

**Centre for Global Studies 1021G**

## **INTRODUCTION TO GLOBAL CULTURE**

**Centre for Global Studies  
Huron University College**

**January – April, 2020  
Room# HC – V208  
Tuesdays, 2:30 - 5:20pm.**

Dr. Mark Franke

office: #A209

office ph. # 519-438-7224 ext. 242

email: mfranke@huron.uwo.ca

office hours: Tuesdays, 1:00 – 2:00pm; Fridays 11:30am. - 12:30pm.;  
and by appointment

### **GENERAL COURSE INFORMATION**

There are many possible ways in which we may introduce to one another problems, issues, and scholarly questions related to the notion of "global culture." To be engaged in studies designated as "global culture" situates one within a truly interdisciplinary context, rich with choices, challenges, and responsibilities. In this regard, "global culture" is not one or more objects to study as such. Rather, it is a complex of practices in which we are inevitably and inescapably involved and implicated. In this regard, CGS 1021F/G tends to function as a course that examines and traces some important ways in which our situations within cultural relations on global scales are structured and function. And, within this work, it is important to consider how, as cultural actors, we have the capacity to rethink and change these structures and functions. Moreover, in this course, we will consider reasons as to why we may be motivated to do so.

As our particular introduction to the complexities of global culture and our responsibilities and acts within this scale of cultural interaction, this term's version of CGS 1021G focuses on problems of the representations and understandings of difference within the world. And, in doing so, we will take seriously and develop critical perspective on our own situations with respect to difference, as persons participating in the production of knowledge of the world within university settings. In this regard, we will consider examples of how it is that difference becomes a question for us, as scholars, on global scales. We will consider how it is that the very institutions in which we seek critical perspective on difference are themselves engaged with shaping difference. And we will study challenges to these traditions and the proposals for alternatives, grounded in critical work around epistemological culture and acts of knowing in the social sciences and humanities.

To propel us in this work, our studies in CGS 1021G will follow three phases. First, we will study a now classic critical examination of ways in which the world has been formed in geographies and communities of difference, from the perspective of European academies, in relations of West/East, in Edward W. Said's *Orientalism*. Second, we will consider Sara Ahmed's critique of the visions of difference and "the international" typically promoted by European and European-influenced institutions of higher learning, in her *On Being Included*. In both cases, our aims will be to learn to recognise how the academic and institutional culture through which we learn in European-influenced knowledge societies, such as Canada, are limited by the privilege accorded to so-called Western forms of knowing and discriminatory practices. And, third, through our readings and studies of Bernd Reiter's *Constructing the Pluriverse* and Kandace Chuh's *The Difference Aesthetics Makes*, we will consider contemporary arguments for how it is that acts of learning can be cultivating that evade the totalisation of global culture in terms of the liberal humanism of European colonialism and can, rather, promote the possibility of knowing difference in the world through the plurality that we live in it.

## **Learning Objectives**

In this course, as persons functioning within a typical North American institution of higher education, students will have opportunities to recognise and critically consider ways in which they are already situated as agents within cultures of understanding the world that are colonial, patriarchal, and racist in their foundation. They will gain skills in interpreting and critically analysing this cultural positioning. And, through studying and reflecting on a wide range of critical challenges to this cultural position of knowing, students in this course will have the opportunity to gain perspective on how we may begin to produce and mobilise knowledge of the world that cuts through the confines of European liberal humanism and the treatment of differences as mere objects of knowledge.

Students in this course will gain ample practice in the reading and interpretation of difficult scholarly arguments from the social sciences and humanities. And they will gain ample practice in the development of their own abilities to critically analyse scholarly sources and build and articulate their own assessments of cultural analysis.

## **Methods of Instruction and Class Dynamics**

Students in this course will meet once a week, for three-hour classes, over the entire winter term. During these classes, our time will be divided into a combination of lectures and class discussion and debate.

It is expected that all students in this course attend every class, except where illness or other serious personal issue makes it impossible to do so. It is also expected that all students come to class having seriously read and studied readings assigned for these classes. Students should be fully prepared, with reading and study notes, to engage in

full discussion over the assigned readings and to critically engage with the questions they raise for us.

