DEPARTMENT OF ART:
ART HISTORY & ART CONSERVATION

Fall Term 2017
ARTH 226/3.0
Histories of Modern Art

INSTRUCTOR: Associate Professor Allison Morehead
TIME: Tuesdays 5:30–8:20pm
LOCATION: TBA
OFFICE: Ontario Hall 313
TELEPHONE: 613-533-6000 x78804
EMAIL: morehead@queensu.ca

OFFICE HOURS: Tuesdays 3–5pm

CALENDAR DESCRIPTION:
This course will examine the histories, meanings, and sites of modern art in the metropolitan West from about the mid nineteenth century to the mid twentieth century. Students will become familiar not only with the works themselves, but with shifts in critical conceptions and key art historical problems surrounding modern art.

Prerequisites: Level 2 or above or permission of the Department
Exclusion: No more than 6.0 units from ARTH 226/3.9; ARTH 227/6.0; ARTH 228/3.0

COURSE DESCRIPTION:
This course will examine the histories, meanings, and sites of modern art in Euro-American and more global contexts. Students will become familiar not only with key art works, but also with shifts in critical conceptions and art historical problems surrounding modern art. Students will gain an understanding of what modern art is (or was), and also come away with a sense of the rich terrain of debate enabled both by the art we shall discuss and by various methods of art history.

COURSE REQUIREMENTS:
A detailed list of readings and requirements will be available during the first class. Each class will include a lecture portion, group work, and opportunities for group discussion. Regular and attentive attendance is expected. Assignments will include reading quizzes, a film critique, a visual description assignment, a visual analysis assignment, and a final exam.

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<th>Week/Session /Module</th>
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<tr>
<td>Week 1: Sept. 12</td>
<td>Hello. What is this course about?</td>
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| Week 2: Sept. 19     | Modernity and modernism | • Harrison, pp. 6–44  
  • O’Brien, "The Location of Modern Art," in O’Brien, pp. 1–14 | |
| Week 3: Sept. 26     | Modernist primitivism and "primitive" moderns | • Harrison, pp. 45–52  
  • Solomon-Godeau, "Going Native" (E-Reserve)  
  • Phillips, "Aesthetic Primitivism Revisited" (E-Reserve) | • Sept. 27: Week 3 Quiz |
| Week 4: Oct. 3       | Contact Zones: Paris/Kolkata/New York | • Harrison, pp. 53–67  
  • Picasso, "Picasso Speaks," 1923  
  • Kandinsky, from Concerning the Spiritual in Art, 1911 | • Oct. 4: Week 4 Quiz  
  [you will not be quizzed on Picasso and Kandinsky texts] |
  • "The Storm Society Manifesto," in O’Brien, pp. 279–280  
  • Wang, "Sketch Conceptualism" in O’Brien, pp. 231–253 | • Oct. 11: Week 5 Quiz |
  • Okeke, "Modern African Art," in O’Brien, pp. 26–38  
  • Fanon, "On National Culture," in O’Brien, pp. 87–88  
  • Césaire, "Discourse on Colonialism" in O’Brien, pp. 89–90  
  • Okeke, "Natural Synthesis," in O’Brien, pp. 91–93 | • Oct. 17: Visual Description assignment due  
  • Oct. 18: Week 6 Quiz |
  • Miles, "Nomfanekiso Who Paints at Night," in O’Brien, pp. 45–48  
  • Enwezor and Zaya, "Negritude" in O’Brien, pp. 49–57  
  • Bigham, "Issues of Authorship in the | • Oct. 25: Week 7 Quiz  
  • Oct. 25: AAPR Events |
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<td>Week 8: Oct. 31</td>
<td>Asian Modern Art</td>
<td>Portrait Photographs of Seydou Keïta&quot; (E-Reserve)</td>
<td>Nov. 1: Week 8 Quiz</td>
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<td>• Harney, &quot;Ecole de Dakar: Pan-Africanism in Paint and Textile&quot; (E-Reserve)</td>
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<td>• Chiu and Genocchio, &quot;Asian Modern Art,&quot; in O'Brien, pp. 101-105</td>
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<td>• Supangkat, &quot;Multiculturalism/Multimodernism&quot; in O'Brien, pp. 106-119</td>
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<td>• Kapur, &quot;When Was Modernism in Indian Art?&quot; in O'Brien, pp. 129-137</td>
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<td>• Jamal, &quot;E.B. Havell and Rabindranath Tagore,&quot; in O'Brien, pp. 150–159</td>
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<td>Week 9: Nov. 7</td>
<td>Asian Modern Art</td>
<td>Mashadi, &quot;Negotiating Modernities,&quot; in O'Brien, pp. 120–128</td>
<td>Nov. 8: Week 9 Quiz</td>
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<td>Weisenfeld, &quot;Western Style Painting in Japan,&quot; in O'Brien, pp. 165–180</td>
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<td>Clark, &quot;Artistic Subjectivity,&quot; in O'Brien, pp. 181-192</td>
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<td>Week 10: Nov. 14</td>
<td>Latin American Modern Art</td>
<td>Class cancelled</td>
<td>Nov. 15: AAPR or alternate assignment due</td>
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<td>Andrade, &quot;Cannibalist Manifesto&quot; in O'Brien, pp. 413-423</td>
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<td>Folgarait, &quot;Revolution as Ritual,&quot; in O'Brien, pp. 315-329</td>
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<td>Week 12: Nov. 28</td>
<td>Global Dada</td>
<td>Harrison, pp. 68-75</td>
<td>Week 12 Quiz</td>
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<td>Ball, &quot;Dada Manifesto,&quot; 1916 (E-Reserve)</td>
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<td>Huelsenbeck, &quot;Dada Manifesto,&quot; 1918 (E-Reserve)</td>
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<td>Duchamp, &quot;The Creative Act,&quot; in The Writings of Marcel Duchamp, 138-140</td>
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<td>Duchamp, &quot;Apropos of 'Readymades'&quot; in The Writings of Marcel Duchamp, 141-142</td>
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|                      |       | • Shinkichi, "Dangen wa Dadaisuto" in O’Brien, pp. 228-230  
|                      |       | • Interview with Ai Weiwei |                      |
WEEK 1: Hello. What is this course about?

Drag and drop files here to create and update topics

WEEK 2: Modernity and Modernism
Readings:

- Harrison, *Modernism*, pp. 6-44
- O'Brien, "The Location of Modern Art," in O'Brien et al., ed., pp. 1-14

**Week2_Modernism**
PowerPoint Presentation

**WEEK 3: Modernist primitivism and "primitive" moderns**
Readings:

- Harrison, Modernism, pp. 6-44
- Solomon-Godeau, "Going Native: Paul Gauguin and the Invention of Primitivist Modernism" (E-Reserve)

Week 3 Quiz

Quiz

🕒 Starts Sep 27, 2017 9:00 AM  End Sep 27, 2017 3:00 PM

Week3_ModernistPrimitivism

PDF document

WEEK 4: Contact Zones: Paris/Kolkata/New York

Readings:

- Harrison, Modernism, pp. 53-67
- Picasso, "Picasso Speaks," 1923
- Kandinsky, from Concerning the Spiritual in Art, 1911
## Week 4: Contact Zones

- **PDF document**

## Picasso Speaks

- **PDF document**

## Kandinsky Concerning

- **PDF document**

## Week 4 Quiz

- **Quiz**
  - Starts Oct 4, 2017 9:00 AM  Ends Oct 4, 2017 3:00 PM

## Week 5: Contact Zones: Paris/Shanghai

**Readings:**

- Wang, "Sketch Conceptualism," in O'Brien et al., ed., pp. 231-253

## Week 5 Quiz

- **Quiz**
  - Starts Oct 11, 2017 9:00 AM  Ends Oct 11, 2017 3:00 PM
Readings:

- Fanon, "On National Culture," in O'Brien et al., ed., pp. 87-88
- Césaire, "Discourse on Colonialism," in O'Brien et al., ed., pp. 89-90
- Okeke, "Natural Synthesis," in O'Brien et al., ed., pp. 91-93
Readings:

- Sack, "From Country to City," in O'Brien et al., ed., pp. 39-44
- Bingham, "Issues of Authorship in the Portrait Photographs of Seydou Keïta" (E-Reserve)
- Harney, "Ecole de Dakar: Pan-Africanist in Paint and Textile" (E-Reserve)
• Supangkat, "Multiculturalism/Multimodernism" in O'Brien et al., ed., pp. 106-119
• Kapur, "When Was Modernism in Indian Art?" In O'Brien et al., ed., pp. 129-137
• Jamal, "E.B. Havel and Rabindranath Tagore," in O'Brien et al., ed., pp. 150-159

Readings:

• Mashadi, "Negotiating Modernities" in O'Brien et al., ed., pp. 120-128
• Weisenfeld, "Western Style Painting in Japan," in O'Brien et al., ed., pp. 165-180
• Clark, "Artistic Subjectivity," in O'Brien et al., ed., pp. 181-192
Readings:

WEEK 12: Global Dada

Readings:

- Oswald de Andrade, "Cannibalist Manifesto," in O'Brien et al., ed., pp. 413-423

Week 11 Quiz
Quiz

Starts Nov 22, 2017 9:00 AM  Ends Nov 22, 2017 3:00 PM

Week11_LatinAmerican
PDF document

WEEK 12: Global Dada

Readings:

- Harrison, Modernism, pp. 68-75
- Ball, "Dada Manifesto," 1916
- Huelsenbeck, "Dada Manifesto," 1916
- Duchamp, "The Creative Act," in The Writings of Marcel Duchamp, pp. 138-140
- Duchamp, "Apropos of 'Readymades'" in The Writings of Marcel Duchamp, pp. 141-142
- Shinkichi, "Dangen wa Dadaisuto" in O'Brien et al., ed., pp. 228-230
- Eleanor Wachtel on the Arts: Interview with Ai Weiwei

Huelsenbeck_Manifesto
PDF document
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<tr>
<td>Duchamp_AproposReadymade</td>
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<tr>
<td>week12_dada_examreview</td>
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<tr>
<td>Week 12 Quiz</td>
<td>Quiz</td>
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**Week 12 Quiz**

- **Starts:** Nov 29, 2017 9:00 AM  
- **Ends:** Nov 29, 2017 3:00 PM
Assignments

Weekly Quizzes (Best 7 out of 9) = 20%

Web Page

Visual Description = 15%

Assignment

Due Oct 17, 2017 5:00 PM

Choose one of the following objects from the list below, and write a 500–750-word visual description of the object (not an analysis or an interpretation) using the clearest, most evocative, and most verifiable language you can. Your aim in this assignment is to describe the visual properties of the object in a structured way, drawing attention to the object's unique visual properties that the reader can verify by looking at the object.

In writing your visual assignment it might be helpful to ask your object some questions.

Visual Description Objects

PDF document
Introduction to African art

ARTH 234

Instructor: Juliana Bevilacqua
Office: 318 A Ontario Hall
Email: jrd@queensu.ca
Office hours: by appointment

The course aims to present an introduction to the arts and visual culture of the African peoples, encompassing traditional or classic African arts, as well as modern and contemporary African arts. It intends to explore not only how the concept of African art is not unanimous and has shifted over the years, but also in what ways objects related to specific African communities circulated and gained new meanings when outside the continent. Through theoretical and practical analysis, the students will be stimulated to reflect on how the African art field was shaped by scholars, curators, artists and public interaction and its main turning points.

Intended learn outcome:

Interpret and describe a variety of African art works, including archaeological finds and contemporary productions.

Summarize and critically analyze a broad material pertinent to the history of African art, visual culture, its criticism or understanding.

Organize library/research materials and produce a bibliography or inventory of relevant objects or texts associated with the course materials, beyond the assigned readings.

Compose essays or responses of various lengths to express your comprehension of the ideas, material and concepts of the course.

Grading Scheme:

Assignment worth 70% of final grade: To be discussed with class and agreed upon by 2nd week of class.

Participation worth 30% of final grade: Regular discussion, and presentation of weekly readings as agreed upon.

All marks will be given as letter grade, including the final course mark.

Statement on Academic Integrity

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integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

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Weekly Schedule

**Week 1 - African art: What does it mean?**


**Week 2 – Early Civilizations, New paradigms**


**Week 3- How to identify an African art work: methodologies and possibilities**

**Week 4- The universe of African masks**


**Week 5- African art and the “Other”**


**Week 6- Authorship in African art**


**Week 7 – Assignment**

**Week 8- African art and the Art Market**


**Week 9 – African art and Modernism**


**Week 10- Contemporary African art**


Week 11- African art exhibitions that shaped the field

Susan Mullin Vogel. Always true to the object, in our fashion. Ivan Karp & Steven Lavine, eds. 
Exhibiting Cultures: The Poetics and Politics of Museum Display. Washington & London: 

Vol 1 (1), 1996, 15-38

Mary (Polly) Nooter Roberts. Tradition Is Always Now: African Arts and the Curatorial Turn. 

Week 12- Final Assignment
On 25th October, from 11am to 8pm, a number of art installations, events, and talks will be happening at the Agnes Etherington Art Centre and the Union Gallery as part of a day-long event called *The Arts Against PostRacialism*.

Write a 800–1000 word critical reflection on one of the following art installations, events, or talks happening that day:

- **Emergence** (Agnes Etherington Art Centre Atrium, on view from 11am to 5:30pm)
- **Unwearable (Defence/Offence)** (Stauffer Library, Union Gallery, Main Space, on view from 11am to 8pm)
- **Afronautic Research Lab** (Agnes Etherington Art Centre, David McTavish Art Study Room, ongoing from 12–2pm)
- **Plenary talk: "Hide and See: Engaging the in/visible presence of blackface in Canada" and AAPR panel discussion** (Agnes Etherington Art Centre Atrium, 6:30 to 8pm)

The artists will all be part of the AAPR panel discussion, so if you choose to reflect on an art installation you may also want to attend the discussion to gain further insight into the artist's work.

Your critical reflection should take into account the specifics of the work/event/talk, describing its visual, aural, and experiential aspects in ways that are structured, evocative, and verifiable. You should also reflect on how the work/event/talk leads you to consider or reconsider race in relation to your own experience and/or in relation to the modern art we have been discussing in class. It is not necessary, but you can also use and cite any of the class readings in your critical reflection, for instance Frantz Fanon "On National Culture," Aimé Césaire, "Discourse on Colonialism," Uche Okeke, "Natural Synthesis," or Okwui Enwezor and Octavio Zaya, "Negritude,

Alternate topics:

An 800–1000 word critical reflection on one of the following exhibitions:

- Max Ernst: Beyond Painting (Museum of Modern Art, New York)
- World War I and the Visual Arts (Metropolitan Museum of Art, New York)
- Modernism on the Ganges: Raghubir Singh Photographs (Met Breuer, New York)
- Florine Stettheimer: Painting Poetry (Art Gallery of Ontario, Toronto)
- Stories to Tell: Africans and the Diaspora Respond to the Lang Collection (Agnes Etherington Art Centre)

The final take home exam will cover material from the entire term, and will include a visual analysis based on the visual description you completed earlier in the fall in addition to two essay-type questions for a total of 1500–2000 words. It will incorporate a great deal of choice such that each student can play to her or his strengths.

The exam will be posted here on Monday December 4th at 9am.

TAKE-HOME EXAM

PART A: Visual Analysis (40%): 700–800 words
Instructions: Using the Visual Description you produced earlier in the term, develop an argument about your art object, and support that argument using visual descriptive evidence. You may consider your Visual Description as a "rough draft" for the Visual Analysis and thus you may use passages from the Visual Description without having to cite your earlier work. However, it is also not necessary to use specific passages from the Visual Description. Indeed, elaborating upon and reformulating those passages will likely result in better descriptive evidence for your argument.

PART B: Answer any two of the following questions (2 x 30%= 60%), 800–1200 words

1. Elaine O'Brien, 2013: “...what emerges as the unifying strategy behind the creation of modernisms everywhere is the transformative act of appropriation...” With reference to two works of art studied this term, discuss the role of appropriation and/or re-appropriation in modern art.

2. With reference to two manifestos studied this term, one European and one non-European, discuss the significance of manifestos for modern art.

3. Elaine O'Brien, 2013: “Women everywhere were kept from creative intercourse by walls of societal stereotypes upheld by nearly all men and women of the time, including the most sophisticated social critics. Even enlightened modernist circles were conventionally and nearly universally patriarchal and homosocial.” Defend or critique this statement with reference to two works of art studied this term by two different women artists.

4. How useful is it to think of modern art in relation to “contact zones,” a term coined by Mary Louise Pratt? Justify your answer with reference to two works of art studied this term.

5. Frantz Fanon, 1961: “...the native intellectual who wishes to create an authentic work of art must realize that the truths of a nation are in the first place its realities. He must go on until he has found the seething pot out of which the learning of the future will emerge.” Discuss how any two artists studied this
term have engaged with concepts of authenticity AND/OR truth AND/OR reality.

6. George Swinton, 1957: “We have come to accept changes of concept as to what is art and what is not...Within these terms the primitive arts occupy a very special place. For here the skills of craftsmanship have a lesser meaning than emotive powers and vitality...in this sense primitive arts are more apt to be right, to be good, to be art. The primitive artist (like the child) is expressive in spite of himself. His art, which is part of his life, becomes art in spite of itself, whereas with production that is aimed at art, it may never – in spite of the intention – become art at all.” With reference to two works of art studied this term, analyse the role of primitivism in modern art.

GOOD LUCK!
ARHT 305: Topics in Modern and Contemporary Art History: Global African Diaspora

Instructor: Juliana Bevilacqua
Office: 318 A Ontario Hall
Email: jrd@queensu.ca
Office hours: by appointment

The course aims to discuss the idea of African Diaspora focusing on the works by artists of African descent as well as African artists who have migrated to outside Africa. Considering that the African Diasporas are shaped by different and common worldviews, we intend to show how artists have been building their own agendas based on their individual experiences as well as those shared and related to Racism, Colonialism, Exile and the invocation of "Mother Africa”.

Intended learn outcome:

Examine and Interpret a variety of works of artists of the African Diaspora.

Summarize and critically analyze a broad material pertinent to the African Diaspora field, visual culture, its criticism or understanding.

Organize library/research materials and produce a bibliography or inventory of relevant artworks or texts associated with the course materials, beyond the assigned readings.

Compose essays or responses of various lengths to express your comprehension of the ideas, material and concepts of the course.

Grading Scheme:

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**Weekly Schedule**

**Week 1 - Global African Diaspora: An Introduction to the course**


**Week 2 - Black people through Western eyes.**


[https://www.youtube.com/watch?v=e6XwbRsDg-o](https://www.youtube.com/watch?v=e6XwbRsDg-o) (NYU Florence - The Image of the Black in Western Art. 2015)
Week 3 - Revisiting the past: Slavery Echoes and African Diaspora Art


Week 4 - Building connections through religions: Africa and Americas


Roberto Conduru, “Bridging the Atlantic and Other Gaps: Artistic Connections Between Brazil and Africa,” Afro Modern: Journeys Through the Black Atlantic, ed. Tanya Barson and Peter Gorschütler (Liverpool: Tate Publishing, 2010), 64-75.

Week 5 - “The legacy of the Ancestral Arts”: The Harlem Renaissance artists


Week 6 - African art and the “Consented modernity”


Week 7- Assignment

Week 8 - The Black Body as a Battlefield


**Week 9 - “Reinventing themselves”: Race, Racism and affections**

Henry Louis Gates Jr., Elio Rodríguez Valdés and Alejandro de la Fuente. “Race and Racism in Cuban Art”.


