

CGS 1021G - Introduction to Global Culture
Centre for Global Studies
Huron University College – V210
Tuesdays 6:30-9:30 PM

Professor: Dr. Ian Puppe **Email: ipuppe@uwo.ca**
Office Hours: Monday 11:30 – 1:20 PM in SSC 2312

Prerequisite(s): *none*

Antirequisite(s): *none*

Course Description – Global Trade Networks; the Global Economy; Globalisation; the Global Village; Global Warming; Global Annihilation. This course introduces students to the complexities and complications of using the “global” as a unit of social, cultural, or political economic analysis. What is “global culture” and how do specific and local cultural traditions come to make global claims? How do some places and cultures come to stand for the global? By taking a sophisticated view of the culture concept and applying it to various political and social issues students will begin to appreciate the contradictions of development and aid, and exaggerated fears of global cultural homogenization.

Moving from the axiom that all claims are political we will work through three units. We will begin by questioning the use of culture as an analytical tool, and the validity of claims regarding the global. In the second unit the course will address power, knowledge and normative representation, focusing on the effects that claims to globalisation, globalism, and global culture have on people’s daily lives. In unit three, we will shift our focus towards the vertices of resistance to claims of inevitable global homogeneity and inclusion levelled by various actors and organizations, and on the rationale behind cultures of resistance to globalism and globalisation.

Moving along this trajectory will help students grasp the importance of the particular and the specific in questioning global claims and ostensibly global structures. Readings will introduce and situate various themes and theories and the lectures will trouble and critically interrogate these themes and theories by introducing cases that will be up for discussion and analysis.

A set of questions will guide our programmatic interrogation of the global. Who has the power to define the global, and who is most affected by these definitions? How do claims to the global obscure local idiosyncrasies? How do cultural differences affect perceptions of the world, and how do those perceptions alter our approach to the global? How do cultures change under pressures associated with globalism and globalisation? In what ways are claims to global interconnection premised upon the assumptions of Capitalism and Western political economic dominance? How does the power to define global relations affect different places and peoples differently, and how might that power be reclaimed by those afflicted by inequitable relations? How do people struggle against inclusion in ostensibly global relations that take place without their consent, and how do these cultures of resistance develop local, culturally specific ways of fighting back?

Course Objectives: At the completion of this course students will be able to:

Demonstrate greater reading comprehension skills and develop writing skills through regular assignments and a major paper.

Demonstrate greater fluency in interdisciplinary language and methods of social, cultural and political economic analysis.

Critically assess and articulate the applicability of theories of global culture(s) and cultures of globalism and globalisation.

Apply theories of culture and culture change to questions of supposedly global influence and impact.

Assess the implications of cultural difference on power structures and political relations that shape people's daily lives.

Develop an independent research paper (including appropriate research methods and literature review) on a topic relevant to the study of global culture(s) and cultures of globalism and globalisation.

Course Methods: This course relies on instructor-led discussion and analysis of the course materials. We will explore key ideas, present cases and readings in brief lectures, and we will proceed to discuss them in light of course themes and materials. Students are expected to arrive in class prepared, having read the materials and with copies of the reading available for use during class discussions. Regular attendance and participation and proper preparation are essential components of success in this course.

Required Readings –

Foucault, Michel (19) "Discipline & Punish" (recommended)

Brown, Wendy (2010) "Walled States, Waning Sovereignty"

Weekly Schedule – Second Term

UNIT #1 – THE CULTURE CONCEPT: Anthropology and the Myth of Global Culture

January 8 - Week #1 – Introduction: Critiquing the Notion of Global Culture and Manufacturing the Real

Readings – Marcus & Fisher "Anthropology as Cultural Critique" Preface, Introduction, and Ch. 1 & 2 (pages vii-xiii, & 1-44)

January 15 - Week #2 – Situating Claims to the Global: Cultural Critique and Partial Truths as Down Scaling

Readings – Marcus & Fisher "Anthropology as Cultural Critique" Ch. 4 (pages 77-110) & Clifford & Marcus "Writing Culture" Ch. 1 (pages 1-26)