Please Note: I approach our activities in our class time with one another truly as *events* in learning. I treat them as moments in which everyone comes together in *relations* of learning through which we push each other's thinking, perspectives, and understandings. In this regard, I understand learning and education to function as something that students and faculty members do with one another, as *relational practices*. Consequently, I approach the teaching of this course with the understanding that education and learning are not mere commodities or "deliverables" and that students are not merely consumers or receivers of such commodities in what some might call "a pedagogical marketplace" or "a site" or "platform" of "transference." Therefore, I understand that the learning in our classroom is going to take place to the extent that everyone is actually paying attention to and actively participating in the events and practices we form with one another. When anyone in the classroom is spending time distracted from or only loosely connected to the presentations, discussions, and debates, this actually takes away from our practices in learning with one another. So, I respectfully ask that you do not spend time in class attending to other studies or non-class related matters on your laptops, tablets, or small-phones. Class time is a period in which we need to be engaged with one another on studies in this course. It is not adequate to pay only half-attention to the class lectures and discussion, while exploring the internet or communicating with others outside of the classroom on electronic devices.

## READING MATERIALS

There are readings assigned for study before each weekly class meeting. The readings that are assigned each week are drawn from four books. Copies of the four books are available for purchase at Western University's bookstore, and they are also available on a Reserve Loan basis (two hours at a time) from Huron University College's Library. The books we will engage are:

Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*  
(Duke University Press, 2012).

Kandice Chuh, *The Difference Aesthetics Makes: On the Humanities "After Man"*  
(Duke University Press, 2019).

Bernd Reiter, ed. *Constructing the Pluriverse: The Geopolitics of Knowledge*  
(Duke University Press, 2018).

Edward W. Said, *Orientalism* (Vintage Books, 1979).

## ASSIGNMENTS AND EVALUATION

Over the course of the term, your achievements in and credit for CGS 1021G will be evaluated and measured on the basis of seven academic assignments: your participation in contributing to the success of our in-class learning environment; your writing of two short in-class essay exams; your completion of three written assignments; and the writing of a final exam. The instructions for successful completion of these assignments are as follows:

### **Participation: Oral and Aural Contributions to the Learning Environment**

Given that so much of the learning process in this class is going to take place through dynamic discourse and debate with one another in class, in relation to required readings and problems, questions, and cases raised in the classroom, active participation in the classroom is a key assignment in this course. All students in the class are expected to make strong efforts to participate in discussions, debate, and collaborative work regarding one another's research projects in the classroom, through the term. And all students are expected to make strong efforts to contribute positively to each other's learning experiences. Thus, a portion of each student's final grade in this course is dependent on these efforts.

To participate and contribute successfully in our class meetings over the term, it is important that each student attempts to: respond effectively to questions posed by the professor and classmates in discussion; participate actively in class discussions, by contributing ideas, questions, observations, challenges, and points of insight; listen attentively to each other; encourage the participation of others; show respect for each other's statements, questions, and ideas; and demonstrate caring for each other's contributions and efforts to learn.

In order to participate successfully in the manners above, it is necessary for all students to keep up with required readings, having not simply reviewed these readings but to have also studied carefully and reflected on the significance of these readings. Students should come prepared to develop and respond to questions and discussions based on what we have all read and learned from the required readings.

To participate in and contribute to the learning processes of our weekly class meetings with one another, it is necessary also for students to attend the scheduled classes. Without doubt, most members of the class will need to miss a class over the term, due to illness, personal matter, or schedule conflict with an important event. However, any student who misses more than three hours of class time over the term, without official academic accommodation, will be considered to be in poor attendance, and her or his participation grade may attract a poor to failing grade as a result.

### **In-class essay exam #1**

You will be required to write a 60 minute in-class essay interpreting and analysing a specific passage drawn from readings assigned from Edward W. Said's *Orientalism*. In this essay, you will be expected to show a strong understanding of what Said is stating and arguing in this passage. And you will be expected to be able to contextualise the meaning of Said's statements in this passage in relation to the broader arguments he develops in *Orientalism*. This essay exam will be held in-class on **Tuesday, January 28th**. Students will need to bring to class this day their own paper and pens or pencils for the writing of this assignment.

### **In-class essay exam #2**

You will be required to write a 60 minute in-class essay interpreting and analysing a specific passage drawn from readings assigned from Sara Ahmed's *On Being Included*. In this essay, you will be expected to show a strong understanding of what Ahmed is stating and arguing in this passage. And you will be expected to be able to contextualise the meaning of Ahmed's statements in this passage in relation to the broader arguments she develops in *On Being Included*. This essay exam will be held in-class on **Tuesday, February 11th**. Students will need to bring to class this day their own paper and pens or pencils for the writing of this assignment.

