

CGS 1021F INTRODUCTION TO GLOBAL CULTURE
The Centre for Global Studies
Huron University College
Fall 2018
Dr. Katherine Lawless



Course Description

Violence is inherent to globalization. But what is its role in the production of global culture? To get our bearings, we begin with a series of basic questions: What is violence? What is culture? Does global culture exist? Or must we speak only of global cultures? We use our answers to these questions to introduce a more complex set of inquiries, including: What is the relationship between violence and culture? How do ideas of global culture emerge in localized encounters with violence? How do local cultures mediate the violence of globalization? In the first half of the semester we study two responses to 9/11 – one theoretical and one literary – to consider the ways in which global culture is imagined in relation to spectacles of violence and terror, which promise yet fail to activate a global solidarity. In the second half of the semester, we study two similar responses to the “slow violence” of globalization to analyze how the uneven violence of global culture becomes visible in the cases of tourism and climate change. In each case, we examine the ways in which the violence of global culture is still expressed through the lens of the nation-state. Overall, we are interested in how global culture attempts to mediate the violence of globalization.

Course Information

Professor	Dr. Katherine Lawless
Contact Information	705-438-7224 x705; klawles@uwo.ca
Office Hours	Thurs 1:00-2:00 in A206
Class Information	Thurs 2:30-5:30 in V210

Learning Outcomes

Upon completing the course, students should be able to:

- 1) Provide definitions for key concepts, including violence, culture, slow violence, and global culture
- 2) Recount theories of violence and global culture and the explain relation between them
- 3) Describe the ways in which local and national cultural forms frame and mediate the violence of globalization
- 4) Distinguish between forms of global culture arising from spectacular and slow violence
- 5) Read closely and critically evaluate scholarly and non-scholarly sources
- 6) Track the scholarly conversation on the violence of global culture
- 7) Engage enthusiastically with ideas from course materials through in-class discussion and group work

Methods of Instruction and Course Conduct

This course uses a combination of formal lectures and class discussion to investigate the relationship between violence and global culture. Lectures are predominantly oral with some multi-media elements and will take place during the first two hours of class. They are grounded in and provide a detailed elaboration of the course readings, as well as relevant historical context and secondary commentary when necessary. The last hour of class will generally be conducted like a tutorial, offering workshops for upcoming assignments and space for a more informal discussion of the lectures. These class discussions are meant to provide a respectful forum for questioning, clarifying and working through ideas presented in the lectures. Students are expected to take full responsibility for their own learning. This means: 1) Completing ALL **readings** prior to class and bringing texts and notes to refer to in class; 2) Coming prepared with **questions** and/or points of discussion; 3) Maintaining regular **attendance** and notifying me of any necessary absences in advance; and 4) Consulting the **course syllabus** regularly for reading schedules and assignment deadlines.

Course Requirements

Assignment	Worth	Due Date	Learning Outcome
Participation	10%	Ongoing	7

In-class Responses (3)	30%	Sept 27, Oct 18, Nov 8	1, 4, 5
First Paper	15%	Nov 1	3, 6
Second Paper	25%	Dec 6	3, 6
Final Exam	20%	TBD	1, 2, 3, 4

Assignment Descriptions

Participation

This grade is based on attendance and in-class participation, which means coming to class on time, having done all the assigned readings, and being prepared with questions and/or contributions based on these readings. As a rule, speaking more does not mean you will receive a higher participation grade; the content of your contribution is equally important. Half a percent will be deducted for each unexcused absence. A two percent bonus will be awarded for high attendance (no more than one class missed).

In-Class Responses

For this assignment, you will write three separate in-class responses. Each response will be geared toward the development of specific academic skills, such as close reading, argument summarization, and concept definition. These responses will take place during the first 30 minutes of class on three predetermined dates. If you are absent during the designated class without sufficient accommodation you will receive a grade of zero on the relevant response.

Short Papers

During the semester, you will write two short papers that test your ability to identify key ideas, create convincing arguments, and synthesize course material.

First Paper (15%): In this paper, you will respond to a prompt that asks you to read Don DeLillo's *Falling Man* in relation to Judith Butler's theory of violence in *Precarious Life*. You are required to submit an annotated bibliography with this paper worth 2% of your total paper grade.

Word count: 1000 **Due:** Nov 1

Second Paper (25%): In this paper, you will respond to a prompt that asks you to read Jamaica Kincaid's *A Small Place* in relation to Rob Nixon's theory of violence in *Slow Violence and the Environmentalism of the Poor*. You are required to submit an annotated bibliography with this paper worth 2% of your total paper grade.

Word count: 1500 **Due:** Dec 6

Final Exam (20%)

The final exam is composed of three parts—short answer, passage analysis, and essay question. It will be held during the scheduled exam period.

Course Texts

Butler, Judith. *Precarious Life: The Powers of Mourning and Violence*. Verso, 2004.

DeLillo, Don. *Falling Man*. Scribner, 2007.

Kincaid, Jamaica. *A Small Place*. Farrar, Straus and Giroux, 1988.

