

CGS 1021F 550 — Introduction to Global Culture
The Centre for Global Studies
Huron University College
Fall 2022

Instructor: Dr. Alejandra González Jiménez
Office Hours: Fridays 2:30 p.m. – 3:30 p.m.
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Day and Time: Friday, 10:30 a.m. – 1:30 p.m.

Location: Huron-HC H112

Course Description

This course maps out processes engendering different forms of ‘global culture’ across space and time, and how they relate to each other. Formations of the ‘global,’ as processes interconnecting the world, have long existed. We will delve into the ways in which modernity, as a historical period originating in Western Europe and as an assemblage of socio-cultural norms, values, and ideas, was globalized. Via snapshots of how the world became interconnected since the 15th century via colonialism and capitalism, we will examine how the making of difference engendered power relations. Readings for this course are from disciplines in the social sciences (anthropology, political science) and the humanities (philosophy, history) along with primary sources. The interdisciplinary nature of the course will allow us to explore and grapple with the conundrums, impasses, and limitations of the modern global world, created through colonial imperial relations of subjection. While the course is set to critically examine how a ‘global culture’ has been forged, at the same time we will trace resistances and critiques along with the possibilities of re-emerging contestations over ‘global culture’ that seek to create more encompassing visions of the world.

Course Learning Outcomes

This course aims to equip students with experience in critical thinking and interdisciplinary research. By the end of the course students should be able to:

- 1) have a critical, conceptual, empirical, and chronological understanding of social, political, economic, and cultural processes and rationales constituting a ‘global culture’ on a world-wide scale and in particular localities and their connections to the present.
- 2) identify threads constituting ‘global culture’ across space and time.
- 3) articulate theoretical perspectives on global processes constituting the world.
- 4) use conceptual tools to critically analyze global processes and their empirical manifestations.
- 5) have ample practise in reading and interpreting difficult scholarly texts from the social sciences and humanities as well as primary sources.
- 6) understand the main points of an argument, how evidence is used, and the skill of interpretation.
- 7) present ideas with sound evidence and cultivate the skills of questioning and critical thinking.

Textbooks and Course Materials

- Articles and book chapters are found in OWL Course Readings section. Books are also found online at Western University Library. You can also check your local public library.
- Ayça Çubukçu. 2018. *For the Love of Humanity: The World Tribunal on Iraq*. Philadelphia, Pennsylvania: University of Pennsylvania Press.
- Didier Fassin. 2012. *Humanitarian Reason: A Moral History of the Present*. Berkeley: University of California Press.
- Arturo Escobar. 2020. *Pluriversal Politics: The Real and the Possible*. Durham: Duke University Press.

Methods of Evaluation and Due Dates

- 1) Class attendance and participation/ (20%)
- 2) 10 reading responses (10%) – ongoing
- 3) In-class presentation (10%) – assigned due date
- 4) First Short Essay (20%) – due October 7
- 5) Second Short Essay (20%) – due November 18
- 6) Third Short Essay (20%) – due December 8

Course Expectations

- 1) Attendance and Participation: It is imperative that students attend and participate in class sessions. Participation includes active involvement in discussions and small group activities. Participation is important. If you find it difficult to speak in front of other people and you think that this will inhibit your performance in this class, please let me know as soon as possible. While everyone has the right to be 5 minutes late to class on occasion, consistent tardiness is disruptive and disrespectful to your classmates and to me. The same applies to early departures. You are responsible for the material covered during each class, even if you are not present. Absences do not relieve your responsibility to submit coursework. You should, in such cases, make arrangements to submit materials in advance or have them delivered by a classmate.
- 2) Reading responses: Students are required to post 10 reading responses over the course of the term. Reading responses will be posted at least 24 hours before the class meets. Each reading response should be about 300 words long, and it should show a thorough engagement with at least one of the readings assigned for that week. Posting may take the form of a short commentary or an elaborate question. Reading responses must be posted **no later than Thursdays at 10 a.m. Please ensure that your postings are on time so the presenter can engage with them.** Contributions uploaded after class do not count. Reading responses will serve as the basis for the course's three formal writing assignments. Please note that, although reading responses are pieces of informal and exploratory writing designed to help you to think critically about the texts, you must proofread your work before posting it.
- 3) In-class presentation: Each student must give an in-class presentation (10-15 mins) of the readings assigned for a particular week. On the first day of class, students will pick the week they will present. Presentations must include the main idea of the text, arguments, an engagement with classmates' reading responses, and one or two questions for