**Week 10- Contemporary African Diaspora: Art and Exile**


**Week 11- Contemporary African Diaspora: Art and Engagement**


**Week 12- Final Assignment**
BIOL 110
Human Genetics and Evolution
Fall Term 2017-18

CALENDAR DESCRIPTION
Introductory genetics and evolutionary processes as they relate to the human condition – genetic diseases, medical techniques, inheritance and ethical issues such as cloning and genetically modified foods.
NOTE  Also offered online. Consult Arts and Science Online. Learning Hours may vary.
LEARNING HOURS  118 (26L;10T;10G;36O;36P)
ONE-WAY EXCLUSION  May not be taken with or after BIOL 102/3.0; BIOL 103/3.0.

SCHEDULE
Refer to the University Timetable for scheduling details.

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<th>Instructor</th>
<th>Dr. Tim Birt</th>
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<tbody>
<tr>
<td>Instructor Contact</td>
<td>(613) 533 6156  <a href="mailto:birtt@queensu.ca">birtt@queensu.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Rm. 4433A Bioscience Complex. No specific times.</td>
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<td>TAs:</td>
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Learning Objectives
Biology 110, Human Genetics, is intended as an elective course for students from all academic disciplines with the exception of biology. No scientific backroad is required for enrollment. The course will provide an overview of basic concepts in genetics and how they apply to humans. The goal is to provide non-biologists with sufficient information to support a basic understanding of the relevance of genetics to many topical issues in modern society.

The course combines directed readings, independent investigation of topics of interest, and interaction with peers and instructors. Participants will be expected to learn basic concepts through the readings and to engage at a deeper level with a topic of choice and produce an essay. In a series of online roundtables, students will interact with peers and contribute actively to discussions of assigned topics.

Learning Outcomes
After completing BIOL 110, students should be able to:

- identify and define basic concepts in genetics such as inheritance, gene, and chromosome
- apply genetic concepts in the understanding of human evolution
- appreciate the relevance of genetics to important societal issues such as stem cell research, longevity research, genetic testing, and cancer
- distinguish between “older-school” research approaches and more cutting-edge approaches
- evaluate how life might be affected by new technologies in the Genomics Age.

Topics
Learning Hours

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<th>Average hours per week</th>
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<tr>
<td>Online activity</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>Private study</td>
<td>5</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Total hours on task</td>
<td></td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

Course Outline

Helpful Hints

This course will include several components including assigned readings, roundtable discussions, quizzes, essays, and a final exam. In a traditional live biology course, students interact with each other during the lecture periods and during lab sessions. In this course, student-to-student interaction will occur mainly through the roundtable discussions (and, no doubt, through private electronic communication). For the roundtables, the class is broken down into groups of approximately six students. Topics of discussion are assigned and each group is expected to enter into an online discussion based on information students glean from any source they deem appropriate. You will be graded according to the quality of your participation in the discussion. There will be three roundtables over the semester. The first is a practice round which you should use to familiarize yourself with the process and to benefit from feedback from your instructor or TA. You will be evaluated not only on the information you bring forward, but also on your discussion of material put forward by others in your group. Therefore, it is critical to the success of the roundtables that students get going early. If everyone leaves it to the last moment to post there will be little discussion of ideas (which will be reflected in the grades awarded).

As you will note, the course is broken down into 11 modules (listed on the banner of course Welcome Page). When you click on each module you will see a brief overview followed by learning outcomes, readings, and assignments/activities. Be sure to watch the videos. At the end you will find a more comprehensive summary of the material included in the module. Be sure to read those summaries.

There will be two quizzes in this course. Quizzes will be done online at specified times. Make sure you are aware of the times because there will be no re-writes unless you have a medical reason. You will also be required to submit two essays.
Please note that I will be paying particular attention to the issue of plagiarism in this course. Your first assignment will be to submit a brief essay on this topic to ensure that you understand what plagiarism is and so that you know how to attribute credit to the work of others.

Finally, try your best to avoid procrastination with assignments. Internet service is not always reliable and this can be very frustrating if you are pushing a deadline to the last minute. Good luck with the course!

**RoundTable Discussion Information**

Students in this course come from diverse academic backgrounds. Your introduction to genetics will benefit greatly from interaction with your colleagues, and that is the purpose of the roundtable discussion series. For the roundtables, you will be placed into groups of approximately six students and you will be provided topics to research, think about, and share information/ideas about. The members of your group will change for each roundtable discussion. The goal is to help achieve the learning goals set out for the course.

There will be three roundtable sessions which are worth 20 percent of the course grade. The first session will not contribute to your course grade but it will be evaluated to provide feedback on your contributions. In that sense it can be viewed as a practice session. Participation is important because the feedback you receive will be valuable guidance regarding what is expected in your posts. The remaining two sessions will each be evaluated out of 10 according to the grading rubric shown below.

Each student group should have just one discussion thread going for each roundtable. Once a roundtable has been started with the first posting from someone in your group, please do not start a new thread. This will make it simpler for everyone to follow the entire discussion.

**Expectations**

Don’t procrastinate! It is critical that you post in a timely manner to allow sufficient time for discussion to ensue. If students leave their posts to the last minute the discussion component will suffer and that will be reflected in the grades awarded. Late posts will not be accepted.

Contributions are expected to be thoughtful and based on solid information. The latter can come from the text and from any other sources of your choosing. It is critical that information sources are properly referenced in your posts. You are expected to understand how this is done to avoid plagiarism. You are encouraged to cite sources as links to allow access to others in your group.

You should plan to spend 4-6 hours per week reading the text and additional course material (including posts from other members of your group).

**Topics**

**Roundtable 1 (practice)** (opens 18 September at 9:00 am; closes 28 Sept. at 4:00 pm)

Until relatively recently, the amount of genetic information that could be obtained for any individual person was very limited. That situation has changed dramatically with the development of new and powerful technologies that facilitate the collection and analysis of huge amounts of information about anyone at relatively low cost. What are some positive and negative implications of this new technology?

**Roundtable 2** (opens 9 October at 9:00 am; closes 19 Oct. at 4:00 pm)

Topic to be announced.
Roundtable 3 (opens 30 October at 9:00 am; closes 9 November at 4:00 pm)
Topic to be announced.

RoundTable Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor (0-2)</th>
<th>Acceptable (2-4)</th>
<th>Good (4-6)</th>
<th>Excellent (8-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency and Timeliness</td>
<td>No posts.</td>
<td>Participates once or twice.</td>
<td>Participates more than twice.</td>
<td>Participates more than twice throughout the forum period (i.e. posts on different days).</td>
</tr>
<tr>
<td>(2 marks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality (4 marks)</td>
<td>Posts show little understanding of course content.</td>
<td>Posts show a good understanding of course content.</td>
<td>Posts show a good understanding of course content and evidence of reflection.</td>
<td>Posts show an excellent understanding of course content and evidence of insightful reflection.</td>
</tr>
<tr>
<td>Contribution (4 marks)</td>
<td>Posts show no effort to respond to previous posts or to elicit responses.</td>
<td>Posts show some effort to respond to previous posts and to elicit responses.</td>
<td>Posts show a good effort to respond to previous posts and to elicit responses.</td>
<td>Posts show an excellent effort to respond to previous posts, to elicit responses and to contribute substantially to the understanding of course content.</td>
</tr>
</tbody>
</table>

Final Proctored Exam

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. Students living in the Kingston area will write their final exam on Queen’s campus. Students writing off campus will receive an email to their Queen’s email account with full details of date/time/location of their exam. Please note: off campus exams will be held on the same day as Kingston exams, but the start time may vary slightly due to the requirements of the off-campus exam centre.

When you registered for the course, you indicated the exam centre location. If you do not remember the exam location you chose, or if you wish to change your exam location, please email: cds@queensu.ca or call 613-533-3322. The deadline for changing your exam centre can be found at http://www.queensu.ca/artsci_online/e-learning/completing-your-course. You must request the change prior to this deadline or you will be subject to a non-refundable administrative fee of $100.00 per exam.

All special needs students should contact CDS, immediately following registration to inform them of any special accommodations which may be required for proctored exams. CDS must be notified of any accommodations by the last date to change your exam centre location.

For further information regarding exams, see: http://www.queensu.ca/artsci_online/e-learning/completing-your-course

Location and Timing of Final Examinations
As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.

CALCULATOR POLICY [where applicable]

Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the Casio 991 series calculator is permitted and is the only approved calculator for Arts and Science students. This inexpensive calculator sells for around $25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies.

Textbooks/Readings

Suggested Time Commitment
to complete the readings, assignments and course activities, students can expect to spend on average, about 10-11 hours per week on the course.

Grading Scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roundtable Discussion (1 practice + 2 x 10%)</td>
<td>20%</td>
<td>TBA</td>
</tr>
<tr>
<td>Essays (2)</td>
<td>20%</td>
<td>TBA</td>
</tr>
<tr>
<td>Quizzes (2 x 15%)</td>
<td>30%</td>
<td>TBA</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>30%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Grading Method
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Arts &amp; Science Letter Grade Input Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment mark</td>
</tr>
<tr>
<td>A+</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
</tbody>
</table>
Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale:

**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Academic Integrity and Queen’s Code of Conduct**

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and conduct conform to the principles of academic integrity. Information is available in the Arts and Science Calendar (see Academic Regulation 1 - [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and at Biology’s website ([http://www.queensu.ca/biology/undergrad/integrity.html](http://www.queensu.ca/biology/undergrad/integrity.html)) and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulations on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Accommodation Policy, Exam Conflicts, and Other Conflicts**
Students who feel they need accommodations for disabilities or extenuating circumstances, or have a conflict between exams or other commitments should consult the Biology Department’s website for details about how to proceed (http://www.queensu.ca/biology/undergrad/integrity.html). In general, the earlier a course coordinator is apprised of an extenuating circumstance, the more likely an accommodation can be made. Students are encouraged to be proactive in anticipating difficulties, when it is possible to do so.

Students may apply to write a make-up or deferred exam if they have an exam conflict as defined in the Academic Regulations of the Faculty (See Arts and Science Calendar Regulation 8 - http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations). In this case, the student should report to the Exams Office first to verify that there is a genuine exam conflict. Biology professors will not consider your situation to be a conflict unless it meets the criteria set out by the Faculty of Arts and Sciences. Students may request a make-up or deferred exam if they have an exam conflict with off-campus travel associated with a field course (e.g BIOL-307/3.0 or 407/3.0) that is held during the fall or winter terms.

Copyright

Accommodation of Disabilities

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcds/ds/
BIOL 411
Global Change Biology
Winter Term (2020-21)

CALENDAR DESCRIPTION
This course focuses on the fundamental biology underlying the major global change issues that humanity currently faces. Strong emphasis will be placed on the critical interconnections among issues across hierarchical levels from molecule to biosphere that explain the patterns and mechanisms which have led to our current environmental predicament.
PREREQUISITE: BIOL 300/3.0

SCHEDULE

Term: Winter
Lecture times: Mondays 10.30-11.30; Thursdays 11.30-12.30; Fridays (tutorial) 8.30-10.00

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. P. Grogan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Contact</td>
<td><a href="mailto:groganp@queensu.ca">groganp@queensu.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>To be determined</td>
</tr>
<tr>
<td>TA:</td>
<td>To be determined</td>
</tr>
<tr>
<td>TA Contact Information</td>
<td>To be determined</td>
</tr>
<tr>
<td>Office Hours</td>
<td>To be determined</td>
</tr>
</tbody>
</table>

Learning outcomes
By the end of this course, the student should be able to:

1. Explain and contrast the major global environmental issues that our civilisation faces.

2. Identify and organize the principal interactions among the major global change issues that ramify their impacts by developing and applying an over-arching conceptual framework.

3. Describe the patterns and causes of previous civilisations’ rises and falls to appraise our current global environmental predicament within an historical context.

4. Summarize the impacts of western ‘progress’-based, individualist, and capitalist ideologies on humanity’s relationship with the rest of the nature, and contrast those with the more holistic ideologies of indigenous and eastern cultures.

5. Use concepts such as Progress trap, Global Planetary Boundaries, The Anthropocene, Deep Ecology, Socio-Ecological Stewardship, and Complex Adaptive Systems to discuss, evaluate, and critique potential solutions for addressing individual global change issues.
6. Identify and analyze the fundamental biological root causes of our civilisation’s current environmental predicament, and use that assessment to develop lasting personal solutions for coping with, and constructively responding to, the major global change issues of the 21st century.

**Learning Hours**

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Average hours per week</th>
<th>Number of weeks</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial</td>
<td>1.5</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group learning</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Individual instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online activity</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Off-campus activity</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Private study</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total hours on task</strong></td>
<td></td>
<td></td>
<td><strong>117</strong></td>
</tr>
</tbody>
</table>

**Course Outline**

This advanced undergraduate level course will focus on the biology underlying the major global change issues that our civilisation currently faces (e.g. land-use change including deforestation, biodiversity loss, invasive species, climate change, nitrogen pollution, antibiotic resistance). Strong emphasis will be placed on specifically highlighting the interconnections across all hierarchical organisational levels in Biology - from molecule all the way up to biosphere. The course will specifically address the following questions – *What can Biology tell us about the patterns and mechanisms that have led our civilisation to its current environmental predicament? In what ways do these biology-based insights influence our perspectives on the future?*

Initial lectures by the course professor will introduce many of the major global change issues as well as a number of conceptual frameworks to understand them and their interactions. Specific concepts will include: Biogeochemical linkage interactions; Global Planetary Boundaries; The Anthropocene; Complex Adaptive Systems, Progress-traps, Deep Ecology, Socio-Ecological Stewardship, and Complex Adaptive Systems.

These lectures will be accompanied by tutorials aimed at highlighting specific global change issues and how they inter-relate to others. In addition to assigned readings, student viewing of substantial online documentary film material will be required in preparation for discussion in specific tutorials. The second half of the course will promote student-led learning via group projects addressing student-chosen global change issues that would culminate in an end-of-term set of short seminar-style presentations on an evening or Saturday to which other students, faculty and the public could be invited. This event would be preceded by a preliminary peer-evaluated session a week beforehand.
The ultimate aim is to promote students’ learning to the point that they can develop their own perspectives on how to interpret, cope with, and constructively respond to the major global change issues that they will face through the 21st century.

Provisional lecture outline:

1. Introduction – conceptual frameworks
2. Land-use change – patterns, drivers, and impacts
3. Carbon Cycle and Climate Change
5. Nitrogen Cycle – too much of a ‘good’ thing
6. Phosphorus Cycle – humanity’s absolute need – peak phosphorus
7. Biodiversity – 6th extinction; invasive species
8. Freshwater extraction – growing demand, limited supply
9. Ocean acidification – cause, thresholds, and biological impacts
10. Atmospheric contaminants – mercury, nitrogen, ..... 
11. Success stories: Ozone; Acid rain; ??
12. Case study: Climate change and other recent perturbations in the Arctic
13. Historical perspective – ‘The Short History of Progress’; Progress-traps
14. Indigenous and other non-western cultural perspectives on humanity’s relationship with the rest of nature – Perspectives and Implications
16. Deep Ecology and other Environmental Philosophies
17. What can Biology tell us about our Future?
18. Synthesis

Textbooks/Readings

No individual textbook is available that would cover the scope of the course’s content. Selected published papers (from international peer-reviewed science journals such as Global Change Biology) and book chapters chosen by the prof and by the students will be posted on the onQ system and referenced on the course web site (https://www.queensu.ca/terrestrial-ecosystem-ecology/teaching/biol-411-global-change-biology).

Grading Scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in tutorial discussion (based on intellectual depth and relevance of contributions, not quantity)</td>
<td>15</td>
<td>Ongoing through course</td>
</tr>
<tr>
<td>Written questions provided in advance of each tutorial (based on intellectual depth and relevance of contributions, not quantity)</td>
<td>15</td>
<td>Ongoing through course</td>
</tr>
</tbody>
</table>
on intellectual depth and originality) |   |   
---|---|---
Group seminar | 25 | To be determined 
In-course mid-term exam (on the core lecture material) | 25 | To be determined – probably in week 9 
Final synthesis essay | 20 | To be determined 

2. Grading Method

As part of the Grading Scheme, the instructor will use a combination of the various Grading Method approaches outlined below to assess the different components of the course (itemized above), and will combine those grades into a final course letter grade.

a. Sample syllabus text for the “letters in, letters out” method:

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

**Arts & Science Letter Grade Input Scheme**

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
</tr>
<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
</tr>
<tr>
<td>C</td>
<td>65</td>
</tr>
<tr>
<td>C-</td>
<td>62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
</tr>
<tr>
<td>D-</td>
<td>52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
</tr>
<tr>
<td>F0 (0)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
b. Sample syllabus text for the “numbers in, letters out” method:

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

c. Sample syllabus text for mixed marking:

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93</td>
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<td>A</td>
<td>87</td>
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<td>A-</td>
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<td>B-</td>
<td>72</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>A-</td>
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<td>63-66</td>
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<td>F</td>
<td>49 and below</td>
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</table>
**Statement on Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen’s University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

**Turnitin Statement**

Queen’s University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

**Copyright of Course Materials**

Any written or visual material an instructor produces is automatically copyrighted, and an instructor may pursue any violator of that copyright whether or not a notice is placed on the course material. The materials presented in this course are designed for use as part of BIOL 411 at Queen’s University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.
Privacy Statement for Instructors Who Use External Software in Their Course

This course may make use of Turnitin. Be aware that by logging into the site, you will be leaving onQ, and accessing [the name of company’s] website and [name of software application]. Your independent use of that site, beyond what is required for the course (for example, purchasing the company’s products), is subject to [name of company’s] terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site.

Links to the most common websites used by instructors are listed below:
- Crowdmark - https://crowdmark.com/privacy/queens/
- Rosetta Stone (formerly Tell Me More)
- Coglab - https://coglab.cengage.com/info/privacy.shtml

Accommodations Statement

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.usl/ww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.
Location and Timing of Final Examinations

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.
BIOL 432
Introduction to Computation and Big Data in Biology

Instructor: Dr. Robert Colautti, 4325 BioSciences, robert.colautti@queensu.ca

Format: 3hr Lectures + 1hr Tutorial/Help Sessions per week

Prerequisites: NONE
Co-requisite: NONE
recommended: BIOL 243, BIOL 343, CISC 151, CISC 251, BIOL 331

Textbook: None Required
Useful reference books:
- Practical Computing for Biologists by Haddock & Dunn (Oxford University Press)
- Bioinformatics Data Skills by Buffalo (O’Reilly)

Assessments:
- 40% Weekly Assignments & Pop Quizzes
- 10% Final Project – Proposal (group)
- 20% Final Project – Report (group)
- 10% Final Project – Code (group)
- 20% Participation and peer evaluation

Course Learning Outcomes:
Students completing this course shall be able to:
1. Design and implement a strategy for project management in biological research, based on the philosophy that scientific research should be OPEN and REPRODUCIBLE
2. Use regular expressions to modify biological data files (e.g. automated error correction, file conversion, and data extraction)
3. Create publication-ready visualizations of biological data
4. Write custom scripts to curate, merge, subset, reformat, and parse large biological datasets
5. Write original scripts for data analysis pipelines using high-performance computers, particularly those maintained by Queen's Centre for Advanced Computing
6. Analyze and interpret ‘big data’ formats in biology (e.g. CSV, FASTA, FASTQ, SAM, BED, BAM, KML, XML, BMP, PNG, SVG, SHP) to address biological hypotheses.

