

## CGS 3525G 550 – Community in Global Modernity Winter 2023

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### 1. Course Information

Instructor(s): Dr. Matthew McBurney  
 Contact Information: mmcburn2@uwo.ca  
 Office: N/A  
 Office Hours: Wednesdays 1:30-2:30  
 Class Location: W101  
 Class Time: Fridays, 11:30 am – 2:30 pm  
 Prerequisites/ Antirequisites: 0.5 course from Centre for Global Studies 1000-level or permission of the Centre for Global Studies.

### 2. Course Description

This course provides a critical interdisciplinary study of the idea of community: how it is constructed, mobilized and contested under conditions set by modernity and current forms of globalization. Using the case of the *Kichwa/Quechua* Indigenous peoples of the Andes, students will examine the notion of community and the values and norms that underpin the formation and understanding of community in Indigenous communities of the Andes region.

### 3. Course Learning Outcomes

Upon completing this course, students will be able to:

1. Engage critically with scholarly material on the subject of community and modernity
2. Understand and explore the ways in which modernity has affected community
3. Understand how community is expressed, both ideologically, epistemologically and practically within the case study of the *Kichwa/Quechua* of the Andes.

### 4. Textbooks and Course Materials

The main books for this course are listed below. Mayer's book will need to be purchased since a digital online copy is not available. Seligmann and Fine-Dare's book can be found online through the Western Library. Any other readings, both articles and book, can be found as digital copies using the Western Library services.

Mayer, Enrique. 2002. *The Articulated Peasant: Household Economies in the Andes*. Westview Press.

Seligmann, Linda J. and Kathleen S. Fine-Dare. 2018. *The Andean World*. Routledge.

### 5. Methods of Evaluation

Assignment	Length	Worth	Due Date
Class Attendance and Participation	Ongoing	10%	

Think Pieces	2-3 pages each	30%	Piece 1 Sun Feb 5 Piece 2 Sun Mar 5 Piece 3 Sun Apr 3
Research Paper Proposal	2-3 pages	20%	February 17
Final Research Paper	8-10 pages	40%	April 1

### *Think Pieces*

There will be three Think Pieces that will be due throughout the semester. These assignments are based on Mayer's book, *The Articulated Peasant*. They will be divided as follows:

1. Due Sun Feb 5 – Chapters 1-4
2. Due Sun Mar 5 – Chapters 5-7
3. Due Sun Apr 2 - Chapters 8-10

These are very short informal essays that demonstrate critical engagement with and reflection on key concepts from the assigned Chapters of Mayer's book. The purpose behind them is threefold: (1) to develop critical reading skills and a deeper understanding of community; (2) to bring an analytical lens to your own experience of community; and (3) to practice analyzing and synthesizing the course material in a semi-structured way. **These will be graded on a pass/fail basis. A well written think piece will engage critically with the readings and include other readings from this course or your own understanding of global development/modernity to support your analysis.** The questions below are to help you think through the chapters. They are not required questions to be answered, but can be used to help formulate your think pieces.

- What are the ways in which the concepts discussed organize community in the Andes?
- How has modernity affected community and communal values (may not apply to all chapters)?
- How are the ways in which community is organized different than your own understanding of community?

### *Final Research Paper Proposal*

This assignment is the proposal for your final research paper. It is a 2-3 page proposal that must contain a clear thesis statement and a detailed outline (no point form) of your argument(s). The assignment must also contain a preliminary bibliography (not annotated) of sources that you have compiled on your topic to date. You can use any citation style that you are comfortable with as long as you use it correctly and consistently.

### *Final Research Paper*

This final assignment asks you to write a critical research paper that addresses a "community" within the world today. The example can not be the one used in this class (*Kichwa/Quechua*). You must make a compelling argument and conduct a critical analysis of this community and how global modernity has affected/shaped/marginalized/oppressed/erased this form of community. Your paper must have a central thesis which organizes that argument(s) of the body of your work. You must demonstrate a significant amount of thought, research and critical thinking in this assignment.

## 6. Tentative Class Schedule

### **Week 1 – Course Intro and What is Community?**

January 9 – Course Intro

Read the course outline thoroughly

January 11 – What is Community?

Delanty, Gerard. 2018. *Community* - Chapter 1

### **Week 2 – History and Change in the Andes**

Brosseder, Claudia. 2018. “The Conquest of the Andes from Andean Perspectives” in Seligmann, Linda J and Kathleen S. Fine-Dare’s *The Andean World*.

Lyons, Barry J. 2006. *Remembering the Hacienda*. Part Two: Society and Resistance. Pp. 71-125.

Breton, Victor. 2014. “Tempest in the Andes? Part 1: Agrarian Reform and Peasant Differentiation in Cotopaxi (Ecuador). *Journal of Agrarian Change* 15(1): 89-115.

