

**Course delivery with respect to the COVID-19 pandemic**

*Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.*

CGS 4015G 550 Power and Resistance  
Centre for Global Studies  
Huron University  
Winter 2022  
Dr. Wendy Russell  
Tuesday 1:30-4:30 HC H233

Prerequisite(s): 0.5 course from Centre for Global Studies 3001F/G-3005F/G or permission of the Centre for Global Studies.

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**Introduction**

Welcome to the study of power and resistance. Our theme for the seminar this year is the nexus of life, place, and power: how do humans act within a specific terrain that supports life against forces that endanger 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 some key ideas 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 or key idea. 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. And cherished.

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% *Due February 8*

Paper outline 20% *Due March 22 include bibliography, perhaps refreshed*

Engagement 35% *Prepare a passage to read each week, during March each of us will present their case very informally as part of seminar, attendance.*

Paper 30% *Due during the exam period, date set by the Registrar*

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

### *Engagement*

Each week, I ask that everyone prepare a 'reading note'. That note is really only a set of quotes from the reading for the week, and for each quote some text (point form is fine, sentences are fine, whatever you want to do!) that highlights why you chose it. Your commentary should be brief, your quotes do not need to be, and each is due sort of 'during class'. These items will be the basis of your in-class participation each week, as you will read your passage while we all read along, and then discuss why you chose it. By giving me a copy of your notes (posted on the corresponding week's Forum please), I will be able to keep track of your participation.

*Your Topic: These requirements are more specific than ‘a paper about resistance’*

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.

What is most important is that you choose a case that is amenable to analysis using the kinds of scholarship we are reading. Our scholars examine how ties to place are not just something people resist to protect but are in and of themselves forms of resistance capable of modelling a different future. All of the works we are reading together reveal the importance of thinking (about) resistance as more than a reflex of oppression: people are composing an alternative that affords them autonomy of thought, imagination, evaluation, living itself. 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.

### *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’: what is happening? What is the resistance ‘to’? What are the dangers to life? What is the crisis? How is that violence manifest? (In the final paper, this section will be long; unlike most courses you’ve taken with me, I want you here to discuss the crisis and complications and disruptions the status quo provides).
- Discussion of or presentation of the actions, principles, ideals, the stuff that people are doing to de-normalize that violence and *what these things accomplish*. These two aspects of the case- the descriptive and the analytical- are equally important, and so make sure you do both. The accomplishments will be varied depending on your case, from intangible things like ‘knowing an alternative’ all the way to material things like ‘removing your labour from the capitalist system’ to ‘feeding your community’ or ‘building an autonomous economic order’.
- A description of how all of this works erodes the authority of capitalism (remember that racism and settler colonialism are necessary elements of capitalism) and the state. Maybe this section is about ‘what power is activated or seized or fed’ by this movement, and how does it destabilize and disrupt the power of the status quo/colonial/capitalist order?
- Answer the question, ‘is this an autonomous alternative to late stage capitalism’?

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, submitted on OWL as much as I’d prefer a printed copy because it’s still easier for me to read. 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 (5-6 pages?) outline of your paper. I recommend using the template of four sections above, suggesting your preliminary ideas for each section. A kind of ‘modified point form’ is fine here, if you want to just bullet list ideas in each section with some references for each.

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 name 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, perhaps refreshed, 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 concentrated on academic peer reviewed work, and touching on activist accounts, popular media and activist media.

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.

### **Required Readings**

Readings for this course are the three books listed below, and excerpts from two other books I will put on OWL. The three books are available at the Western Bookstore, though see the note on the title by Davis, and all are available via an online retailer of books. All are also available online via Western Library!

No matter which format you are reading (I’ll be using printed copies), it’s important that you keep track of page numbers, that you find a way to note the location of the quotations you will be

citing in your engagement assignments, and that you have access to the texts in order to ‘read along’ in our seminar meetings. So, go ahead and experiment with what will work. My advice is generally that a whole paragraph quote is better to read out loud than a sentence or two, as it supplies context, though you can also say as you read “this is the sentence I really wanted to discuss” or something. And I hope you love these books as much as I do.

Davis, Angela Y. 2016. *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*. Chicago: Haymarket Books.

*(Please note! For some reason, this book is \$56.00 at the bookstore. On the other hand, you can purchase an e-book from the publisher for less than a fifth of that price. So, I want to ask you to find that version if you can, and please don't buy the one in the bookstore. It is also more reliable to own this electronically than to try to get it from the library because of some restrictions. The publisher's website is [here](#) and today the e-book is \$5.99 US. I also found pirated pdf a little too easily on the web, so easily I'm afraid to download it and get in trouble with, I don't know, the WTO or something).*

[Click here for link to the book in Western Library](#)

Simpson, Leanne Betasamosake. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press.

*(This title is in the Western Bookstore at a reasonable price, and is a slightly difficult read so might be worth owning in paper).*

[Click here for link to this book in the Western Library.](#)

White, Monica M. *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement*. Chapel Hill: University of North Carolina Press.

*(This book is in the Western Bookstore at a reasonable price, and it's a beautiful book, but is also available in a e-book format from the publisher).*

[Click here for link to this book in the Western Library.](#)

**Work Schedule** *After each date is a list of the readings for each session. The reading is pretty heavy, meaning ‘lots’, but it is also completely ‘doable’. If you're having any trouble, just let me know! For each week, I will also post a question or set of questions under the Week's ‘Lesson’ on OWL, which may help you with your own weekly reading selection. Or not, you might have your own ideas and questions, which are always welcome.*

WEEK 1 January 11 Zoom Introduction to Our Course (see OWL for invite to Zoom meeting please).

WEEK 2 January 18 How to Study Resistance as an Interdisciplinary Scholar, or How to Look and Listen for Hidden Power

Readings: White, Foreword and Introduction; Simpson Introduction; Davis Foreword, Introduction and Chapter 1.

WEEK 3 January 25 Power and Resistance: Infrapolitics and Producing Knowledge

Readings: selections on OWL from James C. Scott.

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

WEEK 4 February 1 From Infrapolitics to Setting up a Whole New World: Is it Exiting the State or Exiling the Order of Domination?

Readings: selections on OWL from Andrej Grubic and Denis O'Hearn

Grubic, Andrej and Denis O'Hearn *Living at the Edges of Capitalism: Adventures in Exile and Mutual Aid*. Oakland: University of California Press.

WEEK 5 February 8 Sovereign Subjectivities Making the World Again (and Again)

Readings: Simpson chapters 1, 2, 3, 4, 5

WEEK 6 February 15 Becoming Free Subjects, Nothing More! And, of Course, NOTHING LESS!

Readings: Davis chapters 2-10

WEEK 7 March 1 Lessons from Places 1: Freedom to Be

Readings: White selections

WEEK 8 March 8 Lessons from Places 2: Freedom to Move

Readings: Simpson selections

WEEK 9 March 22 Lessons from Places 3: Freedom to Act

Readings: White and Simpson selections

WEEK 10 March 29 Lessons from Places 4: Freedom to Fight

Readings: White, Simpson and Grubic and O'Hearn selections; review of selections from Davis

WEEK 11 April 5 Wrap Up and Case Study Review/Celebration!



## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Mandatory Use of Masks in Classrooms**

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **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:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **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:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). 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](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, 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**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto: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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto: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 [huronsss@uwo.ca](mailto:huronsss@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>

### **Mental Health & Wellness Support 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. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

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