Philosophy
This course applies computational skills to a range of research topics in the biological sciences. The best way to learn coding is with extensive practice, trial and failure, using real-world examples. The philosophy of this course is that you won’t learn to code by reading and memorization – only through extensive application and practice. For this reason, there are no major exams; instead, you are assessed through regular assignments and quizzes designed to encourage skill development and problem-solving. In addition, you are STRONGLY ENCOURAGED to find opportunities to practice coding wherever possible. For example, write code instead of messing around with spreadsheet programs like Excel, use Markdown or LaTeX instead of a word processor to render final reports for your other classes. It will take longer at first, but it will save a lot of time in the long run. Finally, be prepared to get frustrated – you will make many errors and most of your coding time will be debugging and searching for answers on the internet. It is important to know that this is COMPLETELY NORMAL and self-directed research to solve coding problems is perhaps the most crucial skill you will learn in this course.
Assistance
This course has no lectures in the traditional sense. Weekly 3-hr ‘lectures’ are more like hands-on tutorial sessions where you are expected to participate and to ask questions. There is also a scheduled 1-hr weekly (optional) drop-in help session to assist with assignments and quizzes. It’s also a good place to challenge your coding skills by helping other students with the guidance of a TA. Outside of tutorials, a very common and useful approach to solving errors or other problems is to search Google or Stack Overflow. Often, simply copying and pasting an error into an online search will produce a helpful link.

Grade Assessment

Weekly Assignments:
Each assignment accounts for a relatively small portion of your final mark, so don’t worry if you don’t do well on a few of them. They are designed to motivate you to practice coding and to help you memorize and understand key concepts that will be tested through in-class pop quizzes. For this reason, it is important that you begin the assignment as soon as possible and complete it on your own. Assignments will typically be posted by the end of lecture and are due within 48 hrs of posting. A late assignment receives 0%. Students who require accommodation for any reason will receive a 5-day grace period without penalty (see “Accommodations” and “Extenuating Circumstances”, below).

Tests:
There are no exams in this course. Instead, you will be tested on your understanding of the course content periodically through unannounced pop quizzes. The purpose of the quizzes is to reinforce learning concepts from tutorials and assignments. Quizzes are not announced ahead of time and occur at the beginning of lecture. There are no make-up quizzes, however students requiring accommodation for any reason may miss up to two quizzes, or drop their two lowest quiz marks without penalty (see “Accommodations” and “Extenuating Circumstances”, below).

Final Project:
A large part of your final grade depends on a group project in which you work collaboratively and apply methods learned in this course to write original code for managing and interpreting a large dataset. The project is due 1 week after the last tutorial. A late project receives 0%. However, groups with students requiring accommodation for any reason receive a 2-week grace period without penalty.

Participation:
Part of your final grade will be based on participation marks provided to students who contribute to discussion in class in a collegial and respectful manner. Each member of your group will also provide a peer assessment grade based on their opinion of your contributions to the group according to the following statement: “This group member was respectful, helpful, and made important contributions to the group assignments without dominating the discussion.”

Other Considerations

Grievances:
It is the student’s responsibility to raise any concerns about grading errors within 5 business days of receiving a grade on any quiz or assignment. Requests must be made in writing (e.g. email) and must include a very clear explanation of the reason for concern. Any identified grading errors will be corrected, which may result in a lower or higher grade. Other grade adjustments not will NOT BE CONSIDERED without prior approval of accommodations or extenuating circumstances, as follows:

Accommodations:
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including
deadlines and application forms, please visit the QSAS website:
http://www.queensu.ca/studentwellness/accessibilityservices/

Extenuating circumstances:
For excused absences due to short-term extenuating circumstances (e.g. flu, injury, short personal leave), please submit a formal Academic Consideration Request Portal (ACRP) on the Arts & Sciences accommodations website: https://www.queensu.ca/artsci/accommodations.

Academic Integrity (http://www.academicintegrity.org):
Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Academic Integrity @ Queen's University, along with Faculty or School specific information.
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Copyright:
The material in this course is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. More information: http://library.queensu.ca/copyright/students
COMM 356:
Diversity and Inclusion in Organizations
Summer 2020

Acknowledgment of Territory | Administration | Information | Assessment | Class Protocol | Class Breakdown

Acknowledgment of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. For those of you who are not in Kingston while taking this course, you are encouraged to refer to this website to find territory acknowledgment information: https://native-land.ca/territory-acknowledgement/ (https://native-land.ca/territory-acknowledgement/). You might also find this map helpful: https://www.atlasobscura.com/articles/native-land-map-of-indigenous-territories. (https://www.atlasobscura.com/articles/native-land-map-of-indigenous-territories.)

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

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Administration

Instructor: Dr. Kate Rowbotham
Email: kate.rowbotham@queensu.ca (mailto:kate.rowbotham@queensu.ca)

I try to respond to emails as soon as possible, so if I seem to have missed yours, please follow up rather than waiting for a response. This will help me ensure that your concerns are spoken to in a timely fashion.

Office Hours: I’m happy to meet when it’s convenient for you! We can set up a zoom or phone appointment, whatever works best for you.
I am committed to affirming the identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-centered language and preferred gender pronouns, and respect for the experiences of others.

Please read the Guiding Principles (/d2l/common/dialogs/quickLink/quickLink.d2l?ou=404984&type=content&rcode=Queens-1122553)

If you find there are aspects of the course instruction, subject matter, or online environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

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Information

COURSE DESCRIPTION

This course studies diversity and difference in the workplace, and emphasizes the importance of equity and inclusivity in modern organizations. It examines individual and organizational experiences of social identity and intersecting identities in contemporary society. Students will study multiple facets of gender diversity (including gender, gender identity and expression, and sexual orientation), as well as other dimensions of diversity (including race, ethnicity, age, religion, and class). Students will become familiar with demographic trends in today’s organizations, related employment law, best practices for hiring and promotion in order to maintain and leverage benefits of organizational diversity, theories and research on how gender and diversity affect organizational interaction and performance, and ongoing issues involved in managing diversity within organizations. This course requires a high level of maturity, sensitivity, and critical thinking.

LEARNING OUTCOMES

Upon completion of COMM 356, it is expected that students will be able to:

01 Apply critical thinking and analysis to the complex issues that arise when dealing with diversity and difference in organizations

02 Communicate their perspectives on diversity and inclusion issues, supporting these perspectives with relevant theory and research

03 Develop a deeper understanding of diversity issues in order to fairly and effectively manage diversity as an employee and manager

Establish the business and moral case for valuing diversity and developing inclusive
COURSE FORMAT

This is the first offering of COMM 356 in a remote learning format. My pedagogical approach focuses on compassion, flexibility, and trust, and I incorporate these factors into the course format. In COMM 356, we will not have mandatory synchronous sessions. You will be invited to gather on a weekly basis to discuss course content and share ideas and opinions, but participating in these sessions will be entirely optional. The times and dates of these meetings will be posted on the course website.

Where we will hope for active participation is through the discussion boards – this is where you’ll have a chance to engage with some of your classmates and with me to try and make sense of the complex issues of the course.

COURSE MATERIALS

For each topic, I’ll be posting course content for you to digest, analyze, and reflect on. All materials for the course are free of charge. Many of the articles will be linked to the original source (e.g. the New York Times), while other material will be available through e-reserves in the library.

Assessment

We will be taking an ungrading approach in COMM 356, focusing on qualitative assessment and feedback. The purpose of ungrading is to refocus on the learning process itself, recognizing that a focus on grades can be a hindrance to learning. Ungrading also acknowledges that students should have some agency in their own assessment, and that they should be trusted to chart their own path for learning and development in any given course. Ungrading also recognizes that, while encompassing growth, thought, struggle, and hard work, everyone’s learning process is different and needs to be acknowledged as such.

Ungrading does not mean that everyone automatically gets an “A” in the course, nor does it mean that there are no deliverables. Indeed, there are high expectations for engagement with the course, course materials, your fellow classmates, and me. What ungrading does mean is that any stumbles in the learning process aren’t held against you, but instead are seen as additional routes to learning. You and your peers will provide valuable feedback to yourselves and each other through reflections and the discussion boards, and I’ll be providing feedback by asking questions and making comments to encourage reflection and engage in the learning process.
Of course, you have to have a final mark on your transcript. For this mark, I’ll ask you to reflect on your learning and growth in the course at the end of the course, and we’ll work together to determine the appropriate mark for you. I recognize that some might be uncomfortable with this untraditional approach, so please know that I am committed to easing any and all concerns – please reach out!

Here are the expectations for engagement and deliverables for the course:

**WEEKLY REFLECTIONS**

Each week, you will analyze and reflect on the material assigned for that week. These reflections will allow you to track your progress through the course as you gain more experience with and knowledge in the domain. The weekly reflections are meant to be short, concise ways to capture your learning. More information about them can be found on the Personal Reflection Details (/d2l/common/dialogs/quickLink/quickLink.d2l?ou=404984&type=content&rcode=Queens-1122668) page.

**DISCUSSION BOARDS**

Many topics covered in COMM 356 are complex and are subject to interpretation; it will benefit you to be engaged in the discussion boards where we will work through different aspects of the course content. You are expected to contribute to your own and others’ learning through critical analysis of the concepts presented in the course material. Valuable contribution includes diligent application of your skills and knowledge to the concepts being discussed; your relevant personal experiences are also thoughtful additions to our discussions. There will be 2-3 discussion threads for each topic; you are encouraged to post and/or respond in all of them.

To create space for discussion, the class will be divided into groups of 6-8 students and you’ll work within these groups for most of the course. We will have discussion boards for the whole class, too – these will be for more general discussions.

**FINAL PROJECT: THE UNESSAY**

This in-depth project will allow you to bring the course together in a way that speaks to your own goals and interests. The approach for this project is an “unessay,” which means that you will have the freedom to present a topic of your choosing in the format that best suits you. Where some students will follow a traditional essay format, others will take a more creative approach (e.g. a piece of artwork, an epic poem, a board game). More details about this course component will be released during the third week of the course.

**UNGRADING SUBMISSION**

At the end of the course, you’ll complete a short submission where you reflect on your experience with the course, including what you learned and what you struggled with. You’ll consider the thoughtfulness and commitment with which you completed the course, as well as how you engaged with your
classmates and me in meaningful ways. In the unlikely event of a discrepancy between your and my assessment of a grade that speaks to your learning experience, we'll set up a conversation to talk about it.

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Class Protocols

Academic Integrity

The core principles of academic integrity – honesty, trust, fairness, respect, responsibility, and courage – should be in the forefront of all you do.

Please be reminded of Smith School of Business’ policies with respect to academic integrity. Violations of academic integrity are considered to be very serious and will be investigated in accordance with Smith policy. The policy can be found at [https://smith.queensu.ca/about/academic_integrity/index.php](https://smith.queensu.ca/about/academic_integrity/index.php)

Although we are taking an ungrading approach in this course, violations of academic integrity are still possible (e.g. submitting work that is not your own). If you have any questions about the AI policy and its implications for you in this course, please contact me. The onus is on you to ensure that your actions do not violate standards of academic integrity.

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

Accommodation

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)
Recognizing the challenges that can be involved in registering with QSAS, I am committed to working with you for self-declared accommodations until official accommodations are in place. If you require any accommodation related to a disability or other special need, please let me know as soon as possible. I will ensure that your needs are addressed to the best of my ability.

Submission of Deliverables

All deliverables must be submitted through the appropriate online dropbox. It’s understood, especially in these times, that there might be any number of factors that would prevent you from submitting deliverables on time, and I am willing to be flexible with respect to deadlines. I would ask, though, that you communicate with me as those situations arise so we can find a mutually beneficial solution.

Respectful Engagement

There is a public goods component to this class, which means that we all benefit from each other’s participation in it. It is necessary that we work together to create an environment that facilitates everyone’s learning. Respectful engagement involves many different behaviours in the online setting, including “listening” intently to ensure you understand where others are coming from, responding appropriately during discussions, not invalidating others’ experiences, accepting feedback about how you’re coming across during discussions, and not behaving in a way that threatens someone’s psychological safety in the class.

Class Breakdown

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<th>Week of</th>
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<td>May 11</td>
<td>Introduction to COMM 356: Situating Ourselves in Covid-19 Times</td>
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<td>May 18</td>
<td>Identity, Stereotypes, and Bias</td>
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<tr>
<td>Week of</td>
<td>Topics</td>
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<tr>
<td>May 25</td>
<td>Power, Oppression, and Privilege</td>
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<td>June 1</td>
<td>Human Rights and Discrimination</td>
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<td>June 8</td>
<td>Listening to Diverse Voices I</td>
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<td>June 15</td>
<td>White Spaces</td>
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<td>June 22</td>
<td>Career Barriers and Success</td>
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<tr>
<td>June 29</td>
<td>Work Week (No Material Posted)</td>
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<tr>
<td></td>
<td>Unessay Proposal Due July 5</td>
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<tr>
<td>July 6</td>
<td>Listening to Diverse Voices II</td>
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<tr>
<td>July 13</td>
<td>Diversity and Inclusion Practices in Organizations</td>
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<td>July 20</td>
<td>Diversity and Inclusion as Strategy</td>
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<td>July 27</td>
<td>Wrapping up COMM 356: Moving Forward with D&amp;I</td>
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<tr>
<td>Week of:</td>
<td>Topics</td>
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<td>---------</td>
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DEVS 100: CANADA AND THE ‘THIRD WORLD’

FALL TERM 2018

Course Description

This course offers a broad introduction to the field of development studies. It explores core concepts and debates about ‘development’ theory and practice, mainly since the 1950s, and provides students with the critical thinking skills necessary to engage with difficult conceptual and practical questions such as: What is the so-called Third World? Why is there so much uneven development and inequality? What is ‘development’ anyways, and how does it relate to everyday life?

The course presents mainstream and radical perspectives on development, and challenges students to consider their own place in a globalized system of inequity and change. We start (in the Fall Term) with an analysis of the evolution of development theory, contextualised historically. We then examine the main actors in the development arena (eg. the World Bank), followed by an investigation of some key development debates, such as ecology, urbanization and privatization, and situate these within different development paradigms.

The second half of the course (Winter Term) focuses specifically on Canada’s historical ties to the ‘Third World’ (missionaries, tourists, business, peacekeepers, etc). Canada’s mixed record as a colonial power over First Nations peoples will also introduce students to basic issues in Aboriginal Studies. From this basis we can reflect upon the complexities, ambiguities, and contradictions found beneath popular stereotypes of Canadian ‘niceness,’ or support for ‘Third World’ aspirations.
Intended Student Learning Outcomes

On completing the first half of this full-year course it is expected that students will have a good understanding of the following:

- Main perspectives and debates in development thinking and their strengths and weaknesses as explanatory frameworks of (uneven) development;
- Relationships between issues such as poverty, racism, gender, equality and community development in the ‘First’ and ‘Third’ world alike;
- The usefulness and challenges of employing inter-disciplinary approaches to questions of development;
- Competing perspectives on development theory and how they are connected to particular periods and political and economic interests, including Canada’s place in this field;
- The historical roots of Canada’s relations with the countries of the ‘Third World’ and its integration into global histories of empire and decolonization;
- The ways in which Canadians – individuals and institutions alike – encounter the peoples of the ‘Third World’ and how these encounters have changed over time;
- The academic skills needed to succeed in further studies in this field, including tutorial participation, essay and exam writing, and the presentation of complex ideas and arguments; and
- The ability to take notes in class lectures and readings, and to incorporate these effectively into tests, exams, and essays.

Grading Scheme

1. **Tutorials** are an important part of the course, providing a forum for students to ask questions and discuss their thoughts and ideas in small groups. Tutorials are also where you will work together in small groups to produce written and other assignments related to course content. Students who attend ALL tutorial sessions will receive the full 6% of the fall term grade for attendance. Each missed tutorial results in a reduction of 2% (i.e. 4%, 2%, 0%), unless there is a valid reason that is discussed with the TA. Students are expected to have completed all readings and other assigned material PRIOR to tutorial meetings and be prepared to discuss them. **NOTE:** Tutorials start the week of September 9, 2018.

2. There will be one group work assignment, in your tutorials, constituting 15% of your fall term grade. This assignment involves a critical evaluation of the pros and cons of ‘voluntourism’, expressed in a non-essay format (eg. animated video, short play, poster display, song, website, etc) and presented in your tutorial session. Groups will be made up of 4-5 people. More information on this group assignment will be provided in class and in your tutorial. Submission deadline is **Monday November 11 at 9am** on OnQ.

3. There will be three (3) online multiple-choice tests during the Fall term. For scheduling reasons these will be held at 5:30pm on Fridays on **October 11, November 1 and November 22**. These tests can be completed anywhere with a reliable internet connection that can access OnQ. It is your responsibility to ensure you have suitable internet access for the duration of each test. Each test will cover the 3-4 weeks of lectures and readings leading up to it. Each test is worth 6.7%, for a total of 20% of the fall term grade.
4. You will be required to write one **short essay of approximately 2000 words**. The paper is a critical assessment of a ‘commodity chain’, which refers to the production of goods (such as coffee or bananas) in countries in the South, for processing and distribution in other parts of the world. You will explore the social, environment, economic and/or political issues associated with a particular commodity chain (the instructor will provide a list of options). The paper is an individual assignment designed to assess your writing, research and analytical skills. The paper will constitute 25% of the fall term grade. **A more detailed outline of the expectations for this paper will be provided in class and in tutorials.** The due date for the paper is Monday November 4 at 9am, and must be submitted online via TurnItIn (see Statement on TurnItIn below). The file names must be formatted as follows: First name, last name, student number, surname of TA (e.g. Jane_Smith_54000_Hostetler).

Late Policy: All late papers will be marked zero. Exceptions may be granted where (a) a student submits a written request in advance of the deadline to their tutorial assistant and this is approved in advance in writing, or (b) where exceptional circumstances around health or personal matters require an extension after the due date, pending review by the tutorial assistant.

5. There will be a **mid-year examination** in December (date to be determined). The exam will be a combination of short and long essay answers and will assess your familiarity with the overall content of the Fall term portion of the course. It will constitute **34% of the fall term grade**. Dates and further details will be provided later in the term.

**Summary of Evaluation (Fall Term):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Fall Term Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>6%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Online Quizzes (3)</td>
<td>20%</td>
</tr>
<tr>
<td>Essay</td>
<td>25%</td>
</tr>
<tr>
<td>December Exam</td>
<td>34%</td>
</tr>
</tbody>
</table>

**NOTE:** The Fall Term constitutes 50% of the final grade for this full year course.
Required Readings

The required readings for this course are contained in a textbook, and accompanying articles, as follows:

  - The textbook is available at the Queen’s Bookstore on campus. Two copies of the textbook will also be available on short-term (3-hour) loan at Stauffer Library’s circulation desk (just ask for the DEVS 100 textbook).
  - **NOTE:** *This is the 3rd Edition of this textbook. It is significantly updated from the 2nd Edition and has several new chapters.*

- **NOTE:** There are a few additional readings that require online access via the library e Reserve linked in OnQ. These are clearly indicated in the course outline below.
- It is expected that you will have completed ALL readings prior to each lecture/tutorial.

*You will find that this course is front loaded, with fundamental conceptual ideas in the early part of the Fall Term. Paying careful attention to these ideas will make the rest of the course easier to understand.*

Course OnQ

Students registered in DEVS 100 can access the course homepage on OnQ – Queen’s University’s online course management system (Queen’s User ID required). Here you will find electronic copies of the course outline, supplemental readings, assignments with due dates, lecture slides, writing and style manual, announcements, and other useful information. **Check this OnQ site and your Queen’s email address on a regular basis for news and updates.**

Optional Films

There are a series of optional films listed in the Weekly topics section below and on the OnQ course outline. These films match the themes of the week. **They are not required**, and you will not be tested on them, but they provide useful additional insights into the topics being discussed.