### **Essay #1 — assessing *Orientalist* conditions in one's tools of learning**

This first essay assignment involves showing a critical and strong understanding of the key ideas and arguments developed by Edward W. Said in his book *Orientalism*. As well, this essay assignment offers you the challenge of effectively applying and working with Said's ideas and arguments in the assessment of an effort to represent the world in a particular learning experience.

As you will see in our study of his book, over the first three weeks of this course, Said is concerned to show that the conventional ways in which knowledge of and forms of knowing the world are formed within Europe societies and societies influenced by European academic traditions (as in Canada and other colonial-settler regions of the world) tend to divide the world between a sense of the 'West' versus a vision of the 'East' and/or the non-West. And, his argument is that European and European-influenced societies have tended to situate the supposed 'West' and 'Westerners' as allegedly superior in their knowledge and at the centre of knowing versus other regions and persons in the world, rendering non-Europeans and ways of knowing deemed "other" to Europe as less advanced and incapable of producing a stance for knowing the world. In this regard, Said argues also that one can often find and trace the impacts of this "Orientalism" in the contemporary tools of learning amongst those communities who identify as 'Western'. And your task in preparing and writing this essay is to test Said's argument in this respect.

For this essay, you are required to study an introductory textbook, of your choosing, from an academic field that seeks to introduce students to the world in some way. This

should be a textbook that may be of recent use in a North American university or high school classroom, introducing students to such fields as, for example: world history; political science; world geography; literature; human biology; cultural studies; the study of languages; religious studies, etc. The point is to find a textbook that seeks to introduce to students the world in some significant dimension. And this may be a textbook that you yourself have used in your own university or high school studies. Or, you may simply find one in one of the libraries in the Huron and Western Library systems.

Having chosen this textbook, you are asked to develop a critical study of the ways in which it seeks to introduce the world to students and inform students on the world as something to be known. In this study, you are asked to critically evaluate the content and form of knowledge and knowing offered in this textbook in relation to what Said identifies and analyses as "Orientalism." You are asked to write this essay, answering the following key question: To what extent and in what specific ways does this textbook offer an example of what Said describes and analyses as "Orientalism" in his book, *Orientalism*? In writing this essay, you may determine that the textbook you are studying is overwhelming Orientalist in its content and form, and, if so, you should show how this is the case. You may determine that the textbook you are studying has both Orientalist and non-Orientalist elements to it. And, if that is the case, you should show how it is possible to find both elements in it. As well, you may determine that the textbook you are studying evades the problems of Orientalism that are described and analysed by Said. And if that is the case, then your task will be to show and argue how it is that this textbook does exactly that. In any of these cases, though, the key point of your essay is to show that you have a strong and accurate working understanding of what Said describes and analyses as the problems of Orientalism in knowing. And you should show how you can make and support your answer to this essay question with strong evidence from and analyses of the texts of both Said's *Orientalism* and the textbook you have chosen to study.

In writing this essay, please be sure to offer an introduction that clearly establishes: the objectives of your study, the question you are seeking to answer, and the answer that you wish to defend in your essay, in the form of a clear and pointed thesis statement. Be sure to build your support for this thesis statement, over the body of your essay, with rich exploration and analysis of textual evidence and ideas presented in both Said's *Orientalism* and the textbook you are studying. Be sure to document all references to Said's *Orientalism* and the textbook you are studying with proper and consistent citations, in the form of either footnotes, endnotes, or parenthetical notes, that include page numbers. Be sure to include both sources in a formal bibliography at the end of your essay. And, be sure to offer a conclusion, in which you reflect on the significance of the success of your thesis and arguments.

This essay will be evaluated in terms of:

- how well you have structured this assignment as an academic essay, as outlined above;
- how well and accurately you have responded to this essay assignment;
- how well you have ordered your study around the essay question and a clear thesis;
- how well you have supported your thesis statement with strong and sound

- critical arguments and analysis;
- how well you have substantiated your arguments and analysis with significant and a rich array of textual evidence and analyses of this evidence;
- how well you have managed to develop significant insights into the ideas and content of Said's *Orientalism* and the textbook you are studying;
- how well you have managed to document your analyses of your sources with references to these sources, in the form of either footnotes, endnotes, or parenthetical notes (*which must include page numbers in each reference*);
- how well you have been able to work with the Chicago Style of referencing;
- your style of writing and proper use of grammar.

style of referencing and bibliography: Chicago Style

length of essay: no less than 1,200 words, plus bibliography

due date & time of essay: no later than the beginning of class on February 4th

manner of submission: in-person, in-class, typed, in paper form.