Nixon, Rob. *Slow Violence and the Environmentalism of the Poor*. Harvard University Press, 2011.

Reading Schedule

Date	Topic	Assigned Reading	Additional Info
Sept 6	Introduction	Williams, Introduction to <i>Culture and Society</i> (6pp)	<i>Recommended:</i> Mulhern, 'Culture and Society, Then and Now' (15pp)
Sept 13	What is global culture?	Smith, "Towards a Global Culture?" (21pp) Tomlinson, "The Agenda of Globalization" (12pp)	
Sept 20	The Clash of Civilizations?	Huntington, "The Clash of Civilizations" (28pp) Said, "Chapter 1 (first two sections), <i>Culture and Imperialism</i> (15pp)	<i>Screen:</i> The Myth of the Clash of Civilizations (Said) Workshop: Tracking the scholarly conversation (Colleen Burgess)
Sept 27	Violence of Globalization	Shiva, 'Violence of Globalization' (2pp) Arendt, excerpt from <i>On Violence</i> (8pp) Zizek, 'The Tyrant's Bloody Robe' (8pp)	<i>Screen:</i> TED talk (Nawaz) Due: In-class Response 1 (10%)

Oct 4	9/11: A theoretical response	Butler, Chapters 1 & 2 (49pp)	Workshop: Evaluating information (Colleen Burgess)
READING WEEK: October 9-12			
Oct 18	9/11: A literary response	DeLillo, Part 1 Junod, 'The Falling Man' (Esquire)	Due: In-class Response 2 (10%)
Oct 25	9/11: A literary response cont.	DeLillo, Part 2 & 3	<i>Screen:</i> The Falling Man
Nov 1	Slow violence: Introduction	Nixon, Introduction (44pp) Carson, excerpt from <i>Silent Spring</i>	Due: First Paper (15%) Workshop: Evaluating the broader context (Colleen Burgess)
Nov 8	Slow violence: Study 1	Nixon, Chapter 1 (23pp) Sinha, excerpt from <i>Animal's People</i>	Due: In-class Response 3 (10%)
Nov 15	Slow violence: Study 2	Nixon, Chapter 4 (22pp) Maathai, excerpt from <i>Unbowed</i>	
Nov 22	Slow violence: Study 3	Nixon, Chapter 6 (24pp) Ndebele, "Game Lodges and Leisure Colonists" (6pp)	
Nov 29	Slow violence: Study 4	Kincaid, <i>A Small Place</i>	<i>Screen:</i> Life and Debt (Black)

Dec 6	Final Thoughts and Review	Nixon, Epilogue (19pp)	Due: Second Paper (20%)
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COURSE POLICIES

Email

I will make every attempt to reply to emails on the same day if they are received between the hours of 9am and 6pm. I do not check my emails after 6pm on weekdays or at all on weekends. Kindly allow 48 hours before sending a gentle reminder. Please contact me using only your university email account and include the course code in your subject line. In the case of an urgent message, please contact me instead by telephone.

Office Hours and Appointments

If you wish to utilize office hours, please contact me at least 24 hours in advance to make an appointment. Appointments are limited and granted on a first-come, first-serve basis. If you are unable to attend allocated office hours, please contact me to discuss an alternative appointment time. Unfortunately, while I will do my best to accommodate, I cannot guarantee appointments outside of my office hours. For any appointment, please come prepared with specific questions and concerns as appointments are limited to 15 minutes each.

Class Cancellations

In the event of unexpected class cancellations, I will post an announcement on OWL as soon as possible. Every attempt will be made to post cancellations in advance.

Grading Scale

A+ (90-100)	Superb. No mistakes, well-written, well-researched, original thesis. One could scarcely expect better from a student at this level.
A (80-89)	Excellent. No mistakes, well-written and distinctive but not original. Superior work that is clearly above average.
B (70-79)	Good. No serious mistakes, well-written but not distinctive. Good work, meeting all requirements, and eminently satisfactory.
C (60-69)	Fine. Some errors, but demonstrates a basic understanding of the material. Competent work, meeting basic requirements.
D (50-59)	Poor. Many errors, and a dubious grasp of the material. Fair work, minimally acceptable.
F (below 50)	Fail. Problematic on all fronts. No real grasp of material or complete lack of effort.

Late Assignments

5% will be deducted per day up until one week. I will not accept assignments that are more than one week late unless you have been granted academic accommodation.

Assignment Discussion and Grade Appeals

I will provide detailed feedback on all assignments to make the assigned grade clear. If you wish to discuss your grade you must make an in-person appointment during a pre-designated time that will be announced when the assignment is returned – I will not discuss grades via email. Before your appointment, please review the feedback in relation to assignment guidelines and grading scale (above). Appointments will not be granted if more than one week has passed since the assignment was returned. If after discussing your grade with me you wish to appeal it, you must make a request in writing that shows how your paper meets the necessary requirements. Be aware that reassessment of the assignment may potentially result in *a grade decrease*.



The Appendix to Course Outlines is posted on the OWL course site.