Classroom etiquette

A large class with a tight schedule can be easily disrupted. To facilitate a positive learning environment in the lecture hall TAs will monitor and intervene against careless or disrespectful behaviour including:

- **Laptop use and note-taking:** Laptop use can be disruptive in a large class due to abuse of internet access, texting, watching movies, etc. **As a result we have banned all laptop**
**use, except for students who require them.** There is no need to ask for permission if you feel that you need to use a laptop for learning purposes, but we will monitor their (ab)use. More importantly, research has shown that students who take lecture notes by hand (and transcribe these onto their computers later) learn and retain more information than those taking notes directly on to their laptops.

- **Arrive on time:** With only 50 minutes per lecture/tutorial it is essential that we start on time. Students should arrive 5 minutes prior to the start of the lecture/tutorial and be seated and ready to take notes at the scheduled start time.
- **Respecting others:** It is easy for a class with hundreds of students to become noisy. Disruptive students will be given a warning, after which they will be asked to leave the lecture hall. However, you are encouraged to ask questions and make comments about the lecture material at any time!

**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Note Taking**

Effective note-taking from assigned readings is not easy. Try the following tips to make your notes work for you, even years after you have read an article or book:

- read through the assigned reading once without taking any notes
- summarize in one sentence what the central issue is and the main debates/controversies around the issue
- re-read the assignment, this time making detailed notes outlining the key arguments, with sub HEADINGS for different points of view, different topics, etc.
Queen’s Statement on Academic Integrity

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Materials

This material is designed for use as part of DEVS 100A (Canada and the ‘Third World’) at Queen’s University and is the property of the instructor(s) unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright.

Accommodations Statement

The Queen’s University Equity Office has shared the following statement on their webpage for your use http://www.queensu.ca/equity/accessibility/policystatements/accommodation-statement.
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

**Turnitin Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment.

A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see

**Turnitin’s Privacy Policy**: Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

**Academic Consideration for Students in Extenuating Circumstances**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senate and trustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Fi nal.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable
approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools should refer to the protocol for their home Faculty.

**Location and Timing of Final Examinations**

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.
<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>LECTURE TOPIC</strong></th>
<th><strong>Tests and assignments</strong></th>
<th><strong>Tutorials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1:</strong></td>
<td>Course Overview; What is Development?</td>
<td></td>
<td>Introduction</td>
</tr>
<tr>
<td>Sept 10 &amp; 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 2:</strong></td>
<td>Imperialism and the (Neo)colonial Experience</td>
<td></td>
<td>Discussion of (neo)colonialism</td>
</tr>
<tr>
<td>Sept 17 &amp; 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 3:</strong></td>
<td>Pro-Market Theories of Development</td>
<td></td>
<td>Review of pro-market concepts</td>
</tr>
<tr>
<td>Sept 24 &amp; 26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 4:</strong></td>
<td>Anti-Market and Post-Colonial Theories of Development</td>
<td></td>
<td>Quiz prep Mind mapping exercise</td>
</tr>
<tr>
<td>Oct 1 &amp; 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 5:</strong></td>
<td>United Nations Agencies; Bilateral Aid and Private Donors</td>
<td>Online Quiz #1 – Friday Oct 11 at 5:30pm</td>
<td>Review of group work</td>
</tr>
<tr>
<td>Oct 8 &amp; 10</td>
<td></td>
<td></td>
<td>Discussion of UN and Aid</td>
</tr>
<tr>
<td><strong>WEEK 6:</strong></td>
<td>International Financial Institutions; Multinational Corporations</td>
<td></td>
<td>Feedback and questions on quiz</td>
</tr>
<tr>
<td>Oct 15 &amp; 17</td>
<td></td>
<td></td>
<td>Essay review</td>
</tr>
<tr>
<td><strong>WEEK 7:</strong></td>
<td>Civil Society and Social Movements</td>
<td></td>
<td>Fall Mid-Term Break</td>
</tr>
<tr>
<td>Oct 22</td>
<td></td>
<td></td>
<td>No tutorials</td>
</tr>
<tr>
<td><strong>WEEK 8:</strong></td>
<td>Gender and Development; Environment and Development</td>
<td>Online Quiz #2 – Friday Nov 1 at 5:30pm</td>
<td>Feedback and questions on quiz</td>
</tr>
<tr>
<td>Oct 29 &amp; 31</td>
<td></td>
<td></td>
<td>Debate on feminism &amp; environmentalism</td>
</tr>
<tr>
<td><strong>WEEK 9:</strong></td>
<td>Urbanization and Cities in the South; Privatization and Public Services</td>
<td>Essay due: Mon Nov 4 at 9am</td>
<td>Discussion of urbanization and</td>
</tr>
<tr>
<td>Nov 5 &amp; 7</td>
<td></td>
<td></td>
<td>privatization</td>
</tr>
<tr>
<td><strong>WEEK 10:</strong></td>
<td>Debt and Financialization; Fair Trade</td>
<td>Group work due: Mon Nov 11 at 9am</td>
<td>Presentation of group work</td>
</tr>
<tr>
<td>Nov 12 &amp; 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 11:</strong></td>
<td>The BRICs; Health and Development</td>
<td>Online Quiz #3 – Friday Nov 22 at 5:30pm</td>
<td>Presentation of group work</td>
</tr>
<tr>
<td>Nov 19 &amp; 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 12:</strong></td>
<td>Course review</td>
<td></td>
<td>Review of course and exam prep</td>
</tr>
<tr>
<td>Nov 26</td>
<td></td>
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</tr>
</tbody>
</table>
FALL TERM WEEKLY READINGS

**Week 1: Course Outline & What is Development?**

*Tues Sept 10 - Organization, Objectives, Expectations, Requirements, Grading and introduction to global development studies*

**Read:**
- Read course outline
- Buy textbook

*Thurs Sept 12 – What is Development?*

**Read:**
- Chapter 1 – Introduction to International Development

**Week 2: Imperialism and the (Neo)colonial Experience**

*Tues Sept 17 - From the ancient world to high colonialism*

**Read:**
- Chapter 2 – Introduction to International Development

*Thurs Sept 19 - Decolonization and neo-colonialism*

**Read:**

**Optional Film: Mickey Mouse Monopoly**
- Available on the course e-Reserve

**Week 3: Pro-Market Theories of Development**

*Tues Sept 24 – From Liberalism to Modernization*

**Read:**
- Chapter 3 – Introduction to International Development

*Thurs Sept 26 - Neoliberalism*

**Read:**
- Chapter 1 - David Harvey, 2005, *A Brief History of Neoliberalism*, Oxford University Press, pp 5-38 ([available on the course e-Reserve](#))
WEEK 4: ANTI-MARKET AND POST-COLONIAL THEORIES OF DEVELOPMENT

TUES OCT 1 – FOUNDATIONS OF MARXISM
READ:

THURS OCT 3 – FOUNDATIONS OF POST-COLONIALISM
READ:
• Chapter 4 – Introduction to International Development

OPTIONAL FILM: LEARNING FROM LADAKH
• Available on the course e-Reserve

WEEK 5: THE UNITED NATIONS; DEVELOPMENT AID AND PHILANTHROPY

TUES OCT 8 – THE UNITED NATIONS AND ITS AGENCIES
READ:
• Chapter 10 – Introduction to International Development

THURS OCT 10 – BILATERAL AID AGENCIES AND PRIVATE DONORS
READ:
• Chapter 8 – Introduction to International Development

FRI OCT 11 – 5:30PM – ONLINE QUIZ #1
• Online multiple-choice test covering material from Weeks 1-5 (inclusive)

OPTIONAL FILM: FOR AND AGAINST AID
• Available on the course e-Reserve or online at HTTPS://VIMEO.COM/76394103

WEEK 6: IFIs AND MNCs

TUES OCT 15 – INTERNATIONAL FINANCIAL INSTITUTIONS
READ:
• Chapter 9 – Introduction to International Development

THURS OCT 17 – MULTINATIONAL CORPORATIONS
READ:
• Chapter 11 – Introduction to International Development

OPTIONAL FILM: STEALING AFRICA
• Available on the course e-reserve or online at HTTPS://WWW.YOUTUBE.COM/watch?v=WNYemUIAOFU
**WEEK 7: CIVIL SOCIETY AND SOCIAL MOVEMENTS**

**TUES OCT 22 – CIVIL SOCIETY AND SOCIAL MOVEMENTS**
READ:
- Chapter 12 – Introduction to International Development

**THURS OCT 24 – NO CLASS – FALL MID-TERM BREAK**

**WEEK 8: GENDER AND DEVELOPMENT; ENVIRONMENT AND DEVELOPMENT**

**TUES OCT 29 – GENDER AND DEVELOPMENT**
READ:
- Chapter 5 – Introduction to International Development

**THURS OCT 31 – ENVIRONMENT AND DEVELOPMENT**
READ:
- Chapter 17 – Introduction to International Development

**FRI NOV 1 – 5:30PM - ONLINE QUIZ #2**
- Online multiple-choice test covering material from Weeks 6-8 (inclusive).

**WEEK 9: URBANIZATION; PRIVATIZATION DEBATES**

**TUES NOV 5 – VILLAGE BUST? URBAN BOOM?**
READ:
- Chapter 19 – Introduction to International Development

**THURS NOV 7 – PRIVATIZATION AND PUBLIC SERVICES**
READ:
- JOHN NELLS, 2006, “PRIVATEIZATION: A SUMMARY ASSESSMENT”, WORKING PAPER NO 87, CENTRE FOR GLOBAL DEVELOPMENT, PP 1-29 (available on the course e-Reserve)

**OPTIONAL FILM: THE SLUM: EPISODE ONE**
- Available on the course e-reserve or online at [HTTPS://WWW.YOUTUBE.COM/watch?v=UWO5rj1E5EQ](HTTPS://WWW.YOUTUBE.COM/watch?v=UWO5rj1E5EQ)

**ESSAY DUE MONDAY NOV 4 AT 9:00AM**
- Must be submitted online, as per instructions outlined above.
Week 10: Debt and Financialization; Fair Trade

Tues Nov 12 – Debt and Financialization
Read:
• Chapter 14 – Introduction to International Development

Thurs Nov 14 – Fair Trade versus Free trade
Read:
• Chapter 15 – Introduction to International Development

Optional film: Life and Debt
Available on the course e-reserve

Group work assignment due Monday Nov 11 at 9:00am
• Must be submitted directly to TA.

Week 11: The BRICs; Health and Development

Tues Nov 19 – The BRICS and a New Development Era?
Read:
• Chapter 13 – Introduction to International Development

Thurs Nov 21 – Health and Development
Read:
• Chapter 20 – Introduction to International Development

Fri Nov 22 – 5:30pm - Online Quiz #3
• Online multiple-choice test covering material from Weeks 9-11 (inclusive).

Optional film: When China Met Africa
• Available on course e-Reserve

Week 12: Course Review

Tues Nov 26 – Course Review Session
• Review of material from the Fall term in preparation for December exam

Thurs Nov 28 – No Class

Note: Mid-Year exam will be scheduled during the December exam period. Date to be determined.
DEVS 100B
CANADA AND THE ‘THIRD WORLD’
WINTER TERM
2020

Instructor: Karen Dubinsky
Lectures: BIOSCIENCES 1101
Tuesdays 9:30 am, Thursdays 8:30 am.
Office: Mac Corry, A 401
Office Hours: Thursday 3-5 pm or by appointment
Email: Dubinsky@queensu.ca

Course Coordinator: Mark Hostetler
Office: Mac-Corry A 409
Tel: 613-533-6000 x 77800
Email: hostetle@queensu.ca

Course Description:
This half of Devis 100 focuses specifically on the historical roots of Canada's interaction and relations with the ‘Third World.’ Readings and course lectures will explore historical roots of Canadian business practice, foreign policy, immigration policy, popular culture, and relationships with Indigenous peoples. We will consider the relationship between issues such as poverty, racism, gender equality and community development in the ‘first’ and ‘third’ world alike.

Course Objectives:
- To understand the historical roots of Canada’s relations with the countries of the “third” world.
- To consider how Canadians – individuals and institutions alike - have encountered the peoples of the “third world” and how these encounters have changed over time.
- To integrate Canada into global histories of empire, decolonization and development
- To consider the relationship between issues such as poverty, racism, gender equality and community development in the ‘first’ and ‘third’ world alike.

Learning Outcomes:
Upon completing this full-year course it is expected that students will have a good understanding of the following:
- The main perspectives and debates in development thinking and their strengths and weaknesses as explanatory frameworks of (uneven) development;
- The usefulness of employing inter-disciplinary approaches to questions of development;
- Competing perspectives on development theory and how they are connected to particular periods and political and economic interests;
- Key issues in contemporary development debates, including Canada’s place in this field;
- The academic skills needed to succeed in further studies in this field, including tutorial participation, essay and exam writing, and the presentation of complex ideas and arguments.

**Required books:**
There are 3 books required for this course.

1) Our textbook is Dubinsky, Mills and Rutherford (eds), *Canada and the Third World: Overlapping Histories* (University of Toronto Press: Toronto, 2016). At Queen’s Campus Bookstore and easily available used.


3) Assignment Two: Tima Kurdi *The Boy on the Beach: My Family’s Escape from Syria and our Hope for a New Home*. This is the 2019-2020 Queen’s Reads selection and is available free on Queen’s campus. If supplies have run out please purchase this yourself.

There is a copy of each available on reserve in Stauffer library.

All other readings listed in the syllabus are available on the course On Q page.

*It is expected that you will have completed the weekly readings prior to each lecture & your tutorial.*

**Course Requirements and Winter Grade Breakdown**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Tutorial Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Online Quiz 1 Thurs 6 Feb 8:30 am</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #1 Book analysis due Tues 25 Feb 5 pm</td>
<td>25%</td>
</tr>
<tr>
<td>Online Quiz 2 Tues 10 March 9:30 am</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2 Book analysis due Fri 20 Mar 5 pm</td>
<td>25%</td>
</tr>
<tr>
<td>April Exam 2 hours (date TBA)</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Assignments and Quizzes (Winter semester accounts for 50% of the final grade)**

- **Tutorials:** Students who attend all tutorial sessions will receive 5% of the winter term grade for attendance. Students can miss one tutorial without penalty after which each missed tutorial results in a reduction of 2% (i.e.: 4%, 2%, 0%). Contributing to and participating in weekly discussions is also worth 5%. To prepare for this, you are expected to have read, listened to or watched all assigned material prior to attending tutorial.
• **Quizzes:** There will be two online multiple-choice quizzes during Winter term. **THEY WILL BE HELD DURING THE LECTURE PERIOD, I.E. THEY WILL REPLACE THE LECTURE** Thurs 6 Feb 8:30 am, and Tuesday 10 March 9:30 am. These tests can be completed anywhere with a stable Internet connection that can access On Q. You will have twenty minutes to complete a 15 question quiz. Each quiz is worth 10% for a total of 20% of the winter term grade.

• There will be an end of term examination in April (date to be determined). The 2 hour long exam is a combination of multiple choice and short answer questions and will assess comprehension of winter term material. It is worth 20% of your winter term grade. Details will be provided later in term.

• **Writing Assignment One:** Read and evaluate Paul Seesequasis *Blanket Toss Under Midnight Sun: Portraits of Everyday Life in Eight Indigenous Communities* (2019) Due Tuesday 25 February 5 pm. **Details Appendix A** at the end of this document

• **Writing Assignment Two:** Read and evaluate Tima Kurdi’s *The Boy on the Beach: My Family’s Escape from Syria and our Hope for a New Home* Due Friday 20 March 5 pm. **Details Appendix B** at the end of this document

**Late penalty for all assignments:** 10% per day.

**Exceptions may be granted where exceptional circumstances around health or personal matters, with appropriate documentation, require an extension after the due date**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances.
Winter Term Lecture and Reading Schedule

Week 1: Canada, "The Third World" & Global Development
Tuesday, January 7 and Thursday Jan 9
TUTORIAL GROUPS BEGIN AGAIN THIS WEEK
Lectures: Introduction, discuss syllabus & an introduction to Canada/"Third World" relations.

Video (in class) Chimamanda Adiche, “The Dangers of a Single Story”

Tutorial topic and questions: What is Canada, what is the “Third World” and where do they meet?

“Canadian relations with the Third World are varied and complicated, and clearly there is no single view about their meaning. Some of us might see these relationships, past and present, as shining examples of Canada’s distinctive, peace-oriented global leadership. For others they represent just another example of Western domination and Canada’s active participation in exploitative, colonial relations.” Dubinsky, Mills and Rutherford, “Introduction” to Canada and the Third World

1) What perspective best describes the historical and contemporary relationship between Canada and the countries of the Global South? Provide examples to support your choice.

2) Is Canada a colonizing power? What, and where is the “Third World?” What image of “Canada” is produced in Canadian/Global South encounters? Who makes foreign relations?

3) Consider the brief post-Federal election articles by Robins-Early (Huffington Post) and Thomson (New York Times). One of Canada’s most enduring and beloved national narratives is that it is a multi-cultural, open and welcoming nation. This statement can be considered

• a comforting fantasy that doesn’t really reflect reality?
• a way of deflecting discussion from actual issues of racism, racial violence and hierarchies that exist in Canada?
• an accurate depiction, most recently illustrated by the electoral failure of the Bernier’s Peoples Party of Canada?
• all of the above, at different moments?

Readings:

• Dubinsky, Mills and Rutherford, “Introduction” to Canada and the Third World
• Naomi Klein “Canada’s founding myths hold us back from addressing climate change” *Globe and Mail* September 23, 2016  PDF OnQ

• Cheryl Thompson “Trudeau Survived. Now Stop Pretending Canada is a Diverse Paradise,” *New York Times* 23 October 2019  PDF OnQ

• Nick Robins-Early “Canada’s Right-Wing People’s Populist Anti-Immigrant Party got Crushed” *Huffington Post* October 22 2019  PDF OnQ

**Week 2: Canada and Colonialism at home**

**Tuesday, January 14 and Thursday January 16**

**Lectures:** Creating Colonial Spaces & Indigenous Policy and Resistance

**Thursday January 16 Guest Lecture, Professor Scott Rutherford, Global Development Studies. Topic:** “Indigenous Activism”

**Tutorial Topic and Questions:** Does Canada Have an “Indian Problem” or a Settler Problem?

“We would do well to remember that the attitudes that helped shape the colonial encounter—particularly a sense of a naturalized racial hierarchy—have not been consigned to the past, but continue to live today. Such attitudes have helped mute Canada’s response to mounting evidence that colonial institutions, particularly residential schooling, were unmitigated travesties.” Scott Rutherford, “Canadian Colonialisms and Indigenous Histories” in Dubinsky, Mills and Rutherford *Canada and the Third World*

1) How do settler colonial attitudes influence Canada-Indigenous relations today?

2) What strategies have Indigenous peoples and communities used to recover from the effects of residential schools and land dispossession?

3) A question to keep in mind as you go through the term: What are the similarities and differences between colonialism in Canada and Canadian relations with the Global South?

**Readings:**

• Scott Rutherford, “Canadian Colonialisms and Indigenous Histories” in Dubinsky, Mills and Rutherford *Canada and the Third World* (Chapter 1)


**Start reading** Paul Seesequasis *Blanket Toss Under Midnight Sun: Portraits of Everyday Life in Eight Indigenous Communities* (2019)  for first assignment due **Tuesday 25 February**
Week 3: CANADA AND COLONIALISM ABROAD
Canadian Foreign Policy and the Global South
Tuesday, January 21 and Thursday January 23
Lectures: Canadian Foreign Policy and the Global South
Thursday 23 January Guest lecturer David Webster, Bishop’s University

Tutorial Topics and Questions:

1) Did Canada have a Third World policy, or was Canada's political approach to the Third World simply a function of its global foreign policy with a North Atlantic focus? If it did have a distinct Third World policy (or policies) toward different regions of the Global South, what defined that policy? Why is it important to understand the Cold War to understand Canadian foreign policy through the 20th and 21st centuries?