### **Essay #2 — assessing practices of the inclusion of differences in university programs of internationalisation/globalisation in student engagement and academics**

This second essay assignment involves showing a critical and strong understanding of the key ideas and arguments developed by Sara Ahmed in her book *On Being Included*. As well, this essay assignment offers you the challenge of effectively applying and working with Ahmed's ideas and arguments in the assessment of a university's effort to address, affirm, and include differences within its institutional and educational practices and programs.

As you will see in our study of her book, over the fourth through sixth weeks of this course, Ahmed is concerned to show that universities' efforts to address, affirm, and include differences in their institutional operations and educational programs often amount to little more than the mere inclusion of differences in ways that do nothing to change these universities and, rather, only emphasise the lack of difference in the institution. In particular, Ahmed argues that universities' efforts to "internationalise" their operations and curricula, with attention to differences based in race, ethnicity, nationality, gender, and sexuality, tend to objectify these things and seek to only include differences in these terms as objects, thereby emphasising how they remain very 'white', patriarchal, and heterosexist. By contrast to practices of mere inclusion, Ahmed contends that, if universities' seek to actually overcome the 'white', patriarchal, and heterosexist standpoints from which they operate and teach, universities must truly transform the ways in which they address and represent race, ethnicity, nationality, gender, and sexuality as differences and seek to bring a much more fundamental set of changes at work in the relations through which they function as institutions of higher education engaging and affirming differences. And your task is to write an essay in which you work on assessing a university's efforts to articulate and engage with differences with Ahmed's analysis and concerns in mind.

For this essay, as a way of exploring the challenges put forward by Ahmed, you are required to study the "internationalisation" efforts of a particular university, somewhere in North America. It is the case that many, if not most, universities in North America now have very strong programs of "internationalisation" or "globalisation," through which they seek to make the embrace and celebration of differences part of their institutional orientation and fundamental to their educational objectives, particularly in terms of race, ethnicity, culture, and nationality. In this regard, many larger universities have entire offices or departments focused on the "International" programming it now offers. And the mandate of these International offices is typically grounded in a lengthy statement of policy on "internationalisation." And, in addition to these statements on "internationalisation," through these International offices and connected academic programming, universities will typically encourage students to participate in curricular and extra-curricular programming that promotes: the international mobility of students and faculty; international educational exchanges; international service learning projects; the internationalisation of academic programs; the promotion and/or celebration of cultural, ethnic, national, and racial diversities on campus; and the "transformation" of students through so-called "internationalised" or "globalised" academic credits and experiences, leading to recognition for such "transformations" on students' records. And your task in this essay is to critically examine this range of programming and opportunities at a specific university in North America in terms of the cautions and concerns that Ahmed raises in her book.

So, to develop this essay, you need to find a university whose program of "internationalisation" you wish to study. In exploring this program, you should look for such things as:

- a university statement or mandate on "internationalisation";
- the university's International Office and the set of programs and opportunities it offers;
- the international exchanges and opportunities for international mobility it offers;
- educational programs and content that are identified as specifically "international";
- extra-curricular programs, opportunities, and contests through which the university encourages students and faculty members to express the international character of their studies and growth as learners;
- the ways in which the university seeks to affirm and celebrate differences and diversity.

And, having found the sorts of materials listed above and others you deem relevant, you are asked to write this essay, answering the following key question: To what extent and in what specific ways does the set of statements and programs of "internationalisation" promoted by the university you have chosen to study demonstrate the problems of "inclusion" identified and analysed by Ahmed in *On Being Included*? In writing this essay, you may determine that the university you are studying, in its program of internationalisation, strongly expresses the problems identified and analysed by Ahmed, and, if so, you should show how this is the case. You may determine that the university you are studying demonstrates these problems in some ways but not in others. And, if that is the case, you should show how this university has this diverging set of practices. As well, you may determine that the university you



are studying largely evades the problems of mere inclusion of differences that concerns Ahmed. And if that is the case, then your task will be to show and argue how it is that this university does exactly that. In any of these cases, though, the key point of your essay is to show that you have a strong and accurate working understanding of what Ahmed describes and analyses as the problems of mere inclusion in the address and affirmation of differences in its program of internationalisation. And you should show how you can make and support your answer to this essay question with strong evidence from and analyses of Ahmed's *On Being Included* and the materials you have been able to source from the university you are studying.

