: Tocqueville on Algeria," *Political Theory* 31 (2), April 2003: 235-264

Suggested movie: The battle of Algiers

Week 3- January 24th, 26th
Why do we need to resist? Construction of racism in societies.

Required Reading:

Bannerji, H. (2005). Building from Marx: Reflections on class and race. *Social Justice*, 32(4 (102), 144-160.

Somers, Margaret. 2008. *Genealogies of Citizenship: Markets, Statelessness, and the Right to Have Rights*. Cambridge: Cambridge University Press. (pp. 1-5, 48- 49)

Huang, M. (2021). The Chinese Century and the City of Gold: Rethinking Race and Capitalism. *Public Culture*, 33(2), 193-217.

Movie: Disobedience <https://www.youtube.com/watch?v=qNSrjpWyOi8>

Week 4- January 31th, February 2nd
From Black Panthers to Black Lives Matters

Required Reading:

Zidan, M. (2017). Freedom Is a Constant Struggle, by Angela Davis. ch1, 2 and 3.

Listen to the podcast Angela Davis: A Life of Activism.

<https://soundcloud.com/publicprograms/angela-davis#c=51&>

Movie: Vanguard of the Revolution <https://www.youtube.com/watch?v=bqxwTABwtuU>

Suggested Readings:

Heynen, Nik. 2009. Bending the Bars of Empire from Every Ghetto for Survival: The Black Panther Party's Radical Antihunger Politics of Social Reproduction and Scale. *Annals of the Association of American Geographers*, 99(2): 406-422.

Week 5- February 7th, 9th
Anti colonial resistance in Canada

Required Reading:

Adkin, L. E. (Ed.). (2010). *Environmental conflict and democracy in Canada*. UBC Press.ch1 & 18.

McCreary, T., Turner, J. (2021) Did the Protests Work? The Wetsuweten Resistance one year Later. *The Warlus*.

Movie: Kanehsatake 270 Years of Resistance

<https://www.youtube.com/watch?v=7yP3srFvhKs>

Movie: Invasion, <https://unistoten.camp/media/invasion/>

Suggested Reading:

Coulthard, Glen. 2010 Place Against Empire: Understanding Indigenous Anti-Colonialism. *Affinities: A Journal of Radical Theory, Culture, and Action* 4, 2: 79-83.

Estes, Nick, Melanie K. Yazzie, Jennifer Nez Denetdale and David Correia. 2021. *Red Nation Rising: From Bordertown Violence to Native Liberation*. Los Angeles: PM Press. (heretofore RNR)

Golkar, N (2019) Unist'ot'en Camp: Resistance, Solidarity, and the state. Upping the Anti <https://uppingtheanti.org/blog/entry/unistoten-camp-resistance-solidarity-and-the-state>

Zalik A (2020) TC Energy's name change: Rebooting Canadian pipeline empires. *The Conversation* <https://theconversation.com/tc-energys-name-change-rebootingcanadian-pipeline-empires-132295>

Week 6- February 14th, 16th

Labour movement

Required Readings:

Mills, S., & McCreary, T. (2021). Which side are you on? Indigenous peoples and Canada's labour movement. *Rethinking the Politics of Labour in Canada, 2nd ed.*

Movie: Bread and Roses by Ken Loach

Week 7- February 21th, 23rd **Reading Week**

Week 8- February 28th, March 2nd

Anti colonial Environmental resistance in Latin America

Required Reading:

Deonandan, K., Tatham, R., & Field, B. (2017). Indigenous women's anti-mining activism: a gendered analysis of the El Estor struggle in Guatemala. *Gender & Development, 25(3)*, 405-419.

The Fire and the Word - A History of the Zapatista movement, pp13-31.

Movie: A place called Chiapas <https://torontopl.kanopy.com/video/place-called-chiapas>

Week 9- March 7th, 9th

Prison abolition, Race and Resistance

Required Reading:

Loic Wacquant, "Class, race & hyper incarceration in revanchist America," *Daedalus*, Summer 2010

Gilmore, R. W. (2022). *Abolition Geography: Essays Towards Liberation*. Verso Books. ch 11.

Week 10- March 14th, 16th

Prison abolition, a movement for everyone? Decriminalize movements, Building community supports as first abolitionist steps.

Required Readings:

Shepard, B., & Hayduk, R. (Eds.). (2002). *From ACT UP to the WTO: Urban protest and community building in the era of globalization*. Verso. pp 121-132

Golkar, N. A Roundtable on Sexwork Politics and Prison Abolition
<https://uppingtheanti.org/journal/article/18-sexworker/>

You Get Exactly What you Fight for and Nothing More
<https://uppingtheanti.org/journal/article/20-you-get-exactly-what-you-fight-for-and-nothingmore>

Week 11- March 21st, 23rd

Where are the feminist movements?

Required Reading:

Clara Zetkin, "On a Bourgeois Feminist Petition,"
<https://www.marxists.org/archive/drapeer/1976/women/3-zetkin.html>

John Riddell, "Reading Clara Zetkin Today," <http://links.org.au/node/3757>

Movie: Status Quo? The Unfinished Business of Feminism in Canada

Guest lecture on Woman, Life, Freedom

Week 12- March 28th , 30th

How do we build solidarity between movements, communities and allies.

Required readings:

Global Uprising and the Left's Response <https://uppingtheanti.org/journal/article/22-global-uprisings-and-the-lefts-response>

Angela Y. Davis, Freedom is a Constant Struggle, Chapters 8-9

Week 13- April 4th , 6th

Reviewing your Radical Imagination drafts.



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

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 website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“Clickers”)

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.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: **Consult Instructor Directly and Contact Academic Advising**

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. 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.

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

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar) 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](https://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

hurousss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

hurouwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)