2) Are there different approaches taken by the Canadian government toward Africa, Asia, and Latin America?

3) How much has government diplomacy led the agenda in Canada-Third World relations?

Readings:

- David Webster, “Foreign Policy, Diplomacy, and Decolonization,” in Canada and the Third World (Chapter 6)

Week 4: Business, “Growth” and Development
Tuesday, January 28 and Thursday January 30
Lectures: Business and Trade in Canadian Global Development: Who Benefits?
Spotlight on Canadian Extractive Industries
Tuesday January 28, Guest Lecture Dr. Alexandra Pedersen “Resistance to Canadian Mining in Guatemala”

Tutorial Topic and Discussion Questions:

1) If the vast majority of Canadian trade relations remain with First World countries, why are Canadian economic relations with the countries of the Global South worthy of attention?

2) Is the metaphor of operating “in the shadow” appropriate to describe Canadian businesses in the Third World historically? Is it still appropriate today?

3) Why are Canadian mining companies abroad?

4) Some of the fundamental truths that neoliberal First World governments believe about economic activity are: a) that private-sector investment eradicates poverty, b) that the private sector is inherently more efficient than government, and c) that First World
countries have something to teach the Third World about this. What are the arguments for or against this position?

5) Imagine a conversation between a Canadian mining industry executive and a Guatemalan farmer who lives near a proposed mine site. What do they have to say to each other, and is common ground or consensus possible?

**Readings/Documentaries**

Karen Dubinsky and Marc Epprecht “Canadian Businesses and the Business of Development in the “Third World” in *Canada and the Third World* Chapter 3

Watch the documentary *Defensora* (38 min) Available for streaming at Queen’s Library, through the QCAT catalogue.

**Week 5: People-to-People Relations: Missionaries and Tourists**
Lecture Tuesday February 4 Canadian-Global South People-to-People relations, past and present

**Thursday February 6 Online Quiz #1 9:30-10:30am  No lecture Thursday 6 February**

**Tutorial Topic and Discussion Questions:**

1. Is “development” a continuation or a challenge to old colonial interactions between “first” and “third” world? Missionaries, tourists, and development workers: what’s the difference?

2. To Third World men and women on the receiving end of interventions by Canadian aid workers in the 1960s and 1970s it was perhaps neither easy nor important to determine whether they were sent by a faith-based or a secular NGO. Discuss.

3. Whether inspired by religious motives or secular humanitarianism, Canadian missionary and aid workers from the nineteenth to the early twenty-first century have been part of larger people-to-people movements from the West to the Global South. Given the transnational character of these movements, what scope has there been for Canadians to stand out as distinctive global actors?

4. “Slum tourism:” privileged people gawking at the less fortunate, replicating the worst of Global North/South relations? An eye-opening dose of reality? Entrepreneurial self-determination for the poor?

**Readings:**

- Ruth Compton Brouwer “From Missionaries to NGOs” in Dubinsky, Mills and Rutherford *Canada and the Third World* Chapter 5
- Christine Blau, “Inside the Controversial World of Slum Tourism” *National Geographic* 25 April 2018  PDF OnQ

WEEK 6: Tuesday 11 February THE COLD WAR AND ITS CONTINUING IMPORTANCE IN DEVELOPMENT STUDIES

Thursday 13 February no class. use time to work on paper due Tuesday 25 February

Tutorial topic: essay consultation

READINGS: TBA

Week 7 17-21 February, READING WEEK

Week 8 February 25 -27 MIGRATION

Lectures: Immigration Histories from the Global South and Contemporary Policies in Canada

27 February Guest Speaker -- Mimi Merrill, Refugee Sponsorship Coordinator, Diocese of Ontario Refugee Support (DOORS), Anglican Church.

Tutorial topic discussion questions:

1) Why was the Indian Act of 1876 such a foundational moment in how race was legally produced by the state in late nineteenth century Canada?

2) How does the history of Chinese and South Asian immigration illustrate some of the tensions and contradictions within Canadian immigration policy?

3) How do the stories told in these readings change conventional understandings of Canada as a harmonious, multi-cultural country?

Readings:

• Barrington Walker “Immigration Policy, Colonization, and the Development of a White Canada” in Canada and the Third World (Chapter 2)
• Emma Whitford “The US is not a safe country.” *The Intercept* Nov 3, 2018

  [https://migrantrights.ca/resources/elxnrealitycheck2/?fbclid=IwAR3hk85IoN8uYZsylXyZ_OWcWiwdrrYITE9dKM2Xfn8EG-TD6bMWO7hxvlc](https://migrantrights.ca/resources/elxnrealitycheck2/?fbclid=IwAR3hk85IoN8uYZsylXyZ_OWcWiwdrrYITE9dKM2Xfn8EG-TD6bMWO7hxvlc) PDF OnQ

**PAPERS DUE Tues 25 February 5 pm**

**Week 9** March 3-5 Local and Global Food Politics
Tuesday, March 3 and Thursday March 5

**Lecture/Film:** “Till the Cows Come Home”

**Thursday 5 March** Guest Speaker, Dr. Susan Belyea, Environmental Studies and Ban Righ Centre, Queen’s - Global and Local Perspectives on Food Justice

**Tutorial Topics and Questions:** Food politics from the Local to the Global

1) Raj Patel argues that the global food system is run by an in the interests of a small number of global corporations. How do your own food consumption choices reflect and/or resist this?

2) “Convenience anesthetizes us as consumers.” Why?

3) Patel argues that we need to create systems of eating and growing good that are environmentally sustainable and socially just. What might this look like?

**Readings:**
• Raj Patel *Stuffed and Starved: The Hidden Battle for the World Food System*, Introduction
• Ian Austen "Ontario Farmers Fight to Send a Herd of Ex Cons Back to the Pen" New York Times, Feb 16 2016

**Week 10**  MARCH 12 White Saviours? Who are “WE?”

Tuesday 10 March  NO CLASS QUIZ

**Wed March 11** Evening, Time TBA Tima Kurdi lecture Grant Hall
Thursday March 12 Lecture “What is the “White Saviour” Complex?

Tutorial Topic and Questions:

1) How much “help” is too much help?

2) What’s the difference between charity and solidarity?

3) Is there a “we” within the Global North?

Readings:

- Rebecca Teissen Learning and Volunteering Abroad: Unpacking Host and Volunteer Rationales Chapters 1 and 6 PDF OnQ
- Alison Atkinson “A Teachers Critique of “We Day” The Tyee 30 October 2014 https://thetyee.ca/Opinion/2013/10/30/A-Teachers-Critique-of-We-Day/
- Canadaland Episode 248 “The Canadaland Investigation of the Kielburger's WE Movement” (aired 15 October) or see Jaren Kerr’s written report “Craig Kielburger Founded WE to Fight Child Labour Now the WE Brand Promotes Products Made by Children.” PDF OnQ
- (for more info see WE response: https://www.canadalandshow.com/all-of-wes-answers-to-canadaland-and-letters-from-their-lawyers/)

Week 11 MARCH 17 AND 19 NO CLASSES NO TA GROUPS PREPARE FOR ASSIGNMENT #2.

Arrange individual consultations with TAs/Instructor during office hours if required.

Essays due Friday 20 March 5 pm.

Week 12 Tuesday, March 24 & 26 Lectures: Changing the World from Below

Social Movements and the Possibility For Change

Tuesday 24 March Lecture: Musicians in Canada sing Canada-Global South connections
Thursday 26 March Panel discussion “Finding Inspiration in Bleak Times”

Tutorial topic and questions:

- What is popular internationalism, and how did it emerge in Canada?
- What are some of the motivations that have historically led individuals to participate in movements for social change?
- Do musicians make good activists?
- What scope is there anymore to change the world?

Readings:

- Bruce Cockburn, Rumours of Glory: A Memoir Overture (p1-4), Part of Ch 10 (pp 204-211) Ch 11 (pp213-226) PDF onQ
- Sean Mills, “Popular Internationalism: Grassroots Exchange and Social Movements” in Canada and the Third World (Chapter 9)

Week 13 Exam Review

Tuesday 31 March  Lecture: Exam Review

Thurs 2 April NO CLASS

Tutorial Topic: exam review
**OTHER RELEVANT INFORMATION:**

**Grading Scale**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting you numerical course average to a letter according to Queen’s Official Grade Conversion Scale.

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**ON Q**

Students registered in DEVS 100B can access the course homepage on On Q. Here you will find electronic copies of the course outline, supplemental readings, assignments with due dates, lecture slides, writing and style manual, announcements, and other useful information. Check the On Q site on a regular basis for news and updates.

Weekly lecture slides will be posted by Tuesday morning, before our first lecture for the week.

**Copyright**

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Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: [http://library.queensu.ca/copyright](http://library.queensu.ca/copyright)

**Respect in the lecture hall**

As in the Fall term, laptop use is not permitted unless you need it for learning purposes. TAs will monitor use of laptops for disruptive behavior such as internet access, social
media, and watching movies. The use of audio and visual recording devices, including cellphones, are prohibited unless otherwise noted.

**Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen’s University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

**Accommodations Statement**

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

http://www.queensu.ca/studentwellness/accessibility-services/

**Accessibility Statement**

Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. DEVS 100B is available in an accessible format or with appropriate communication supports upon request.

If you feel the need to converse with a classmate during the lecture you are invited to leave the classroom and continue your conversation in the BioSci Atrium.
Location and Timing of Final Examinations
As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel plans or flight reservations.
DEVS 100B Winter 2020 Writing Assignments

Appendix A Essay #1
Due: Tuesday 25 February 5 pm. Late penalty 10%/day, including weekends.
Length: Minimum 1250 words/5 pages (double spaced) Maximum 1750 words/7 pages (excluding cover page and bibliography).
Worth: 25%


Paul Seesequasis, a Saskatoon based writer and photographer, started sourcing and posting archival photos of First Nations, Métis, and Inuit communities to Twitter and Facebook two years ago, with the aim of sharing more positive stories amid the publicized atrocities of residential schooling and missing and murdered Indigenous women. Blanket Toss Under Midnight Sun continues this project in book form.

Your analysis of this book should address the following questions:

1) What is the image or perception of Indigenous life, past and present, you see in Blanket Toss? Provide specific examples from the text

2) In a recent interview, Seesequasis was asked what he hoped readers get from his book. He answered as follows: “I hope it opens their eyes to the diversity of Indigenous communities, whether they are First Nations, Métis or Inuit, and also that it serves as a [way of showing] the resilience and strength of these communities, and of individuals within these communities.” In your opinion has this goal been achieved? Provide specific examples from the text.

3) What are some of the most notable photos accompanying stories? Provide specific examples and explain your choice.

4) This book relies on photos, or visual evidence, in addition to the written word. From your perspective what does visual evidence contribute to learning?

5) Seesequasis is careful to learn as much as he can about the background and history of the photographer as well as the subjects. Some are outsiders visiting the community, others are Indigenous people inside the community. Why is this important?

Other points:

DON'T SUMMARIZE THE BOOK! Assume your reader has read them. Please avoid explaining the book in detail. Its ok to use quotes from the book but make this part of your analysis.
USE OTHER SOURCES IF YOU LIKE  If you want to consult and/or cite other sources, (such as media commentary about the book) feel free. This isn't a requirement however it might be useful to see what others have said about the books. If you do, please use “ASA CITATION STYLE” for citations, quotations, etc. See the Manuscript Formatting section of this website from Purdue University https://owl.english.purdue.edu/owl/resource/583/01

WHAT ABOUT A THESIS STATEMENT? Your thesis statement(s) will be related to the questions I have posed above. In other words you aren't being asked to make an overall argument but rather move through several.

WHAT ABOUT A STRUCTURE? Start with an introduction that builds a roadmap and lets your reader know where you are going.

WRITING ISSUES: It's ok to use the first person. “I will argue, I disagree, I found it especially effective....”

Please upload your paper to the OnQ site.

TIMELINE:

Week of 6 January: Make sure you have a copy of Blanket Toss  Available at Queen’s Campus Bookstore

Tuesday 14 and Thursday 16 January: in conjunction with this week’s topic, Indigenous issues, begin reading Blanket Toss

Keep reading through January and February
Early February, start drafting your essay

Week of 11 and 13 February, have paper at least partially drafted for consultation with TAs in discussion groups. Note no class 13 February.

Continue writing paper until Tuesday 25 February Paper Due 5 pm.
Appendix B Essay #2
Due: Friday March 20 5 pm. Late penalty 10%/day, including weekends.
Length: Minimum 1250 words/5 pages (double spaced) Maximum 1750 words/7 pages (excluding cover page and bibliography).
Worth: 25%

Read Tima Kurdi’s *The Boy on the Beach: My Family’s Escape from Syria and our Hope for a New Home* which is the 2019-2020 Queen’s Reads selection. Consider the following questions:

1) When Tima Kurdi visited her family who had fled from Syria to Turkey, she says she “began to see the world through a refugee’s eyes” (p. 85). What has her account of her family’s experience conveyed about refugee lives to you?

2) Kurdi writes: “The refugees were victims of terrorism and global geopolitics yet they were increasingly viewed with the same suspicion and hostility as the terrorists they had barely managed to escape” (p. 112) How does this book differ from (or confirm) what you previously understood about refugees, from media accounts or other sources?

3) How does the Canadian government come across in this story?

4) Speaking of the viral photograph of Alan Kurdi, Tima writes that his father Abdullah hoped “it would be the wake-up call to the world, so it will help others” (p. 149). What is your analysis of the circulation and impact of that photo?

**WHAT ABOUT A THESIS STATEMENT?** Your thesis statement(s) will be related to the questions I have posed above. In other words you aren’t being asked to make an overall argument but rather move through several.

**DO**

- Offer your opinion and analysis.
- Use the first person (“I argue that...”) if you would like to.
- Recognize that this book tells a really tough story.
- Attend the presentation Tima Kurdi will give at Queen’s March 11 evening (time TBA) and consider what she has to say about this issue and this book.
- Put this story in the context of other reading you have done about migration and refugee issues in Canada such as the readings for this course.
- Use “ASA CITATION STYLE” for citations, quotations, etc.
- See the Manuscript Formatting section of this website from Purdue University
  - [https://owl.english.purdue.edu/owl/resource/583/01](https://owl.english.purdue.edu/owl/resource/583/01)
- Include a cover page and bibliography (excluded from page/word count).
DON'T
• Summarize the book. Assume your reader has read it.

TIMELINE:

Immediately: acquire a free copy of Boy on the Beach from various locations on campus (Stauffer library for example)

Week of February 25: In conjunction with this week’s topic, Migration issues, begin reading

Keep reading through February and March

Wednesday March 11 Grant Hall, attend Timo Kurdi’s lecture (time TBA)

Week of 10 March start drafting papers

Week of 17 March: NO CLASSES NO TA GROUPS write final draft of papers, consult with TAs if required.

Continue writing paper until Friday 20 March Paper Due 5 pm.
Introduction to Indigenous Studies
Global Development Studies – DEVS 220
Fall 2019

Dupuis Hall Auditorium
Thursdays 8:30 am – 11:30 am

Instructor: Rebecca Hall
Phone: 613-533-6000 x 77609
Office: Mackintosh-Corry Hall A408
Email: rh116@queensu.ca
Office Hours: Thursdays 11:30 am – 1:30 pm or by appointment.

Teaching Assistants:
Marshall Hill
Alexandria Knipp
Michelle Owusu-Ensah
Camille Slack

Intended Student Learning Outcomes
To complete this course students will demonstrate their ability to:
1. Describe historical/cultural knowledge of various Indigenous groups in Canada
2. Understand the interdependency of all elements of Indigenous holistic approaches (emotional, spiritual, mental, and physical)
3. Demonstrate understanding of Indigenous connections to the land and all elements of creation
4. Through various assessment options, apply holistic Indigenous knowledge to critique processes of colonization

Course Outline
This course will help you develop a foundation for further inquiries into Indigenous Studies. Students will develop a general knowledge of Indigenous history and contemporary issues in Canada. This course will prepare students to evaluate written and oral historical/cultural knowledge related to Indigenous people and colonial interventions affecting Indigenous communities. Students will challenge pre-conceived ideas acquired as citizens of a colonial culture. Course material will primarily present Indigenous perspectives, beginning with the theoretical foundations for Indigenous studies, moving to Indigenous histories of Turtle Island, past and present aspects of settler colonialism, and, finally, contemporary modes of reconciliation and decolonization. The instructor will use both Indigenous and western/mainstream pedagogies.

Textbook/Readings
*Assigned book chapters, journal articles, and web resources will be available on the course website and through ARES.*

**MODULE ONE: STARTING OUT**

**Week One: September 5, 2019**  
Introduction to Course

*No required readings.*

**Week Two: September 12, 2019**  
The Words We Speak: Talking about Language

Required readings:
- Textbook: *Indigenous Writes* Chapters 1-7 (pages 7-68)

**Week Three: September 19, 2019**  
Research Ethics/Decolonize the University

Required readings:

**MODULE TWO: INDIGENOUS HISTORY AND PLACE**

**Week Four: September 26, 2019**  
Grounding History, ReMapping History

Required reading:

*Situating Ourselves: Part One Due*

**Week Five: October 3, 2019**
*Please note that this week will involve an interactive walking tour. Students will be informed well in advance of the details.

MODULE THREE: MULTIPLE SITES OF CONTACT AND COLONIALISM

Week Six: October 10, 2019
Settler Colonialism and Indigenous Social Reproduction


Recommended:


*Special event: Talk by Darren Bonaparte, Tuesday October 15, 7 PM, Robert Sutherland Room 202. More information to come.*

Week Seven: October 17, 2019
Trade, capitalism and Indigenous economies

Required readings:


Recommended reading:


IN-CLASS TEST

WEEK EIGHT: NO CLASSES – ENJOY YOUR MIDTERM BREAK!
Week Nine: October 31, 2019
Gender and Sexuality

Required readings:
- Indigenous Writes, Chapter 12.

Recommended reading:

*Agnes Etherington Art Centre Tour: Let’s Talk About Sex bb. Please sign up for tour on OnQ!*

Week Ten: November 7, 2019
Law and Politics

Required readings:
- Gehl, L. 2005. ‘Oh Canada! Your Home is a Native Land!’ *Atlantis*. 29.2

Recommended reading:

*Book Analysis Due. Questions for summative reflection will be distributed.*

MODULE FOUR: MODERN TIMES – RECONCILING THE IRRECONCILABLE

Week Eleven: November 14, 2019
Reconciliation?

Required readings:
- *Indigenous Writes*: Chapter 25
- Truth and Reconciliation Calls to Action: [http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)
IN-CLASS TEST

Week Twelve: November 21, 2019
Decolonization, Resistance and Resurgence

Required readings:
- Alfred, T. ‘What is Radical Imagination?’ *Affinities*. Vol 2. 2

Recommended reading:
- Gehl, L. 2005. ‘Oh Canada! Your Home is a Native Land!’ *Atlantis*. 29.2

Week Thirteen: November 28, 2019
Course wrap-up: Reflection and Feast

No required readings.