discussion. Presentations along with readings responses will support discussions in class. You don't post on the day you present.

- 4) Writing Assignments: Essays are due at the beginning of class. The three short essays will be based on course reading materials and material covered in class. You don't have to do any extra research or look for other sources. I'll provide you with the essay questions two weeks in advance in order to give you time to develop a well-written, clear, and thoughtful piece of writing. The essays are a formal piece of writing that requires multiple drafts. For the essays, you will be required to show a thorough and critical understanding of, and engagement with, the texts. The questions will allow you to put texts into conversation with each other. You will be asked to provide exact quotes to substantiate your claims. Even though the course is divided into sections, an essay question may ask you to work with texts from across the term.

Each essay should be between 1,500- and 2,000-words, double spaced. Each essay must have a title (the question given should not be used as a title), pages should be numbered, and your name and the date must appear on top of the first page. All texts used in each essay should be cited in-text—including page numbers—and in a bibliography using Chicago Style. Click [here](#) for a quick guide to the Chicago Manual of Style Online.

In week 2, I will be giving a tutorial on how to write an essay. Additionally, you can always seek support at [Huron University Writing Services](#).

Please note that essay 1 and 2 must be handed in as an electronic copy and as a hard copy at the beginning of class. Essay 3 must be sent via course email on December 8th.

Penalty for late assignments: To ensure fairness to those who complete their work on time, a penalty of 10% per day will be deducted from assignments handed in after the due date, unless students present medical or other emergency reasons and have contacted the instructor in advance of the due date. Assignments more than one week late will not be accepted.

Plagiarism: Plagiarism is the act of using the ideas or work of another person as if they were one's own. Plagiarism will not be tolerated. Click [here](#) for more on how Western Libraries defines plagiarism and how to avoid it.

Communication: Course communication will be sent through the course website. All email queries should have a subject line clearly indicating the topic/question of your message. In the message's body, you must include your full name. I'll try to respond within 48 hours. Any query related to essays must be sent in advance of the due date. If the answer to your query is on the syllabus, I'll not respond to your message.

Course Schedule

I. COLONIAL WORLD: DIFFERENCE, KNOWLEDGE, AND GLOBAL POWER RELATIONS

How was the modern world forged? We will examine processes of imperial colonization connecting the world. In the first class, we will define ‘global culture’ and begin to build a conceptual vocabulary to examine and understand the processes constituting a ‘global culture’ across different moments in time and space.

Week 1: On Knowledge Production / 9 September

- Michel-Rolph Trouillot. 1995. “The Power in the Story.” In *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1-30.
- Edward Said. 1978. “Preface to the Twenty-Fifth Anniversary Edition” and “Introduction.” In *Orientalism*. New York: Pantheon Books, xiv-xxx; 1-28.
- Michel Foucault. “Right of Death and Power over Life.” In *The History of Sexuality, Volume 1: An Introduction*. New York: Pantheon Books, 135-145.

For in-class exercise

- German Lopez. 2022. “France’s Ransom.” New York Times Online
- Eric Nagourney. 2022. “6 Takeaways About Haiti’s Reparations to France: The Ransom.” New York Times Online.

Week 2: Making the Modern World / 16 September

- Lisa Lowe. 2015. “The Intimacies of Four Continents.” In *The Intimacies of Four Continents*. Durham: Duke University Press, 1-41.
- Alberto Moreiras. 2000. “Ten Notes on Primitive Imperial Accumulation: Ginés de Sepúlveda, Las Casas, Fernández de Oviedo.” *Interventions: International Journal of Postcolonial Studies*, 2-3: 343-363.