Please note: When selecting a university to study for this assignment, you are not permitted to use the examples of Huron University College, Western University, or other affiliate university colleges of Western. Persons in this course may themselves be involved in the "internationalisation" programs of these campuses, and it is important to keep some level of critical distance in this exercise. Also, in class, we will be using the case of Western University's International Office and its programming, as examples, of how this kind of study can be developed and mobilised.

In writing this essay, please be sure to offer an introduction that clearly establishes: the objectives of your study, the question you are seeking to answer, and the answer that you wish to defend in your essay, in the form of a clear and pointed thesis statement. Be sure to build your support for this thesis statement, over the body of your essay, with rich exploration and analysis of textual evidence and ideas presented in Ahmed's *On Being Included* and from the documents and information you can gain from the website of the university you are studying. Be sure to document all references to Ahmed's *On Being Included* and the website of the university you are studying with proper and consistent citations, in the form of either footnotes, endnotes, or parenthetical notes, including page numbers. Be sure to include all sources in a formal bibliography at the end of your essay. And, be sure to offer a conclusion, in which you reflect on the significance of the success of your thesis and arguments.

This essay will be evaluated in terms of:

- how well you have structured this assignment as an academic essay, as outlined above;
- how well and accurately you have responded to this essay assignment;
- how well you have ordered your study around the essay question and a clear thesis;
- how well you have supported your thesis statement with strong and sound critical arguments and analysis;
- how well you have substantiated your arguments and analysis with significant and a rich array of textual and non-textual evidence and analyses of this evidence;
- how well you have managed to develop significant insights into the ideas and content of Ahmed's *On Being Included* and the university program of internationalisation you are studying;
- how well you have managed to document your analyses of your sources with references to these sources, in the form of either footnotes, endnotes, or parenthetical notes (*which must include page numbers in each reference*);
- how well you have been able to work with the Chicago Style of referencing;

– your style of writing and proper use of grammar.

style of referencing and bibliography: Chicago Style

length of essay: no less than 1,200 words, plus bibliography

due date & time of essay: no later than the beginning of class on February 25th

manner of submission: in-person, in-class, typed, in paper form.

### **Essay #3 — approaching problems in the world through a pluriverse and past the universals of liberal humanism**

This third essay assignment involves showing a critical and strong understanding of the challenges to knowing and learning about the world, as set out by authors of the chapters in Bernd Reiter's *Constructing the Pluriverse* and by Kandice Chuh in her *The Difference Aesthetics Makes*. As you will see, the arguments, analyses, and ideas put forward in these writings seek to find ways in which we may produce and mobilise knowledge in the world that is subject to neither the Orientalist European forms of knowing criticised by Said nor the objectifications of differences criticised by Ahmed. By contrast, the authors of the chapters in Reiter's book and Chuh, in her book, offer a range of proposals by which it may be possible to represent the interrelations of persons and communities in the world beyond the confines of European traditions of liberal humanism and the cultural colonial imaginaries derived from so-called Western thought and knowledge.

For this assignment, you are asked to write an essay in which you consider how effective the proposals are from Chuh, in her *The Difference Aesthetics Makes*, and at least five authors of chapters from Reiter's *Constructing the Pluriverse* in responding to the problem of Orientalism raised by Said in *Orientalism* and the problem of the mere inclusion of difference raised by Ahmed in *On Being Included*. In this regard, your essay should respond to the question: Given the problems of knowing in the world identified by Said as Orientalism and the pedagogy of the mere inclusion of differences criticised by Ahmed, to what degrees and in what ways do Chuh's arguments in *The Difference Aesthetics Makes* and the arguments put forward by (at least five) authors from Reiter's *Constructing the Pluriverse* offer effective alternative ways of producing and mobilising knowledge that is responsible to the differences we encounter in the world?