*Situating Ourselves: Part Two Due.*

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Grading Scheme

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<td><strong>Situating Ourselves: Engaging Indigenous Storywork</strong></td>
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<td></td>
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<tr>
<td>- Part One: Essay, or oral presentation, or video, or song/poem, or Indigenous cultural production/performance.</td>
<td>Part One: September 26</td>
<td>25%</td>
</tr>
<tr>
<td>- Part Two: Summative reflection and analysis</td>
<td>Part Two: November 28th</td>
<td></td>
</tr>
<tr>
<td><strong>Test 1: In-Class</strong></td>
<td>October 17</td>
<td>25%</td>
</tr>
<tr>
<td>- Covering all classroom material up until October 10th</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Book Analysis</strong></td>
<td>November 7</td>
<td>25%</td>
</tr>
</tbody>
</table>
All written assignments are to be submitted through OnQ. If a student chooses a creative option for the assignment, they are to submit it or present it in-class on the due date, unless otherwise determined.

*Note that there will be no final exam.*

**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Late Policy**

Late assignments will lose 10% per day, up to a maximum of 50%, or 5 days. Saturday and Sunday are included in this count. Assignments received after this time will be graded zero.

Exceptions to this rule may be made when students submit a written request *well in advance* of the deadline. Please contact your TA or the instructor if you are concerned that you won’t be able to meet a deadline. Your TA has the discretion to grant extensions in certain circumstances: illness, personal emergency, and disability are reasons an extension may be granted. **Documentation may be required.**
If you are a student with a disability and think you may need accommodations regarding deadlines, assignment structure, or in-class tests, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible, and/or to speak to the TA/Instructor.

Exceptional circumstances around last-minute health or personal matters will also be accommodated. These will require documentation.

Academic Integrity
Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Accessibility and Accommodation
This course has been designed through a commitment to inclusivity, anti-oppression and full accessibility.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Considerations For Students in Extenuating Circumstances
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017.
Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted here: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Rebecca Hall
Instructor/Coordinator email address: rh116@queensu.ca
Course Description

Topics in Indigenous Human Ecology (TIHE) re-evaluates conventional knowledge based on Indigenous knowledge, perspectives, and culture. TIHE introduces an Indigenous perspective on contemporary issues. Content and course activities provide detailed examinations of specific topics such as contemporary issues in Indigenous healing and wellness, art, teaching and learning, socio-political life.

Land Acknowledgment (from Ian Fanning)

Queen’s University is situated on the territory of the Haudenosaunee and Anishinaabek.

Thanksgiving to Kitchi Manitou (The Great Spirit):

Contemporary land acknowledgements in the academy aren’t really for Indigenous people; they are for non-Indigenous, settler people, as a tool to educate and “reconcile” with Indigenous people. However, I remain thankful to the land every day, and I reflect on the elements of creation that made me the human being I have been in the past, who I am presently, and who I will become in the future.

During my younger days I spent a lot of time along the edges of a raging creek that ran through the land. I connect with this area in deeply spiritual ways. I offer the following poem to honour the land and water that taught me so much about who I am.

The Creek

Hurried hues of hissing hubble-bubble
Rage over razor ridged rock
Tides churning intrepid trouble
Masked by tiny shores they mock
Indebted to gravity grandly grasping
A pleasured pull of packed powers
To mud clouded pools of calm clasping
Algae stones in sunned scours
‘Til trickles topple this pooled peace
Forcing flow of fevered pace
Over rocks of moss made fleece
Weaving wild watered lace
Slowing in sight of mallard’s space
Curling in current’s unceasing clocks
University Operating Dates

Learning Outcomes

After completing DEVS 221, students will be better able to:

- Discuss the basis of Indigenous-Settler government conflict and dispute through an examination of the cultural assumptions in settler society regarding Indigenous societies across Turtle Island;
- Describe the re-emergence of Indigenous governance that began with the 1990s RCAP, and continued in late 2010 with an end to Canada’s refusal to sign the United Nations Declaration on the Rights of Indigenous People (UNDRIP), and the development and release of the TRC’s Calls to Action;
- Analyze barriers to spiritual, mental, emotional, and physical health for Indigenous people and the need to heal unresolved historical grief as a result of several hundred years of change in Indigenous societies across Turtle Island;
- Create artifacts that facilitate peer teaching of key examples of Indigenous Human Ecology in the arts and sciences, and reflect on the process of creation;
- Critically read, analyze, communicate about, and reflect on key research conducted by Indigenous people in a variety of disciplines; and
- Develop and implement collaborative inquiry skills required to respond to essential questions, and consider how collaborative inquiry may contribute to holistic learning.

Course Materials

All course readings, podcasts and videos will be available to you electronically via the course site.

Suggested Time Commitment

Students can expect to spend, on average, about 9 hours per week completing relevant readings, assignments, and course activities.

Topics

**Module 1 – East, Tobacco, Spring**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Indigenous Peace</td>
</tr>
<tr>
<td>2</td>
<td>The Land and Belonging</td>
</tr>
<tr>
<td>3</td>
<td>Colonized and Decolonized Environments</td>
</tr>
</tbody>
</table>

**Module 2 – South, Sweetgrass, Summer**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Conflicting Interests</td>
</tr>
<tr>
<td>5</td>
<td>Mediating Change</td>
</tr>
<tr>
<td>6</td>
<td>“Aboriginal” Social Development</td>
</tr>
</tbody>
</table>
Module 3 – West, Cedar, Fall

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Canada’s Failure: History of UNDRIP</td>
</tr>
<tr>
<td>8</td>
<td>Reconciliation?</td>
</tr>
<tr>
<td>9</td>
<td>Indigenous Activism, Indigenous Art</td>
</tr>
</tbody>
</table>

Module 4 – North, Sage, Winter

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Indigenous Community Development</td>
</tr>
<tr>
<td>11</td>
<td>Indigenous Resurgence</td>
</tr>
<tr>
<td>12</td>
<td>Re-Indigenization</td>
</tr>
</tbody>
</table>

Inclusion in the Classroom
In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in this class are encouraged to participate during class discussions and to support others in their participation. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class is asked to show respect for every other member. Students are reminded that conduct in this course must follow the Seven Grandfather Teachings: Trust, respect, love, humility, courage, honesty, and wisdom.

Name/Pronoun
Knowing and applying the names and pronouns that students wish to use is a crucial part of developing a productive learning environment that fosters safety, inclusion, and personal dignity. This is an important part of the inclusion work here at Queen’s.

You can call me by my first name, as we are all colleagues in learning; please refer to me as Ian. My pronouns are “he” and “his.” If you have a name or pronoun which you would like to share with me, please do so at any time during the course.

If you have a name that you wish to appear in onQ and on class lists you can make this change by logging into SOLUS. Please follow the steps outlined below:

- Log into SOLUS
- Click on “Personal Information” tab
- Click on “Names” tab
- Click on “Add New Name” tab
- Choose “Preferred” from the “Name Type” drop down menu
- Enter in preferred name and click “Save”

* Please allow 24-48 hours for this preferred name to be registered within the system. If you have further questions or concerns please contact ITS at Queen’s University.
Indigenous Self-Identification in DEVS 221

Indigenous students are welcome to self-identify if they wish. This is not required, and the reasons for not self-identifying are understood and respected by the teaching team. If you are an Indigenous student and would like to share about yourself with the teaching team, please feel welcome to reach out.

Student Supports

The content and discussions in this course will necessarily engage with the harms perpetrated by colonialism, including racism, sexual assault, abuse, violence, cultural genocide, and misogyny. Much of it will be emotionally, physically, intellectually, and spiritually challenging to engage with. I will work to make this a space where we can engage bravely, empathetically, and thoughtfully with difficult content and support each other on this journey.

A number of support services are available to on campus and distance study students, many of which are available under “Help”, and then “Helpful Links”, from the upper navigation bar.

The following student support services are important to note (some are external to Queen’s):

<table>
<thead>
<tr>
<th>For Indigenous students:</th>
<th>Four Directions Aboriginal Student Centre</th>
<th>Strives to be a home away from home, a hub of activity, and a key resource for Queen’s Indigenous students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Queen’s Native Student Association</td>
<td>A forum for students to discuss contemporary and historic issues pertaining to Indigenous peoples and cultures.</td>
</tr>
<tr>
<td></td>
<td>Wabano Centre for Aboriginal Health – Mental Wellness (Ottawa)</td>
<td>Provides holistic and culturally relevant services to individuals and families on their path of healing and wellness.</td>
</tr>
<tr>
<td></td>
<td>National Inquiry into Missing and Murdered Indigenous Women and Girls Support Line</td>
<td>A national, toll-free support call line is available to provide support for anyone who requires assistance. This line is available free of charge, 24 hours a day, 7 days a week.</td>
</tr>
<tr>
<td>For all students:</td>
<td>Student Wellness Services</td>
<td>Offers a range of services, including counselling and mental health services.</td>
</tr>
<tr>
<td></td>
<td>Sexual Assault Centre Kingston</td>
<td>Provides confidential and non-judgemental support for all survivors, 12+, of recent and/or historic sexual violence.</td>
</tr>
<tr>
<td></td>
<td>Preventing Sexual Violence and Supporting Survivors at Queen’s</td>
<td>Resources for survivors, including how to get help now. Also has information about the Sexual Violence Policy at Queens</td>
</tr>
<tr>
<td></td>
<td>Addiction and Mental Health Services – KFL&amp;A</td>
<td>Provides responsive, community-based supports such as crisis lines,</td>
</tr>
</tbody>
</table>
ASSESSMENTS

Weighting of Assessments
This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Components</th>
<th>Frequency</th>
<th>Total Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>Journal entries in an medium, created after each module, submitted at mid-term and end of course (2 journal entries/submission; 2 submissions)</td>
<td>2 x 15%</td>
<td>30%</td>
</tr>
<tr>
<td>Land Based Storytelling</td>
<td>Oral Storytelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Part 1 (self-situation/self-location)</td>
<td>5% + 10%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>- Part 2 (Indigenous legacy of the land)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amplifying Indigenous Voices</td>
<td>Four discussions with peers in response to recorded interviews with Indigenous people</td>
<td>4 x 5%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Two projects in a choice of mediums, engaging peers and others in topics related to recorded interviews (individual or group options)</td>
<td>2 x 5%</td>
<td>10%</td>
</tr>
<tr>
<td>Essential Questions: Supporting Indigenous Solidarity</td>
<td>Guided inquiry project with research paper / narrated presentation as final submission</td>
<td>1 x 25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
## Mapping of Learning Outcomes to Assessments

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Journals</th>
<th>Land-Based Storytelling</th>
<th>Amplifying Indigenous Voices</th>
<th>Essential Questions</th>
<th>Course Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the basis of Indigenous-Settler government conflict and dispute through an examination of the cultural assumptions in settler society regarding Indigenous societies across Turtle Island</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the re-emergence of Indigenous governance that began with the 1990s RCAP, and continued in late 2010 with an end to Canada’s refusal to sign the United Nations Declaration on the Rights of Indigenous People (UNDRIP), and the development and release of the TRC’s Calls to Action</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Analyze barriers to spiritual, mental, emotional, and physical health for Indigenous people and the need to heal unresolved historical grief as a result of several hundred years of change in Indigenous societies across Turtle Island</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create artifacts that facilitate peer teaching of key examples of Indigenous Human Ecology in the arts and sciences, and reflect on the process of creation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically read, analyze, communicate about, and reflect on key research conducted by Indigenous people in a variety of disciplines; and</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and implement collaborative inquiry skills required to respond to essential questions, and consider how collaborative inquiry may contribute to holistic learning.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Assessment and Activity Description

We design quality courses with the primary goal to actively engage our learners with the learning materials. Research suggests that learners who actively participate in the learning environment take more responsibility for their performance in the course and consider the course as more valuable and more directly related to their goals. This is the reason we integrate active learning strategies in all our courses.

Journals

Students are asked to keep an ongoing learning journal in reflecting on each module, with submissions at the mid-term and end of the course (i.e. four journal entries total, two submitted at a time). In a medium of their choice (e.g. writing, video, audio, visual storytelling), students are asked to address course- and module-level learning outcomes, as well as the four elements of the medicine circle (mental, physical, spiritual, emotional) in their responses, demonstrating both breadth and depth of engagement in course materials and activities.

Land-Based Storytelling

Students are invited to spend time on the land around them and engage in land-based storywork. This assignment is offered in two parts. First, students will self-situate, allowing them to share their experience and perception of the land as it relates to their positionality and personal legacy (e.g. as a settler or Indigenous person). Second, students will create and share stories about Indigenous relationships with the land around them, making connections to the land-based learning films in the course. Using storywork as pedagogy, students will reflect on their physical, emotional, cognitive, and spiritual engagement with the land, as well as the significance of relationship with the land for Indigenous people.

Amplifying Indigenous Voices: Discussions and Project

Students will be provided with four recorded interviews featuring Indigenous artists, activists, educators, Knowledge Keepers and Elders in the community. Students will be given structured questions to discuss in small groups, and will be asked to create a culminating project. The project can be completed in a medium of their choice, to amplify the voices of those interviewed and bring attention to issues discussed. Projects will be shared, with the permission of students, in a class blog. The blog will be public-facing - its purpose is to engage friends, family, and those outside the course through continuous learning, by uplifting the voices of Indigenous people.

Essential Questions: Supporting Indigenous Solidarity

In groups, students are provided with an “essential question” related to supporting Indigenous solidarity. Groups will engage in a sustained inquiry project that scaffolds learning through a live conversation series, synchronous (live) sessions, and course materials. This assessment culminates in a research paper or narrated presentation. Students will receive support, responsive to their needs, and feedback throughout the term. Through this activity, students are encouraged to construct meaning for themselves by responding to authentic issues in the field of Indigenous Studies, while developing both academic and problem-solving skills.

Course Feedback

Students are also asked to complete a survey at the end of each module, responding to survey questions that enable the teaching team to respond to learners’ needs.
Late Policy
4% penalty per day late.

If you require an exception or accommodation related to this policy, please communicate with the instructor with as much advanced notice as possible. You are also encouraged to read the Accessibility / Accommodations and Academic Considerations policies outlined in this syllabus.

Grading Method

All components of this course will receive numerical percentage marks.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range (Historical)</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
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</tr>
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<tr>
<td>D</td>
<td>53-56</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Communication

Contacting the Teaching Team

The teaching team contact information is located on the Homepage of the course (see “Teaching Team”).

For general questions about the course, please post to Course Questions Forum (located in a drop-down menu under “Help”, on the upper navigation bar). Feel free to help answer your peers’ questions on this forum. Most questions are answered within 24 hours.

Please communicate directly with the teaching team for inquiries about issues such as academic accommodations, marking, or concerns of a personal nature. I am available for consultation via email, phone, Skype and Zoom. I will respond to email messages within 24 hours. On occasion there will be a longer response time, and I appreciate your patience.

The teaching team will provide feedback and grades on assignments submitted on time, within 1-2 weeks.
of the assignment due date.

Course Feedback

At various points during the course, students will be asked to take part in a variety of feedback activities (such as questionnaires and surveys). The results are used to improve the student learning experience while the course is going on, as well as future instances of the course.

Providing this feedback will give you the opportunity to tell your Instructor about your experience of course content, activities, and assessments. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions and in Course Announcements where appropriate.

The Seven Grandfather Teachings – Expectations for Online Student Interaction

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of expectations. Please read them carefully and use them to guide your communication in this course and beyond.

1. Truth - Make a personal commitment to learn about, understand, and support your peers and yourself.
2. Love - Assume the best of your peers and expect the best of them. Encourage yourself and your peers to develop and share ideas.
3. Humility - Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive. Do not demean or embarrass others.
4. Respect - Recognize and value the experiences, abilities, and knowledge each person brings.
5. Wisdom - Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. Courage - It’s ok to disagree with ideas, but do not make personal attacks. Be open to being challenged or confronted on your ideas and challenge your peers with the intent of facilitating growth.
7. Honesty – Speak from the heart, share your thoughts honestly, and circle back to Truth.

As an instructor, I commit to fostering a safe ontological space. This means that I will not tolerate any form of oppression within the (virtual) classroom, including (but of course not limited to): racism, homophobia, transphobia, Islamophobia, sexism, or any silencing or otherwise assuming power over another person. Students will pay special attention to my position on toxic masculinity. I will not tolerate expressions of toxic masculinity, which is a significant problem in university culture. This will be directly addressed during our first class gathering.

Queen's Email

LMS to include

POLICIES

Copyright

LMS to include
Accessibility/Accommodations

LMS to include

Academic Considerations

LMS to include

Academic Integrity

LMS to include

Computer Requirements

LMS to include

Students Studying or Travelling Abroad

LMS to include
Kent Monkman, The Daddies, Acrylic on canvas, 2016

_Mechanical reproduction of art changes the reaction of the masses toward art. The reactionary attitude toward a Picasso painting changes into the progressive reaction toward a Chaplin movie. The progressive reaction is characterized by the direct, intimate fusion of visual and emotional enjoyment with the orientation of the expert. Such fusion is of great social significance. The greater the decrease in the social significance of an art form, the sharper the distinction between criticism and enjoyment by the public. The conventional is uncritically enjoyed, and the truly new is criticized with aversion._

Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction”, 1936
Course Description and Objectives

This course will explore how theories and practices of 'development' are entwined with different conceptions of culture. It starts by examining how the West constructed itself as the civilising force in the world and viewed the mass poverty of 'Third World' peoples as a product of their conservative traditions and cultural practices. The course will examine ways that colonial perceptions and practices still imbue development discourse today, and how they are being challenged. How have new social movements, art forms, and technologies opened up to engage with, resist and contest the current model of market driven development, and how does the latter incorporate or co-opt the critiques? Specific topics will include science, religion, sports, art and music. After completing the course, students should be able to demonstrate a critical awareness of everyday events in the Global South and among indigenous peoples as reported, for example, in the media or as performed through hip hop and the many other forms of resistance culture.

Course Material

All course material is online via OnQ and Queen's Library E-Reserves. Please make sure you have a working NetID and an internet connection to the course OnQ page. The material on OnQ is copyrighted and is for the sole use of students registered in DEVS 240*. The material may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in DEVS 240*. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Course Work*

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture attendance via TopHat</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Tutorial leadership</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Small essay</td>
<td>10%</td>
<td>February 11</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Exam Period: TBD</td>
</tr>
</tbody>
</table>

*Detailed instructions will be announced in class and posted on OnQ.

1. Lecture attendance and participation (10%) – assessed via Tophat.
2. Tutorial attendance and participation (10%)

Starting Jan.14. Students are expected to contribute to all the discussions on the basis of the assigned readings. This will be graded according to:

a) physical presence (.5 for each of 10 classes; 1.0 deduction for absence without prior permission from the poster session)

b) preparedness, ability to contribute based on readings (including asking questions).

c) collegiality (eg., respect for time, respect for diverse opinions on sensitive topics, no phones etc) and confidentiality. Your TA will set the ground rules for the tutorial sessions.

3. Facilitation of tutorial discussion (10%)

Two-three students each week (Jan 21- March.25) will facilitate discussion of the main issues arising from the week’s topic. Budget 30-40 minutes to be in charge. This will require research to find a pertinent reading for the class (journalistic or artistic) which must be posted to OnQ by Friday of the week before the class. Marks will be assigned for:

a) Appropriateness/excellence of the selected reading, posted on time, justified and discussed in the tutorial

b) Discussion and analysis, which includes: how well students explain the basic issues and expound different interpretations/ arguments - support claims with empirical evidence - provide clear definitions of key terms - how well students identify key ethical issues and “ways forward”. You are required to go beyond a summary of the readings.

c) Pedagogy, ie, how well students engage the rest of the class in the discussion. Creativity in this is greatly appreciated (eg., role-playing, use of primary sources, interactive exercises etc). Good time management is critical. Powerpoint presentations cannot be text-dense (maps, graphs, pictures, cartoons, diagrams, only)

Marks will be deducted for “anti-learning” methods such as dense text on powerpoint slides, reading-summaries etc. Your TA will provide you with further guidance.
4. Short Essay (10%-due February 12) - Applied Cultural Studies

Agnes Etherington Art Centre OR Reelout Queer Film Festival 500 words.