Film – Cannibal Tours

***Bi-Weekly Precis #1 – 6% - Due Monday, January 14th @ 6:30pm**

January 22 - Week #3 – What is Culture? Cultures of Othering

Readings – Williams, Raymond “Culture” (from *Keywords*, pages 87-93), Sahlins, Marshall “Two or Three Things I Know about Culture” (*The Journal of the Royal Anthropological Institute*, Vol. 5, No. 3, 1999, pages 399-421) & Abu-Lughod, Lila “Writing Against Culture” (from *Anthropology in Theory: Issues in Epistemology*, Moore and Sanders [eds.], pages 466-480)

Film – Reel Bad Arabs

January 29 - Week #4 – Breaking Bad Ideas: Global, Local, Primitive & Modern

Readings – Fabian, Johannes “Time and the Other” Ch. 1 (pages 21-35, 167-171), Appadurai, Arjun “Grassroots Globalisation” (from *Public Culture*, Vol. 12, No. 1, 2000, pages 1-19) & Anderson, Benedict “Imagined Communities” Ch. 1 (pages 1-46)

Film – Baraka

***Bi-Weekly Precis #2 – 6% - Due Monday, January 28th @ 6:30pm**

UNIT #2 – GLOBAL DOMINATION: Power, Knowledge, Representation

February 5 - Week #5 – Structures of Inequity: The Violence of the Global

Readings – Gramsci, Antonio “Prison Notebooks” selections (pages), Farmer, Paul “On Structural Violence” (from *Current Anthropology*, Vol. 45, No. 3, 2004, pages 305-325) & Graham, Stephen “The End of Geography” (from *Progress in Human Geography*, Vol. 22, No. 2, 1998, pages 165-185)

Film – Life & Debt

February 12 - Week #6 – The Birth of the International: The Global and the Modern

Readings – Foucault, Michel “Discipline & Punish” Pt. 1, Ch. 1 (pages 3-32) & Pt. 3, Ch. 1 (pages 135-169)

***Bi-Weekly Precis #3 – 6% - Due Monday, February 12th @ 6:30pm**

***Keywords Assignment Check-In – February 12th in class**

February 19 – Family Day/Reading Week

February 26 - Week #7 – The National Body: Regulating Identity on a Global Scale

Readings – Foucault, Michel “Discipline & Punish” Pt. 3, Ch. 2 (pages 170-194) & 3 (pages 195-230)

March 5 - Week #8 – The Body of the “Other”: Identity through Negation, Or “I am not, therefore I am...”

Readings – Asad, Talal “Anthropology & the Colonial Encounter” Introduction (pages 9-20), Gilroy, Paul “The Black Atlantic” Ch. 1 (“The Black Atlantic as a Counter-Culture of Memory”), & Roy, Ishita “Worlds Apart” (from *Media, Culture and Society*, Vol. 29, No. 4, 2007, pages 569-592)

***Bi-Weekly Precip #4 – 6% - Due Monday, March 4th @ 6:30pm**

UNIT #3 – CULTURES OF RESISTANCE: Localizing Culture, Claims and (Dis)Continuities

March 12 - Week #9 – The National-Cultural Imaginary: Border Patrol & the Limits of Resistance

Readings – Rose, O’Malley & Valverde “Governmentality” (from *Annual Review of Law and Social Science*, Vol. 2, 2006, pages 83-104), Zizek “The Violence of Liberal Democracy” (from *Assemblage*, No. 20, 1993, pages 92-93), Deleuze “Postscript on Societies of Control” (from *The Cybercities Reader*, pages 73-77) & John May “Bringing Back a Fresh Kill,” & “On Technology, Ecology, and Urbanism” (from *Verb: Crisis*, pages 78-115)

Film – Bowling for Columbine

March 19 - Week #10 – After the Oil Rush: Turning towards Alternatives

Readings – Stewart, Kathleen “Conspiracy Theory’s Worlds” (from *Paranoia within Reason*, Marcus [ed.]), Giri, Bed Prasad, “Diasporic Postcolonialism and its Antinomies” (from *Diaspora*, Vol. 14, No. 2/3, 2005, pages 215-235), & Kellner, Douglas, “9/11, Spectacles of Terror and Media Manipulation” (from <http://www.gseis.ucla.edu/faculty/kellner/>)

Film - Fahrenheit 9/11

***Bi-Weekly Precip #5 – 6% - Due Monday, March 18th @ 6:30pm**

March 26 - Week #11 – Disembordered States: The Fluidity of the Glocal

Readings – Brown, Wendy “Walled States, Waning Sovereignty” Pt. 1 (pages)