In writing this essay, please be sure to offer an introduction that clearly establishes: the objectives of your study, the question you are seeking to answer, and the answer that you wish to defend in your essay, in the form of a clear and pointed thesis statement. Be sure to build your support for this thesis statement, over the body of your essay, with rich exploration and analysis of textual evidence and ideas presented in both Chuh's *The Difference Aesthetics Makes* and the chapters you study in Reiter's *Constructing the Pluriverse*. Be sure to document all references to the writings in these books with proper and consistent citations, in the form of either footnotes, endnotes, or parenthetical notes, including page numbers. Be sure to include all sources in a formal

bibliography at the end of your essay. And, be sure to offer a conclusion, in which you reflect on the significance of the success of your thesis and arguments.

This essay will be evaluated in terms of:

- how well you have structured this assignment as an academic essay, as outlined above;
- how well and accurately you have responded to this essay assignment;
- how well you have ordered your study around the essay question and a clear thesis;
- how well you have supported your thesis statement with strong and sound critical arguments and analysis;
- how well you have substantiated your arguments and analysis with significant and a rich array of textual evidence and analyses of this evidence;
- how well you have managed to develop significant insights into the ideas and content of Chuh's *The Difference Aesthetics Makes* and the chapters you are studying from Reiter's *Constructing the Pluriverse*;
- how well you have managed to document your analyses of your sources with references to these sources, in the form of either footnotes, endnotes, or parenthetical notes (*which must include page numbers in each reference*);
- how well you have been able to work with the Chicago Style of referencing;
- your style of writing and proper use of grammar.

style of referencing and bibliography: Chicago Style

length of essay: no less than 2,000 words, plus bibliography

due date & time of essay: no later than the beginning of class on March 31st

manner of submission: in-person, in-class, typed, in paper form.

### **Final Examination**

You will write a three-hour final examination for this course, as scheduled by the Registrar for the April examination period. In this final examination, you will be required to respond to five short-answer questions, and you will be required to write two essays. Both the short-answer questions and essay problems presented to you on this exam will draw from the full range of texts studied and problems discussed in class in this course. However, there will be an emphasis on problems brought up in our studies of the chapters in Reiter's *Constructing the Pluriverse* and Chuh's *The Difference Aesthetics Makes*.

## EVALUATION OF ASSIGNMENTS AND GRADING

### Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter–grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most if not all requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well–developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and /or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in the assignments described above. The distribution of the components adding to a final grade in this course is as follows:

Participation	5%
In–class Essay Exam #1	5%
In–class Essay Exam #2	5%
Essay #1	15%
Essay #2	15%
Essay #3	25%
Final Examination	30%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of all written assignments: All written assignments in this course are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Normally, late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation from Academic Advising.

## CLASS AND READING SCHEDULE

Week One — January 7

readings: from Said, *Orientalism*:

– "Introduction," pp. 1–28

– "Chapter 1. The Scope of Orientalism":

- "I. Knowing the Oriental," pp. 31–49
- "II. Imaginative Geography and Its Representations: *Orientalizing the Oriental*," pp. 49–72

Week Two — January 14

readings: from Said, *Orientalism*:

- "Chapter 1. The Scope of Orientalism":
  - "III. Projects," pp. 73–92
  - "IV. Crisis," pp. 92–110

Week Three — January 21

readings: from Said, *Orientalism*:

- "Chapter 2. Orientalist Structures and Restructures," pp. 113–197
- "Chapter 3. Orientalism Now":
  - "I. Latent and Manifest Orientalism," pp. 201–225

- discussion of approaches to first essay assignment

Week Four — January 28

readings: from Ahmed, *On Being Included*:

- "Introduction: On Arrival," pp. 1–17
- "1. Institutional Life," pp. 19–50

Week Five — February 4

readings: from Ahmed, *On Being Included*:

- "2. The Language of Diversity," pp. 51–81
- "3. Equality and Performance Culture," pp. 83–111

Week Six — February 11

readings: from Ahmed, *On Being Included*:

- "4. Commitment as a Non-performative," pp. 113–140
- "5. Speaking About Racism," pp. 141–171
- "Conclusion: A Phenomenological Practice," pp. 173–187

- discussion of approaches to second essay assignment

Week Seven — **Reading Break**

Week Eight — February 25

readings: from Reiter, *Constructing the Pluriverse*

- Raewyn Connell, "1. Meeting at the Edge of Fear: Theory on a World Scale," pp. 19–38
- Sandra Harding, "2. One Planet, Many Sciences," pp. 39–62
- Arturo Escobar, "3. Transition Discourses and the Politics of Relationality: Toward Designs for the Pluriverse," pp. 63–89
- Walter D. Mignolo, "4. On Pluriversity and Multipolar World Order: Decoloniality after Decolonization: Dewesternization after the Cold War," pp. 90–116
- Aram Ziai, "5. Internationalism and the Speaking for Others: What