You are required to visit either “Inuuqatikka: My Dear Relations” or “The Art of African Ivory” exhibitions in the Agnes Etherington Art Centre OR attend a screening during the Reelout Queer Film and Video Festival. Write a short essay applying the theoretical tools you acquired in the first half of the class such as hegemony, colonialism, decolonialism, orientalism, cultural appropriation, counter-cultural production etc.

5. Major essay (30%), c. 1500-2000 words

The research consists of 3 parts:

a) working title and research proposal (Jan.29, 5% of your final grade). The essay will build upon research you do for your tutorial presentation, developing the general theoretical discussion through an empirical case study. For example, if your tutorial is on Sport and Development, you could propose a close study of a specific sporting event, initiative, or controversy (e.g., the Rio Olympics, Right to Play, sex testing). In one double-sided page: - state the basic facts pertinent to the debate - suggest research questions that arise from gaps in knowledge, sources, or counterintuitive arguments that appear in the scholarship or that simply pique your interest (say why) - 4 key ACADEMIC sources that have enabled you to ask these questions - working title MUST provide logical, justifiable parameters of place, time, and theme or question

b) essay (25% March 19), Max 2500 words. Critically examine the development implications and the major dilemmas or controversies around your chosen topic. In addition to a careful, historical explanation of the issues, the essay should conclude with a paragraph that posits potential context-sensitive strategies to address the key issues identified.

Include the marked-up proposal with your final submission. Grades will be assigned for the usual essay expectations plus your ability to respond to the proposal feedback.

c) poster or zine presentations (last tutorial - 5%)

-a visually striking summation of the main facts and controversies -your interest in the topic, your assessment of the way forward on this issue -most surprising/exciting/infuriating thing you discovered in your research -key sources -Students should be able to explain and “defend” their findings to their peers. You are welcome to use handmade, crafted posters or zines for your presentation.

6. Final Exam (25%) TBD

Details will be provided during the class.
Style and Referencing for Essays

The students are expected to use the MLA style: https://owl.english.purdue.edu/owl/resource/747/01/

All submissions must be double-spaced, 12cpi Times New Roman. Before you submit your work on the course page make sure that you follow a clear organizational pattern with a well-established and supported main argument. Check your work to confirm that it is in 12-point font, Times New Roman, double-spaced, with 1-inch margins and a separate cover page including your name and student number. Please make sure you read your paper before submission AT LEAST twice to check: 1) Flow of the paper: Do you have a main argument? Do you have a conclusion? Are there any sentences/paragraphs that do not fit into the rest of the paper? 2) Spelling: If it is underlined, there is mostly an issue but did you check the spelling mistakes that are NOT underlined? 3) References: Have you met the minimum requirements of the paper? Have you checked if your sources are reliable? Have you checked the MLA formatting for all the references? 4) Styling: Have you checked you meet all the styling requirements? Do you have page numbers on your text?

Submit assignments to the OnQ dropbox (electronically) and/or by hard-copy to your TA personally or in the DEVS drop box (Mac-Corry B401).

Late Policy

The late penalty for written assignments is -1/3 letter grade per day. For example, a C+ assignment that is one day late will become a C; two days late becomes a C-. After five days, the assignment will no longer be accepted. Extensions will be granted only with proper documentation. If you have a legitimate excuse and proper documentation, you will need to talk to the instructor during her office hours. No extensions will be granted via e-mail.

Appeals

You are welcome to query a disappointing mark after a 2-day reflection period. Queries should be directed, in the first instance, to your T.A in written format. You should explain in a paragraph the major points of your query, and if your TA requires it, you should be available for a meeting with them. Failing a satisfactory conclusion with your TA, please submit the marked up essay with a written explanation of the point of contention to your instructor.

Academic Integrity

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of
the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see AcademicRegulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Disability Accommodation Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcdis/ds/

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing...

Classroom and Online Correspondences

A classroom is a shared space, please make sure that you are mindful and respectful to everyone in the room and beyond. A certain level of familiarity with the concepts of race, gender, class, colonialism, sexual orientation and gender identity is required in this class. If you need further assistance in understanding these concepts, please do not hesitate to contact your TA or your instructor. Any discriminatory remark or form of hate speech, either in oral or written...
contribution to the course is an act of violence against all the others in class, including your TA and the instructor, and will not be tolerated.

Students may not create audio or video recordings of lectures or tutorial sessions except for those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio or video recording of lectures or class discussions violate intellectual property rights of the instructor and/or the teaching assistants and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions.

Usage of mobile devices are strictly forbidden unless there is an emergency. If you are caught using your phone during a class by the instructor, your TA or by your classmates, you are required to bring candy bars and/or fruits for every individual in the room the following week.

Important information and announcements regarding the course will be distributed via e-mail so please make sure that your Queens e-mail account is accessible and you check it regularly. Please check the syllabus and the course onQ page for the answer to your question first. If the answer is already available, you will not receive a response to your e-mail. In your e-mail correspondence with the instructor and your TAs put DEVS240 in the subject line. We will not respond to emails that resemble text messages so please start with a salutation and include your name and last name in your email. We will respond to the emails in 48 hours. Please do not expect a response after business hours, on weekends or on holidays.

**Grading Method: “letters in, letters out”**

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<p>| Arts &amp; Science Letter Grade Input Scheme Queen’s Official Grade Conversion Scale |
|-----------------------------------------|------------------------|------------------------|
| Assignment mark | Numerical value for calculation of final mark | Grade | Numerical Course Average (Range) |
| A+ | 93 | A+ | 90-100 |
| A | 87 | A | 85-89 |
| A- | 82 | A- | 80-84 |
| B+ | 78 | B+ | 77-79 |
| B | 75 | B | 73-76 |
| B- | 72 | B- | 70-72 |
| C+ | 68 | C+ | 67-69 |
| C | 65 | C | 63-66 |
| C- | 62 | C- | 60-62 |</p>
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<thead>
<tr>
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<tr>
<td>D</td>
<td>55</td>
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<tr>
<td>D-</td>
<td>52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
</tr>
<tr>
<td>F0 (0)</td>
<td>0</td>
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<table>
<thead>
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<th>Score Range</th>
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</thead>
<tbody>
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<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

DEVS 240 Weekly Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 7</th>
<th>Welcome! Introduction &amp; Overview of the Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>January 14</td>
<td>Tools for Thinking about Development and Culture: Ideology and Hegemony</td>
</tr>
<tr>
<td>Week 3</td>
<td>January 21</td>
<td>Tools for Thinking Culture and Development: Orientalism and Discourse</td>
</tr>
<tr>
<td>Week 4</td>
<td>January 28</td>
<td>“Tradition as Barrier”</td>
</tr>
<tr>
<td>Week 5</td>
<td>February 4</td>
<td>Feminist Critiques of Development</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 11</td>
<td>Food, Colonialism and Culture</td>
</tr>
<tr>
<td>Week 7</td>
<td>February 18</td>
<td>Reading Week</td>
</tr>
<tr>
<td>Week 8</td>
<td>February 25</td>
<td>Sports and Development</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 3</td>
<td>Human Rights and the Ethics of Engagement</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 10</td>
<td>Cultural Encounters: Development Workers in the Global South</td>
</tr>
<tr>
<td>Week 11</td>
<td>March 17</td>
<td>Cosmopolitan Luxuries and Responsibilities</td>
</tr>
</tbody>
</table>
Jan 7: Introduction

Suggested Film: *Trinkets and Beads*, Christopher Walker, 1996

No tutorials this week!

Jan 14: Tools for Thinking about Development and Culture: Ideology and Hegemony


Tutorials start: Finalize your presentation groups

Jan. 21 Tools for Thinking about Development and Culture: Orientalism and Discourse


Jan. 28: Cultural Explanation within Development Studies: Tradition as Barrier


Feb. 4 Feminist Critiques of Development: (WID, WAD, GAD and Queer)


Feb. 11 Food, Colonialism and Culture


Feb. 18 READING WEEK

Feb. 25 Sport and Development

Bruce Kidd 2011, ‘*Cautions, Questions, and Opportunities for Sport for Development and Peaced*,’ Third World Quarterly, 32:3, 603-609

Robert Huish. 2011 ‘*Punching above its Weight: Cuba’s use of sport for South–South cooperation*’ Third World Quarterly, 32:3, 417-433

March 3 Human Rights and the Ethics of Engagement


March 10 Cultural Encounters: Development Workers in Global South


March 17 Cosmopolitan Luxuries and Responsibilities


March 24 “I am not a robot”: Cyberculture, Gaming and Neoliberalism

Dyer-Witheford, Nick, and Greig De Peuter. "Empire@ Play: Virtual games and global capitalism." CTheory (2009): 5-13. (Alternative link to the article is here)

March 31 Review and exam preparation
DEVS 260

GLOBALIZATION, GENDER, AND DEVELOPMENT

Wednesday: 12:30 am – 2:30 pm
Biosciences Rm 1103

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory.

Instructor
Dr. Reena Kukreja
Email: reena.kukreja@queensu.ca
Office hours: Mon 9-10 am or by appointment
A 403, MacCorry

Teaching Assistants
Hannah Ascough
Email: ha41@queensu.ca
Emily Edwards
Email: eme1@queensu.ca

COURSE DESCRIPTION
DEVS 260 Globalization, Gender, and Development is designed for those interested in undertaking a critical analysis of the gendered impact of the globalization process and development policies with a focus on women in the Global South.

- Does globalization differentially impact women?
- Can women be really “integrated” into development?
- What does it mean to be a poor woman in the Global South?
- What do terms like ‘gender’, ‘empowerment’, ‘community building’, used freely by development agencies, imply in relation to women and men?
- What do we understand by feminization of poverty or feminization of agriculture?
- Can local feminism or transnational solidarity feminist linkages challenge globalization and reshape women’s lives?

The course answers these questions and more! It undertakes a critical analysis of the impact of globalization and development process and policies on the status of women in the Global South on the one hand, and the role of masculinity, sexuality, and patriarchy in shaping relations between men and women on the other hand. It constantly examines the intersections of these two processes on how poor rural and urban women’s and, by extension, men’s lives are shaped and changed.

To facilitate an inter-disciplinary analysis, the course is divided into the following three sections:
- The first thematic part provides a theoretical foundation for the course by introducing key concepts and debates around gender and development. It undertakes a feminist critique of globalization and development and the role of main actors in gender and development planning and policy implementation.
- The second thematic part undertakes a thematic study of the gendered impact of globalization and development processes on issues such as intimate gender relations, labour practices, agriculture, and migration strategies.
In the third thematic part, the politics of engagement, at the local, national, and international levels by women through their resistance strategies, activism, political participation, and/or community mobilization will be discussed.

Throughout the course, case studies are used to illustrate the challenges faced by men and women around the world and the gendered strategies of empowerment and activism. Consequently, the course is organised around lectures, readings, videos, guest lectures, and tutorial participation.

- Describe, theoretically and empirically, the gendered impact of globalization in the intimate realm of family and gender relations, reorganization of labour, modes of production, militarism, migration strategies, and provision of social services.
- Analyze and evaluate current trends in development programming and planning from a ‘gender’ lens. Identify and analyze models used for gender assessment and gender programming by development organizations and bodies.
- Critically evaluate how diverse development models used by various actors in the development sector differentially shape policies and grassroots programs targeted for women across the globe.
- Critically analyze how images play a key role in our knowledge formation about people across the globe, and, by extension, our interest and humanitarian ‘investment’ on a global scale.
- Identify and deconstruct the role of stereotypes in shaping development programs and policies on one hand, and government interventions, on the other hand.
- Analyse, evaluate, and utilize a variety of theoretical perspectives in discussing gendered impact of globalization.
- Demonstrate an ability to present and discuss ideas clearly and articulately through well researched written arguments.
- Demonstrate an ability to engage in scholarly discussion and debate in formal and informal learning environment.

The teaching methods and assignments used to achieve these outcomes include:
- Lectures to introduce theoretical ideas and concepts about ‘development in practice’
- Assigned readings
- Tutorial discussions on assigned weekly readings
- Film screenings and other audio-visual material
- Guest lectures
- Assignment on an INGO working in the Global South
- State of Women in a Country report
- Independent research and written assessment

University and Course Policies
Academic Integrity:

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Turnitin

Queen’s University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Accessibility

Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Course readings, lecture slides, etc. is available in an accessible format or with appropriate communication supports upon request. Please contact Paritosh Kumar via email (pk@queensu.ca), telephone (613.533.6250) or in person during his office hours.

Accommodations

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/
Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: http://www.queensu.ca/artsci/accommodations

Location and Timing of the Final Exam

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.

Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in DEVS 260. This material shall not be distributed or disseminated to anyone other than students registered in DEVS 260. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>60-62</td>
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<tr>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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**ASSIGNMENTS**

**WEIGHTING OF ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial attendance &amp; participation</td>
<td>15% (5% + 10%)</td>
</tr>
<tr>
<td>INGO Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>State of Women in a Country</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
</tbody>
</table>

**TUTORIAL ATTENDANCE & PARTICIPATION**  
15% (5% + 10%)

All students are expected to attend tutorials and actively participate in discussions. Please bring your readings and class notes to the tutorials as well as extra paper and pens/pencils. Tutorials are designed to clarify points in the lecture, critically evaluate readings, allow you to discuss course material, and help you prepare for examinations and written assignments. This means having done and thought carefully about the readings. You will be evaluated on the basis of your informed and thoughtful participation in tutorial discussions which demonstrates an understanding of the assigned readings as well as lectures / films (i.e. 'shooting from the hip' contributions to discussions because you have not done the readings or trying to scan over the readings during tutorials will not count). Attendance will be taken and will amount to 5% of overall grades. Participation will be assessed on the basis of:

- Demonstrated preparation (required readings done)
- Demonstrated engagement with class material
- Meaningful contribution to discussion (group and tutorial)
- Encouragement of participation of other students

**INTERNATIONAL NON-GOVERNMENTAL ORGANIZATION (INGO) ANALYSIS**  
20% (3% + 17%)

The purpose of this analysis paper is to make you apply your readings about theoretical gender development frameworks like WID and GAD, see how these guide development programs of International non-governmental organizations (INGOs), and assess the transformative implications of such policies on poor women in the Global South.
Select only one of the following NGOS that are working overseas on behalf of Canadians:

- Care International
- CUSO
- Plan International
- World Vision
- The Stephen Lewis Foundation

Each of these organizations either funds gender-related programs or women’s organizations in the Global South, or works directly on gender issues there. **NOTE: Please do not inquire if you can opt for another INGO instead – the selection is quite wide and these have a number of active projects in many countries of the Global South.** After you have selected an NGO, select one program or project that the INGO is undertaking in a country in the Global South.

Based on your theoretical readings and lecture notes from the first three weeks, you will discuss the approach the NGO employs in funding gender related programs or women’s organizations in the Global South, decide how effective it is and back up your analysis with evidence. In your analysis, you should also focus on the imagery used by the selected NGO to discuss how communities and women, in particular, from the Global South are represented.

**Brief outline of INGO Analysis**

**Due** 1 Feb

Provide a succinct paragraph (250-300 words) that lists the selected INGO and the program (with the country focus). Give a brief description of the program and rationale for selecting it including that of images listed on the webpage of the program. You will need this approved by your TA before proceeding on to the final INGO Analysis paper.

**Final INGO Analysis Paper**

**Due** 14 Feb

The paper should interrogate the selected project/program, using the WID-GAD comparison chart to make an assessment about its efficacy. Investigate the program/project’s women and/or gender and development policy and measure its ability to bring surface or substantive changes in reshaping of gender relations, alleviating gender inequality, and/or ‘empowering’ women. Discuss the shortcomings (if any) of the project/program or highlight some strengths of the program/project.

**Citation style:** use APA or Chicago (author date) citation style. Please be consistent with it. More details about the assignment will be given in class and uploaded on course OnQ. The rubric for the assignment will also be posted on OnQ.

**STATE OF WOMEN IN A COUNTRY**

Select one country from the Global South (see the list below) and investigate how Globalization and has impacted one group of women’s lives there with one of the listed research focus areas. This paper will allow you to gain an intimate knowledge about the adverse impacts of globalization on one group of women. While doing so, please bring an intersectional analysis that includes, wherever relevant, among others, class, location (rural or urban), ethnicity, race, and/or age that shapes women’s experience. Please do not inquire if you can focus on another country or topic. I
have chosen these based on academic resources available as much as on the multi-level impact that globalization and neoliberal restructuring of economies have had on people’s lives. The narrow focus also aligns closely with the course themes that we will be studying.

The first part of the paper should give a sweeping overview of the changes in social, sexual-reproductive, economic and political spheres as it relates to women there. The second part of the paper should then focus, in-depth, on the focus area to highlight the gendered impact of globalization and neoliberal policies. The third and the last part should examine any strategies, resistances, or solidarity initiatives that have adopted to challenge or counteract these policies at the local/state level. While keeping the focus quite local, situate what is happening to a particular group of women within a global context.

**Country picks:** India, Cambodia, Ghana, South Africa, Peru, Chile, Dominican Republic, or Jamaica

**Research Focus:** agriculture (agribusiness); health; sweatshops or other factory-based work; urban informal economy

**One page draft proposal**

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You will be required to write a one-page proposal on the essay, “Status of Women in a Country” and get it cleared by your TA. The proposal should outline the country and research focus of the paper, the basic arguments to be presented, a bullet-pointed preliminary structure, and a brief working bibliography. Please note that you will not be marked on your essay if you have not got the proposal cleared by the TA.

**Final Status of Women in a Country (9-10 pages)**

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The final paper will flesh out the outline that you submitted in the two-page proposal. Please include recommendations and suggestions made by your TA about strengthening the argument of your paper while writing the final essay. As mentioned above, dividing your essay’s focus in three parts will allow it

The paper should incorporate at least a minimum of 4 course readings and 4 outside scholarly references (do not include country papers or grey academic material as scholarly works). Papers should not exceed 10 pages (excluding bibliography, tables and figures). **Citation style: use APA or Chicago (author date) citation style. Please be consistent with it.**

The rubric for the assignment will be posted on OnQ.

**FINAL EXAM**

| 35% |

The final exam will be comprehensive, consisting of seven questions worth five marks each. Each question will require an answer ranging from 300-350 words. Exam questions will be drawn from course readings, lecture, films and other in-class materials.

**CLASSROOM ETIQUETTE & POLICY ON ELECTRONIC DEVICES IN CLASS**
This course has a **no-electronics** policy. All electronic devices must be switched off during class. It is difficult to focus, learn, listen and engage with each other and the material being studied if we cannot focus – laptops and cell phones make it easier for us to be distracted. Going the old-fashioned route, I ask that you bring printed copies of weekly lectures (these will be posted on the course OnQ the night before the lecture), readings, spare paper, highlighter, and pen/pencils to write notes or mark sections of readings under discussion.

**EMAIL POLICY & NETIQUETTE**

I will do my best to answer your emails within 24-48 hours. On weekends, I do not check email regularly. Please do not expect a response before the beginning of the work week. If your query requires an answer more than a short paragraph, it is better that you come and meet me during office hours.