### **Week 3 – Community and the Cosmos**

Boillat, Sebastian, Elvira Serrano, Stephan Rist and Fikret Berkes. 2013. “The Importance of Place Names in the Search for Ecosystem-Like Concepts in Indigenous Societies: An Example from the Bolivian Andes”. *Environmental Management* 51: 663-678.

Estermann, Josef. 2017. “Walking Backwards to the Future, Facing the Past: The Conception of Time in Andean Philosophy” In Wodianka, Stephanie and Behrens, Christoph’s *Chaos in the Contact Zone: Unpredictability, Improvisation and the Struggle for Control in Cultural Encounters*. Pp 109-132.

Gose, Peter. 2018. “The Andean Circulatory Cosmos” in Seligmann, Linda J and Kathleen S. Fine-Dare’s *The Andean World*.

### **Week 4 – Communal Family – The *Allyu***

Izumi Shimada, Izumi. 2018. “Prehispanic Social Organization, Integration, and Hierarchy” in Seligmann, Linda J and Kathleen S. Fine-Dare’s *The Andean World*.

Mignolo, Walter. “The Communal and the Decolonial”. Available at <http://www.turbulence.org.uk/index.html@p=391.html>

Leinaweaver, Jessaca. 2018. “Kinship, households, and sociality” in Seligmann, Linda J and Kathleen S. Fine-Dare’s *The Andean World*.

Weismantel, Mary. 2006. “Ayllu: real and imagined communities in the Andes”

### **Week 5 – Randipak - Reciprocity**

Mayer, Enrique. “The Rules of the Game in Andean Reciprocity” in *The Articulated Peasant*.

Wilhoit, Mary Elena. 2017. “‘Un Favorzote’: Gender and Reciprocity in the Andes.” *The Journal of Latin American and Caribbean Anthropology* 22(3): 438–58.

Córdoba, Diana, Ana Maria Peredo, and Paola Chaves. 2012. “Shaping Alternatives to Development: Solidarity and Reciprocity in the Andes during COVID-19.” *World Development* 139.

### **Week 6 – *Minga* – Communal Labour**

Guillet, David. 1980. "Reciprocal Labor and Peripheral Capitalism in the Central Andes" *Ethnology* 19(2), pp. 151-167.

Harnessing Indigenous Andean Placemaking - "The Minga" - for the New Urban Agenda  
<https://www.pps.org/article/indigenous-placemaking-minga>

Ortiz, Catalina and Giulia Testori. "Crystallising Decolonial Praxis: Minga and Convite as City Making Otherwise"  
<https://discovery.ucl.ac.uk/id/eprint/10152964/1/Ortiz%20and%20Testori.pdf>

### **Week 7 – Huagcha - Communal Care**

PDF of reading to be provided

### **Week 8 – Community and the Economy**

Sammells, Clare. 2018. "Production, Trade, Reciprocity, and Markets" in Seligmann, Linda J and Kathleen S. Fine-Dare's *The Andean World*.

There are also chapters from Mayer's book that discuss Andean economies. At this point, you will have read those chapters for the second *Think Piece* assignment.

### **Week 9 – Guest Speaker Dr. Luis Alberto Tuaza**

### **Week 10 – Guest Speaker Dr. Jess Notwell**

### **Week 11 – Global Modernity and Community Resistance**

Huarcaya, Sergio Miguel. 2018. "Plurinationality, Indigeneity, Neoliberalism, and Social Movements" in Seligmann, Linda J and Kathleen S. Fine-Dare's *The Andean World*.

### **Sumak kawsay and the Appropriation of Community**

If we have time in class, we will watch the film below. If not, you can watch it on your own time.

[https://www.nfb.ca/film/broken\\_promises\\_-\\_the\\_high\\_arctic\\_relocation/#:~:text=In%20the%20summer%20of%201953,return%20home%20after%20two%20years.](https://www.nfb.ca/film/broken_promises_-_the_high_arctic_relocation/#:~:text=In%20the%20summer%20of%201953,return%20home%20after%20two%20years.)

### **Week 12 – Community in Global Modernity**

Ravindran, T. (2015). Beyond the Pure and the Authentic: Indigenous modernity in Andean Bolivia. *AlterNative: An International Journal of Indigenous Peoples*, 11(4), 321–333.

Cant, Anna. 2018 "Agrarian Reform and "Development" in Seligmann, Linda J and Kathleen S. Fine-Dare's *The Andean World*.

There are also chapters from Mayer's book that discuss Andean economies. At this point, you will have read those chapters for the third *Think Piece* assignment.



## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no 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 \(uwo.ca\)](#). The appeals process is also outlined in this

policy as well as more generally at the following website:

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

### **Turnitin.com**

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

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, 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://academicsupport.uwo.ca/>.

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

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

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, 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 \(uwo.ca\)](https://www.uwo.ca/academic_calendar/) 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.

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

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. 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 \(uwo.ca\)](https://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **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](mailto:huronwellness@huron.uwo.ca) Community

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