Struggling against Neoliberal Globalization Taught Me about Epistemology," pp. 117–134

Week Nine — March 3

- readings: from Reiter, *Constructing the Pluriverse*
- Ulrich Oslender, "6. Local Aquatic Epistemologies among Black Communities on Colombia's Pacific Coast and the Pluriverse," pp. 137–150
  - Issiaka Ouattara, "7. The Griots of West Africa: Oral Tradition," pp. 151–167
  - Manu Samnotra, "8. Experimenting with Freedom: Gandhi's Political Epistemology," pp. 168–183
  - Catherine Walsh, "9. Development as Buen Vivir: Institutional Arrangements and (De)Colonial Entanglements," pp. 184–194

Week Ten — March 10

- readings: from Reiter, *Constructing the Pluriverse*
- Manuela Boatcă, "10. Caribbean Europe: Out of Sight, out of Mind?," pp. 197–218
  - Hans-Jürgen Burchardt, "11. How Spinoza and Elias Help to Decenter Our Understanding of Development: A Methodical Research Proposal on the Pluriverse," pp. 219–239
  - Zaid Ahmad, "12. In Quest of Indigenous Epistemology: Some Notes on a Fourteenth-Century Muslim Scholar, Ibn Khaldun (1332–1406)," pp. 240–258
  - Bernd Reiter, "14. First People of the Americas: Lessons on Democracy, Citizenship, and Politics," pp. 279–297
- discussion over approaches to third essay assignment

Week Eleven — March 17

- readings: from Chuh, *The Difference Aesthetics Makes*
- "Introduction: The Difference Aesthetics Makes," pp. 1–25
  - "Chapter 1: Knowledge Under Cover," pp. 26–50
  - "Chapter 2: Pedagogies of Liberal Humanism," pp. 51–73

Week Twelve — March 24

- readings: from Chuh, *The Difference Aesthetics Makes*
- "Chapter 3: Making Sense Otherwise," pp. 74–97
  - "Chapter 4: Mis/Taken Universals," pp. 98–121
  - "Conclusion: On the Humanities 'After Man'," pp. 122–125
  - "Postscript," pp. 126–129

Week Thirteen — March 31

conclusions; departures



## **Appendix to Course Outlines: Academic Policies & Regulations 2019/2020**

### **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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

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. 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 Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

### **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.

### **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.

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see 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).

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at [www.huronuc.on.ca/about/accessibility](http://www.huronuc.on.ca/about/accessibility).

### **Academic Student 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: [www.huronuc.ca/student-life-campus/student-services/academic-advising](http://www.huronuc.ca/student-life-campus/student-services/academic-advising).

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: [www.huronuc.ca/student-life-campus/art-social-science](http://www.huronuc.ca/student-life-campus/art-social-science) and at [www.huronuc.ca/student-life-campus/management-and-organizational-studies](http://www.huronuc.ca/student-life-campus/management-and-organizational-studies).

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, [huronuc.ca/student-life-campus/student-services/academic-advising](http://huronuc.ca/student-life-campus/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.

### **Mental Health & Wellness Support at Huron and at Western**

Students who are stressed, emotionally distressed or in mental health crisis please refer to: [huronuc.ca/student-life-campus/student-services/health-wellness](http://huronuc.ca/student-life-campus/student-services/health-wellness) for a complete list of options about how to obtain help, or email [Huronwellness@huron.uwo.ca](mailto:Huronwellness@huron.uwo.ca) to access your wellness staff directly. Additional supports for Health and Wellness may be found and accessed at Western through [www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/).

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: [sert.uwo.ca/about-sert/about-sert/](http://sert.uwo.ca/about-sert/about-sert/).

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and

may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

### **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, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **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 a 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 Western University and Turnitin.com.

### **Computer-Marked Tests/exams**

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.

### **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.

### **Policy on “Special” Accommodation**

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/index.html> .

### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

Students who require academic 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/index.html>.

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://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:

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

- (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 Dean. The instructor's decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult your 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 Dean. The instructor's decision is appealable to the Dean.

**Requests for Academic Consideration Using the Self-Reported Absence Form**

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf).

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper)

during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

### **Important Dates and Directory at Huron and Western**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>