Recommended

- Mahmood Mamdani. 2020. “Introduction.” In *Neither Settler Nor Native: The Making and Unmaking of Permanent Minorities*. Cambridge: The Belknap Press of Harvard University Press, 1-36.

****TUTORIAL ON HOW TO WRITE AN ESSAY****

Week 3: Labour and Disposessions / 23 September

- Brenna Bhandar. 2019. "Introduction: Property, Law, and Race in the Colony." In *Colonial Lives of Property: Law, Land, and Racial Regimes of Property*. Durham: Duke University Press, 1-32.
- Sidney Mintz. 1985. "Production." In *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books, 30-73.

Recommended

- Eric Wolf. 1982. "The Movement of Commodities." In *Europe and the People Without History*. Berkeley: University of California Press, 310-353.
- Michel Taussig. 1984. "Culture of Terror—Space of Death. Roger Casement's Putumayo Report and the Explanation of Torture." *Comparative Studies in Society and History*, 26(3): 467-497.

Week 4: Colonial Orders, Categories, and Discipline / 30 September

- Timothy Mitchell. 1991. "Enframing." In *Colonising Egypt*. Berkeley: University of California Press, 34-62.
- David Scott. 1999. "Colonial Governmentality." In *Refashioning Futures: Criticism After Postcoloniality*. Princeton, N.J.: Princeton University Press, 23-52.
- Irene Silverblatt. 2004. "Becoming Indian." In *Modern Inquisitions: Peru and the Colonial Origins of the Civilized World*. Durham: Duke University Press, 186-213.
- Irene Silverblatt. 2011. "Colonial Peru and the Inquisition: Race-Thinking, Torture, and the Making of the Modern World." *Transforming Anthropology* 19 (2): 132–38.

In-class listening: The Valladolid Debate (BBC Sounds)

II. CONTESTING EMPIRE: THIRD WORLDISM

During the Cold War era (1947-1991), the colonized part of the world demanded self-determination. Intellectuals from the colonies appropriated the dismissive category of the 'third world'—considered to be an 'underdeveloped' region—to name an ideology and a set of practices that sought to transform the world created by economic, political, and cultural colonial power relations while also forging a global network of solidarity relations. Third Worldism was part of a response, along with armed liberation struggles, to Western colonial rule, undertaken by indigenous people from Africa, Asia, and Latin American.

Week 5: Decolonization / 7 October

- Aimé Cesaire. 2010 [1956]. "Letter to Maurice Thorez." *Social Text* 28 (2 103): 145-152.

- Frantz Fanon. 2004 [1963]. “On National Culture” and “Conclusion.” In *The Wretched of the Earth*. New York: Grove Press, 206-248; 311-316.
- Dipesh Chakrabarty. 2005. “Legacies of Bandung: Decolonisation and the Politics of Culture.” *Economic and Political Weekly*. 40(46): 4812-4818.

Recommended

- Almirar Cabral. 1977 [1972]. “The Role of Culture in the Struggle for Independence.” *International Journal of Politics* 7(4): 18-43.
- Jean-Paul Sartre. “Preface.” In *The Wretched of the Earth*. New York: Grove Press, 1-31.

*****FIRST SHORT ESSAY DUE*****

III. FROM EMPIRE TO NEOLIBERALISM: A WORLD OF FREEDOMS, RIGHTS, AND WALLS

Neoliberal globalization reordered, redefined, and recast the power relations that constituted the colonial world order. In the neoliberal world, a reworked free-market ideology began shaping economic trade relations between countries and livelihoods, subjecting vast numbers of people to poverty and marginalization. Paradoxically, this order brings with it an explosion of freedoms and rights at the political, social, and individual levels.

