

Huron Brief Course Outlines

Fall/Winter 2023-2024

Course Title: Discourses of Global Studies

Course Number and Section

CGS

2003F - 550

Instructor Name(s): Dr. Mark Franke

Instructor Email(s): mfranke@huron.uwo.ca

Disclaimer: Information in the brief course outline is subject to change. The syllabus posted on OWL is the official and authoritative source of information for the course.

Course Description:

The central concerns of CGS 2003F/G easily appear largely theoretical, conceptual, and textual in orientation, but they are also deeply practical. In this course, we will learn how to recognise, examine, and analyse ways in which our contemporary efforts to think, know, and understand life on global registers are produced, shaped, and limited within the discourse of life as global, in a modern sense, and specific discourses of "the global," as a scope of study. We will learn how particular experiences, ideas, commitments, and concerns have given rise to the very conceptualisation and articulation of life in specifically global terms now dominating academic study, and we will examine how it is that what may appear familiar about global conditions and challenges is reflective of the interplay of very specific interests, objectives, and limits to thinking, language, knowledge–production, and social practices. On this basis, CGS 2003F/G gives focus to developing critical understandings of ways in which our studies of life on global registers typically privilege specific outlooks and marginalise others, forming powerful practices of exclusion in our studies and in the generation of knowledge of life in this world. Following this work, we will learn how such global exclusions may be effectively confronted and challenged and how our discourses over life in this world may be and are mobilised in different terms and practices.

Learning Outcomes:

A central learning objective in CGS 2003F/G is gaining a strong understanding of what it means to understand our studies and knowledge to be conditioned by discourse. A core focus throughout our studies will be directed to studying discourse itself, as an issue, problem, and condition of knowing the world. And, in situating our studies of discourse within modern forms of knowing, we will have the objective of learning how it is that academic and social/political discourse over life in this world has so often been rendered as specifically global in character. In this regard, we will learn to recognise how some of the most common ways in which life in the world is contextualised and put in relation to ideas of universalisable rights, freedoms, and knowledge are contingent upon exclusionary and fixed notions of humanity, reason, material reality, space, and progress that privilege a specifically modern experience. As well, in these terms, we will learn how these modern discourses of the global have embedded within them theories and practices serving white supremacy and the dominance of the European modern.

Equal to the above, another core objective in this course is to learn how to effectively confront and challenge dominant discourse. We will learn to identify the commitments within confining and limiting discourses, gaining understanding into the how it is that globalising discourses of the global become reproduced but also how they may be undone and placed into crisis. In this work, we will learn how to effectively mobilise our knowledge otherwise and in terms more supportive of the lives and world(s) people live.

The main learning objectives that we will pursue in the last third of the course involve gaining a finer understanding of how studies of the world and the mobilising of knowledge in the world can function through conditions of discursive formation that are far more open, varied, plural, and affirmative than the colonising limitations of the modern global theorised by Europeans in recent centuries. In this regard, we will begin to learn how to engage in anti-colonial, anti-racist, and curious approaches in our knowing and studies.

A further learning objective that we will seek to meet throughout the course is the development of skills in careful interpretive reading and analysis of theoretical and challenging scholarly writing. Students in this course will get ample practice in close and critical reading of a very wide range of studies in philosophy, social and political theory, spatial theory, cultural analysis, pedagogy, research methodologies, activism, and discourse analysis. As well, students in this course will gain ample practice in applying these acts of reading, interpretation, and textual analysis in exercises of writing. Through several written assignments, throughout the term, students will respond to questions about the texts that they are studying and develop critical analyses and arguments about them, in the form of essays.

Textbooks and Course Materials:

The readings assigned for study over the second through seventh weeks of the term, are drawn from the following books:

Thomas Hobbes, *Leviathan*, Parts I & II, Revised Edition (Broadview Press, 2010).

Jean-Jacques Rousseau, *Discourse on the Origin of Inequality* (Oxford University Press, 2009).

Immanuel Kant, *Political Writings*, 2nd ed. (Cambridge University Press, 1991).

Michel Foucault, *Archaeology of Knowledge*, 2nd ed. (Routledge, 2002).

Copies of all of these books are available for purchase at Western University's Book Store.

Some assigned readings in later weeks are going to be drawn from:

Keiichi Omura, Gran Jun Otsuki, Shiho Satsuka, and Atsuro Morita, eds., *The World Multiple: The Quotidian Politics of Knowing and Generating Entangled Worlds* (Routledge, 2021).

Copies of this book are available for purchase as well from the Western University's Book Store.

All other readings assigned for the course are in the form of academic journal articles and individual book chapters. All of these readings are made available to you in electronic form through the CGS 2003F course OWL site, in the Course Readings tool. It is also the case that the texts that we will read written by Hobbes, Rousseau, Kant, Foucault and edited by Omura et al. will also be available on Reserve Loan (2 hours at a time) from the Library at Huron University College.

Methods of Evaluation:

Assignment	Due Date mm/dd/yy	Weight - %
Oral & Aural Contributions to Learning Environment	ongoing	10%
Essay One	October 3rd	15%
Essay Two	October 17th	15%
Essay Three	November 7th	20%
Essay Four	December 5th	20%
Essay Five	exam period	20%

In solidarity with the Anishinaabe, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples on whose traditional treaty and unceded territories this course is shared.