***Keywords Assignment – 20% - Due March 26th in class**

April 2 - Week #12 – Neither Here Nor There: The Fluidity of the Glocal, pt. 2

Readings – Brown, Wendy “Walled States, Waning Sovereignty” Pt. 2 (pages)

****Major Paper – 20% - Due April 2nd in class***

****Final Exam – 30% - TBD***

Assignments & Course Evaluation -

Keyword Bibliography and Annotation List	Due March 26	20%
Reading Precis x 5/6% (250-500 each)	Due Mondays @ 6:30PM	30%
Major Paper (2000-2500 words)	Due April 2	20%
Final Exam	TBD	30%

Grading Scale -

Grade Percentage

A+ 90-100%

A 80-89%

B 70-79%

C 60-69%

D 50-59%

F Below 50% or assigned when course is dropped with academic penalty.

Assignment Details –

Keywords Bibliography and Annotated List – 20%

Students will compile a list of twenty (20) definitions with at least one reading referenced for each, and with a short definition which may be found in a text, or paraphrased from class discussions. This assignment will help students build their vocabulary and increase their familiarity with the language used in interdisciplinary research settings. This assignment will assist students in the process of building a bibliography for their final paper and learning to properly cite sources. Each definition will be graded out of 1 point, with .5 relating to the reference and the remaining .5 based on the accuracy and clarity of the annotation. Keywords assignment is due March 26th, at 6PM. Late assignments will receive a 1 point penalty per day, and will not be accepted more than five (5) days after the deadline. More instructions will be given during the first class session.

Readings Precis [x 5] – 30%

Students will prepare reading precis for five (5) weeks of the course (Weeks #2, 4, 6, 8 & 10) in short 250-500 word pieces. Precis should **not** summarize readings, but instead

should *engage* with the ideas they present, *analyze* and *synthesize* the materials for the week, or *contextualize* them within the course by relating them back to other readings, lessons and class discussions. Precis should focus on *themes* and *theories*. The bi-weekly precis are designed to help students think through problems associated with the readings, become more familiar with the process of analyzing and synthesizing arguments, and to improve their critical reading and writing skills.

Each bi-weekly submission will be marked out of 6 points. Precis will be assessed for their originality, level of analysis and engagement with the readings, course themes and theories, and the degree to which they engage class discussions and lessons. Precis will be due Mondays at 6:30PM, the evening before class, and will be submitted through OWL. All assignments will be submitted to Turnitin. Late assignments will incur a penalty of .25 points per day and will not be accepted more than five (5) days after the deadline. More instructions will be given during the first class session.

Final Research Paper – 20%

Students will prepare a final research paper on a topic of their choice with direction from the course instructor. We will spend time in class formulating appropriate research questions, addressing the basics of the research process, and working through the process of building a research paper at the university level. Central course themes such as culture change, globalisation, representation and power may be addressed in various situations and contexts. Students will find an area of interest to them and the instructor will help guide them through building a set of references and formulating research questions with appropriate scale and orientation. The Final Paper assignment should demonstrate the student's ability to critically interrogate arguments put forth by authors from course readings and elsewhere, and to clearly articulate their own understanding of the themes and theories addressed in the class. Students are invited to meet with the instructor during office hours throughout the term in order to work through the formulation of appropriate research topics, questions, and approaches to writing.

Papers will be 2000-2500 (excluding references) words in length and will build from the weekly Precis and Keywords assignments in order to demonstrate the student's grasp of central concepts and their ability to deploy those concepts in understanding real world issues. This assignment is designed to help students learn about beginning the research process, appropriate citation procedures, the attribution of references, articulating complex ideas and writing clearly. I will provide much more comprehensive instructions in class. Final research papers will be due in class on April 2.

Final Exam – Date and Location TBD – 30%

Appendix to Course Outlines

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 the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://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.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

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

University Senate policy, which can be found at

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

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

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

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

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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

Statement on Academic Integrity

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

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

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

Academic Integrity: Importance and Impact

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

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

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

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

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

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the

offence will be filed in the 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.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the 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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> ("Cancellations and Closures").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support

Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://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: <https://huronuc.ca/student-life-campus/art-social-science>