Week 6: A Global Order of Exclusions / 14 October

Read in the given order

- Sub comandante Marcos, Nathalie de Broglio. 2001[1997]. “The Fourth World War Has Begun.” *Nepantla: Views from the South* 2(3): 559-572.
- Aihwa Ong. 2006. “Experiments with Freedoms: Milieus of the Human.” *American Literary History* 18(2): 229-244.
- Talal Asad. 2000. “What do Human Rights Do? An Anthropological Inquiry.” *Theory and Event* 4(4).

Recommended

- Jennifer Ponce de León. *Another Aesthetics is Possible: Arts of Rebellion in the Fourth World War*. Durham: Duke University Press.

In-class screening: The Fourth World War

Week 7: Humanitarianism in Practice, Part I / 21 October

Humanitarianism is one of the most powerful beliefs and practices advocating for the welfare of humanity shaping our contemporary world. But who is the 'humanity' in Humanitarianism? What are the complications and paradoxes of humanitarianism, itself a liberal product shaped by colonial legacies, in a world constituted by centuries of dispossession, subjection, and variegated forms of violence?

- Didier Fassin. 2012. "Preface to the English Edition," "Introduction: Humanitarian Government," "Part I: Politics [you can skim Part I]" and "Part II: Frontiers." In *Humanitarian Reason. A Moral History of the Present*. Berkeley: University of California Press, ix-xiii; 1-157.

Week 8: Humanitarianism in Practice, Part II / 28 October

- Didier Fassin. 2012. "Part II: Worlds" and "Conclusion: Critique of Humanitarian Reason." In *Humanitarian Reason: A Moral History of the Present*. Berkeley: University of California Press, 161-257.

4 November – reading week, no class

Week 9: Human Rights' Paradoxes, Part I / 11 November

What are the conundrums and impasses when a transnational politics of human rights is articulated by imperial global forces to argue for waging war *and* by a global anti-war movement opposing it? Are *cosmopolitan* and *imperial* arguments supporting military intervention to defend humanity essentially the same? Is violence acceptable to carry out a humanitarian mission?

- Ayça Çubukçu. 2018. *For the Love of Humanity: The World Tribunal on Iraq*. Philadelphia: University of Pennsylvania Press, 1-83.

In-class screening: For the Record: World Tribunal on Iraq

Week 10: Human Rights' Paradoxes, Part II / 18 November

- Ayça Çubukçu. 2018. *For the Love of Humanity: The World Tribunal on Iraq*. Philadelphia: University of Pennsylvania Press, 84-157.

*****SECOND SHORT ESSAY DUE*****

EXPERIMENTS IN PLURIVERSE AND ALTER-POLITICS

Contestations over the current global order are decentering Western colonial epistemologies by putting forth more enabling and encompassing visions of humanity. These visions propose a social life based on radical interdependence and emergent notions of territoriality, communality, autonomy, and pluriversality.

Week 11: A World Where Many Worlds Fit, Part I / 25 November

- Arturo Escobar. 2020. *Pluriversal Politics: The Real and the Possible*. Durham: Duke University Press, ix-66.

Recommended

- Nancy Fraser and Bhaskar Sunkara. 2019. *The Old is Dying and the New Cannot Be Born: From Progressive Neoliberalism to Trump and Beyond*. London; New York: Verso.
- Bruno Latour. 2018. *Down to Earth. Politics in the New Climate Regime*. Cambridge, UK: Polity Press.

Week 12: A World Where Many Worlds Fit, Part II / 2 December

- Arturo Escobar. 2020. *Pluriversal Politics: The Real and the Possible*. Durham: Duke University Press, 67-157.

*****THIRD SHORT ESSAY DUE ON DECEMBER 8 AT 10 A.M. VIA OWL*****

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

Pandemic Contingency

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

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

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

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

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

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic](#)

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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

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

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

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

Academic Consideration for Missed Work

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

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

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

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

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect

documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

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

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

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

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

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

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

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at 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://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

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

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

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