When communicating with the Professor or TAs using email:

1. Make sure that the subject line of your message contains the course number and the nature of your query.
2. Please use proper sentences and not shorthand in emails. Emails should convey mutual respect with the use of proper salutation (“Hey” or “Hi” is not an acceptable salutation and we will not bother to reply to emails that do not convey mutual respect). Please address the recipient by name and end with the name of the addressee.

**APPEALS**

You are welcome to appeal a disappointing mark but only after a 2-day “cooling off” period. Appeals should be directed in writing to your TA. All email correspondence must have a clearly identifiable subject line of DEVS 293 or else it will be deleted unread.

**LATE SUBMISSION**

Late submission will only be excused with proper documentation and upon approval from the instructor prior to the due date. Otherwise, late submission will be penalized at 2% a day reduction (including weekends) per assignment. Please do not email the TA or the instructor with your assignment or drop it off as a hard copy in the DEVS office.

**TEXT**

There is no course reader for this class. **All readings are available online via e-reserves.**

**WEEKLY OVERVIEW**

* subject to change at the discretion of the instructor

**SECTION ONE**

**Week One 8 January: Introduction to the Course and Discussing Getting Gender Into Development**

The objective of this week’s lesson is to help you get a historical perspective on what led to ‘women’ being recognised as a separate category in the development agenda and how ‘gender issues’ became an integral part of development programs. We also discuss the many slippages between advocacy and practice, a thread of discussion that will be followed in the subsequent weeks.
**Required Readings**


**Week Two 15 January: Theories For “Doing Gender” In Development and Analysing the Role Of “Actors In Development”**

The objective of this week is to allow you to understand the critical difference between the two main theoretical frameworks that guide development programs: Women and Development or WID in short and Gender and Development or GAD. We will discuss the gendered impact of adopting WID or GAD, on policy and action at all levels. We will discuss how development organizations undertake programs and policies that are ‘gender’ specific and adopt a “gender-analysis framework.”

**Required Readings**


**Week Three 22 January: Saving “Brown Women”: Analysing the Crisis in Representation**

This week provides a critical perspective about the modes through which poor women from the Global South are represented as ‘silent victims’ in the development discourse and how this discursive representation then shapes ‘intervention’ agendas by Western NGO and state saviours.

**Required Readings**


**SECTION TWO**

**Week Four 29 January: Globalization and Changes In Gender Relations**

This week’s focus is on obtaining a critical perspective about the ‘feminization of family responsibility’ that has emerged as a coping mechanism for poor women as they and their families struggle to ‘adjust’ to the unrolling of neoliberal prescriptions and the integration of national economies into exploitative global production networks.
**Required Readings**


**Week Five 5 February: The Formal Economy and Gender – A Look at the Garment Sector**

Here, we try to understand how ‘feminization of labour’ gained ascendance with the internationalization of production. We discuss concepts and terms such as ‘feminization of labour’, ‘gendered discourses of work’, and global commodity chains by taking up the case study of garment industry.

**Required Readings**


**Videos:** *China Blue* and *Made in Bangladesh* (CBC)

**Week Six 12 February: The Informal Economy and Women**

Here, we try to understand the workings of informal economy and how women’s lives, in particular, are shaped and impacted by their incorporation within this economy. We discuss how it is different from formal employment and does being employed as an informal worker make one’s life more precarious?

**Required Readings**

- Major Occupational Groups of Informal Workers
- Poverty and Growth Linkages

**Week Seven 26 February: Agriculture and Women**
In this week, we discuss concepts and terms such as ‘feminization of agriculture’, industrial agribusiness, agriculture subcontracting, and NTAE or non-traditional agricultural exports, among others. We examine how and if industrial agribusinesses are responsible for exploitation of women agricultural workers. As well, we discuss the gendered impact of contract farming and how intrahousehold relations are (re)shaped by the global restructuring of agriculture.

**Required Readings**

**Video: Rape in The Fields**

**Week Eight 4 March: ‘Restructured’ Gendered Health**
This week examines the impact of neoliberal restructuring and privatization of health care on women’s health in the Global South. It discusses the creation of gendered and class-based inequalities in access to quality health care and services due to their market-driven commoditization.

**Required Readings**

**Week Nine 11 March: Gendered Migration and Care Work**
This week provides information about the role of Structural Adjustments in creating a gendered migration flow from the Global South to the Global North. It discusses the precipitating causes in ‘source’ and ‘receiving’ countries that have led to the ‘Feminization of migration’ and its implication on the migrating women and their families left behind.

**Required Readings**

**Video: Chain Of Love**
Week Ten 18 March: The Canadian Face of Globalisation and Other Forms Of Gendered Migration

Required Readings

Video: Migrant Dreams

SECTION THREE

Week Eleven 25 March: Transnational Feminism and Advocacy: What Is The Right Path?
This week, we focus on transnational feminist initiatives that have emerged as a response to globalization and the restructuring of economies and discuss concepts such as transnational feminism, transnational advocacy networks, and local feminism, among others. We also interrogate feminist organizing that has occurred around the UN and its related bodies and asks if there are alternate ways to resist increased encroachments on hard-won rights of women by the state and by religious bodies.

Required Readings

Video: Maquilapolis

Week Twelve 1st April: Wrapping Up the Course and Discussing Local Activism and Alternatives to Globalization
The objective of this week is to enable you get a glimpse about varied local initiatives taken by women workers to change the conditions of work or daily existence in their communities. These engagements have emerged both organically and from the grassroots.

Required Readings

DEVS 320*
AIDS, Power and Poverty

FALL 2017
QUEEN'S UNIVERSITY

HIV attacking T-cell: Science Magazine

Instructor: Marc Epprecht
Office: Mac-Corry B414
Office hours: Mondays 1:30-3:00 and Thursdays 10:00-11:30
Tel. 78248 Email: marc.epprecht@queensu.ca

Volunteer opportunities

HIV/AIDS Regional Services (844A Princess St., 545-3698) welcomes students to volunteer or just to drop in to chat about areas of research or other concern. www.hars.ca. HARS also offers free anonymous counseling services (hars@kingston.net).
INTRODUCTION

HIV/AIDS challenges many common assumptions about public health, research ethics, human rights, and the progress/development narrative. Recent amazing breakthroughs in treatment give great hope for conquering a disease that still kills an estimated 1.5 million people each year. But they also highlight the protean nature of the pandemic and its unique ability to expose and exacerbate social and economic inequalities. The nature of HIV as a virus, and the stigma against AIDS as a cultural/political phenomenon, combine to make it exceedingly difficult for conventional public health measures to defeat. There is currently a grave risk that progress to date could be reversed in the next few years.

This course examines the complex interplay of science, economics, culture, politics, and other social relations that have historically nourished HIV/AIDS and continue to frustrate “best practices.” Students will learn about:

- core concepts and terminologies you will need to make effective public engagements on the issues in the future (eg, seek an internship/employment, apply for grad school, write a letter)
- how specific factors have differentially affected transmission (heterosexism, gender, racism, xenophobia, war on drugs, “free trade” etc)
- the complicated (and changing) geographical spread of the disease
- the relative effectiveness (or not) of different public health interventions including harm reduction strategies, criminalization of non-disclosure, etc.
- technological innovations
- “religious health assets”
- political reactions against best practices and
- prospects for the future, among other topics.

A theme throughout the course will be to reflect on tensions between the voluntarist approach to fighting the pandemic (that is, the science-based, human rights, harm reduction, and sex positive approach, which this course unambiguously endorses) and repressive, authoritarian or charity approaches (which are popular, and in some cases seemingly effective, in much of the Global South).

No laptops or other electronic devices in class
ASSIGNMENTS

1. **Test (10%) – Sept. 26** – short answer, define key vocabularies, acronyms

2. **Tutorial attendance and participation (10%). Starting Sept 19.** Students are expected to contribute to all the discussions on the basis of the assigned readings. This will be graded according to:
   
a) physical presence (.5 for each of 11 classes means potential bonus of .5; 1.0 deduction for absence without prior permission from the poster sessions)
   
b) preparedness, ability to contribute based on readings (including asking questions)
   
c) collegiality (eg., respect for time, respect for diverse opinions on sensitive topics, no phones etc) and confidentiality. The class needs to be a “safe space” for the exchange of views on sometimes difficulty topics.

3. **Facilitation of tutorial discussion (20%).** Two-three students each week (Sept 19-Nov.21) will facilitate discussion of the main issues arising from the week’s topic. Budget 30-40 minutes to be in charge. This will require research to find 2 pertinent readings for the class (one academic, and one journalistic or artistic) which must be posted to OnQ by Friday of the week before the class. Marks will be assigned for:
   
a) Appropriateness/excellence of the selected readings, posted on time, justified and discussed in the seminar
   
b) Discussion and analysis, which includes: how well students explain the basic issues and expound different interpretations/arguments
      - support claims with empirical evidence
      - provide clear definitions of key terms
      - how well students identify key ethical issues and “ways forward”
   
c) Pedagogy, ie, how well students engage the rest of the class in the discussion. Creativity in this is greatly appreciated (eg., role-playing, use of primary sources, interactive exercises etc). Good time management is critical. NO DENSE TEXT POWERPOINTS (maps, graphs, pictures, cartoons, diagrams, *only*)

4. **Executive summary of the seminar (500 words, plus references = 10%)** due the week after presentation, should:
- summarize the main points of the articles and presentation
- justify the choice of readings
- define key terms
- summarize issues arising from class discussion
- offer a clear, logically and empirically justifiable “solution”
- list additional sources that were consulted.

5. **Major essay (40%)**, c. 2500-3000 words. The research consists of 3 parts:

a) **working title and research proposal (10% Oct. 3)**. Choose a specific affected “community” (either heavily, eg. Uganda, Ukraine, First Nations, prisons, or lightly, Philippines, Saudi Arabia, Senegal…) or theme (homophobia, patent law, sex tourism, disability…) or controversial initiative (harm reduction, virginity testing, male circumcision…). In 300 words plus references:

   - state the basic facts pertinent to debates around the core issues
   - suggest a research question that arises from gaps in your knowledge, or seeming counter-intuitive evidence that piques your interest (say why)
   - 3-4 key sources that have enabled you to ask these questions
   - working title MUST provide logical, justifiable parameters of place, time, and research question

b) **essay (25% Nov. 7)**, c. 2500-3000 words. Critically examine the development implications and the major ethical, legal and/or political dilemmas or controversies around your chosen topic. In addition to a careful, *historical* analysis of the issues, the essay should conclude with a paragraph that posits potential context-sensitive strategies to improve treatment and/or prevention efforts.

   Include the marked-up proposal and A-4 sized poster with your final submission. Grades will be assigned for the usual essay expectations plus your ability to respond to the proposal feedback.

c) **poster presentations (last tutorial - 5%)**.
- a very brief outline of the main facts/ debates
- your assessment of the way forward on this issue
- most surprising/exciting/infuriating thing you discovered in your research
- Students should be able to explain and “defend” their findings to their peers
6. “Diary” and Final Test (10% - Nov 28). Each week before class starting Sept 19 students should write a short response to one of the assigned articles in preparation for the tutorial. Briefly reflect on key insights you have drawn, and allow for a follow-up sentence or two after the tutorial discussion. Max 100 words, point form is fine. The very final entry will be an in-class test on 4-5 key concepts and readings.

Essay format

All submissions must be double-spaced, 12cpi Times New Roman or Courier. Double-sided printing with no title page is encouraged to save paper.

The Department of Sociology has prepared a very thorough Style and Reference Guide for Undergraduate essays, but see also other Writing Centre tips (and book an appointment if in doubt about anything). [link](http://sass.queensu.ca/writingcentre/tipsheets/)

LATE POLICY: Submissions must be on the due date unless you have obtained prior written approval of an extension (include with your submission). Lateness without approval requires documentation, otherwise will be marked down at a rate of 3% per day (including weekends). Assignments will not be accepted after the rest of the class's marked assignments have been returned.

Submit assignments to your TA personally or in the DEVS drop box (Mac-Corry B401). Keep a copy of your essay just in case of dispute.

APPEALS. You are welcome to query a disappointing mark after a 2-day “cooling off”/reflection period. Queries should be directed, in the first instance, to your T.A. Failing a satisfactory conclusion, please submit the marked up essay with a written explanation of the point of contention to Prof Epprecht

Academic integrity

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [link](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [link](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and from the instructor of this course.
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**Accessibility and Accommodations**

(http://www.queensu.ca/equity/accessibility/policystatements/accessibility-statement):

http://www.queensu.ca/equity/accessibility/policystatements/accommodation-statement

**REQUIRED READINGS:**

All readings are online, accessible through QCAT eReserve, as PDF’s from external websites, and/or OnQ

The material on OnQ is copyrighted and is for the sole use of students registered in DEVS 320*. The material may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in DEVS 320*. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

**DO THE READINGS BEFORE THE DATE THEY ARE ASSIGNED SO THAT YOU WILL BE PREPARED TO DISCUSS THEM IN TUTORIALS and/or ASK QUESTIONS**
REQUIRED READING: PLEASE PRINT OUT (we will be referring to this for many of the tutorials and there are excellent references to consider for tutorial facilitation readings). Also available on reserve at Stauffer.

1. Global Commission on HIV and the Law

USEFUL BROWSING:

2. Please check out (and bookmark your favourites) some of these websites for statistics, policies, scientific facts, news, stories from the frontlines, etc. These provide a vast wealth of resources that can help you prepare for tutorials and frame your essay question.

www.aidslaw.ca Canadian HIV/AIDS Legal Network (human rights focus)

http://www.icad-cisd.com/ Interagency Coalition on AIDS and Development (links to many national and international websites plus good publications)

www.lovelife.org.za LoveLife (South Africa)


http://www.genderandaids.org/ UNIFEM: Gender and HIV/Aids

http://www.aidsmap.com/ AIDS map (UK - great interactive map)

http://www.tac.org.za/ Treatment Action Campaign (South Africa)

http://www.ihra.net/ International Harm Reduction Association

http://www.caan.ca/ Canadian Aboriginal AIDS Network

http://www.iavi.org International AIDS Vaccine Initiative

www.aidshealth.org AIDS Healthcare Foundation (USA)

http://hivinsite.ucsf.edu/InSite?page=kb-00&doc=kbr-01-04 (USA – links to key scientific articles, oral history, interviews etc)
http://www.cdc.gov/hiv/az.htm Center for Disease Control and Prevention (USA)

http://www.pepfar.gov/ (PEPFAR – US gvt)

http://www.gnpplus.net/ Global Network of People Living with HIV/AIDS (Amsterdam)

http://www.thebody.com/index.html The Body

http://www.gatesfoundation.org/hivaids/Pages/default.aspx Bill and Melinda Gates Foundation

http://www.catie.ca/en/home CATIE - Canada’s source for HIV and Hepatitis C information

https://www.opensocietyfoundations.org/ (Soros – harm reduction, human rights, etc)

Feel free to follow a country/community or issue-specific site that could be useful for your major research paper.

COURSE OUTLINE AND READING ASSIGNMENTS

Sept 12: Introduction: Why this course? What do you need to do to excel in it? HIV/AIDS 101, being an overview of the science and developmental implications of HIV/AIDS, including: Where did the virus come from? How is the disease transmitted? How does it work/progress? What are the treatments? Why is a cure or vaccine so elusive? What are co-infections and why do they matter? etc


TUTORIALS – INTRODUCTIONS and volunteers for tutorial leadership starting Sept 19th.
For tutorials this week: a. Write down in order of priority, the three most pressing things that you believe need to be done in order to stem the spread of HIV/AIDS globally and locally (at Queen’s, in Kingston, or your home town – two lists). Is there a difference between global and local priorities? why? Let’s revisit this list for discussion at the end of term to see if your priorities have shifted.

Sept 19: The politics of “homosexuality” in the Global South (mostly Africa) – what was GRID, and how did the activism of North American homosexuals transform the debates? how can we understand contemporary homophobic discourses in the Global South, and their impacts upon education and prevention efforts? What is homonationalism/ “pinkwashing” and how might it complicate the human rights narrative? What are some strategies to promote sexual health in homophobic or otherwise “conservative” environments?

Randy Shilts, “Glory Days,” from And the Band Played On


Stopping HIV: The Truvada Revolution, https://www.youtube.com/watch?v=wsEgg6EOpNM


FINALIZE TUTORIALS

Sept. 26 Gender inequalities – examines the ways that hegemonic constructions of masculinity and femininity affect the pandemic, including how gender inequalities and gender violence undermine people’s ability to make safer sexual choices. How to bring men and boys into the discussion of health in sex positive ways?

Global Commission on HIV and the Law Ch. 4 and 5
M. Saneka et al “Dangerous liaisons” (OnQ)

http://journals1.scholarsportal.info/pdf/0305750x/v29i0004/657.domirafmiasb.xml

Oct. 3: Race, ethnicity and cultural difference – examines the ways that the legacies of racialist political systems (like colonialism, residential schools, or apartheid) and discourses of cultural Otherness have contributed to the “ghetto-ization” of HIV in certain places, and impede best practices in marginalized communities such as Canada’s First Nations. Is there a role for “traditional practices” and medicines in the fight against HIV?


HIV/Aids And Indigenous Populations In Canada And Subsaharan Africa


Oct. 10 THANKSGIVING

Oct. 17: Knowledge production and translation - People often assume that the scientific method, operating independently of political or cultural influences, will generate knowledge that will trickle down to the benefit of all. What if this is not always true, and that powerful scientific interventions are in fact sometimes imbued with prejudice, egotism, political ideology and/or economic opportunism? Understanding how scientific knowledge is created and propagated (or not) is crucial to understanding fitful and often ineffective (or harmful) policy responses. What are the arguments for/against lay people’s more active participation in the scientific process?

Elizabeth Pisani, “The Honesty Box,” from *The Wisdom of Whores* (OnQ)

Tara McKay, “From marginal to marginalised: The inclusion of men who have sex with men in global and national AIDS programmes and policy,” *global Health* 11 (2016), 7-1: 902-922 http://dx.doi.org/10.1080/17441692.2016.1143523


**Oct. 24: Conspiracies, cover-ups and denialism.** Unlike most diseases, AIDS attracts an extraordinary range of unscientific explanations which can have devastating impacts on epidemiology. Thabo Mbeki’s infamous obfuscation of the link between HIV and AIDS, for example, is estimated to have cost the lives of over 300,000 South Africans. There are also “folk” beliefs, quack “cures” sometimes disguised in scientific language, the direct suppression of evidence by the state, bureaucratic “beating up,” and conspiracy theories that undermine confidence in public health messages. We may be tempted to laugh but …


C. d’Adesky, “Cuba Fights AIDS Its Own Way”

**Oct.31: The War on drugs** – looks at the ways that punitive approaches to drug control and incarceration exacerbate the problem, and some complications on the path to harm reduction. Where does one draw the line on hedonism on the public purse?

*Global Commission on HIV and the Law* ch. 3.1 and 3.5

Clean Switch: The Case for Prison Needle and Syringe Programs in Canada

**Nov. 7: The War for Drugs** – considers how the WTO and trade-related international treaties like TRIPS may contribute to the effective management of HIV/AIDS through *managed* profit incentives. Conversely, are property rights incompatible with human rights?

*Global Commission on HIV and the Law* ch 6


**Nov 14: Sex work and the global sex trade** – Sex work is commonly thought of as degrading and dangerous to the workers. The risks are vastly amplified by today’s unprecedented levels of people uprooted from their homes by war, economic deprivation and climate change, plus the rise of sex tourism and sex trafficking as global “industries.” Can we separate out the cultural legacy of moral revulsion against such things in order to transform sex work and sex tourism into sustainable development strategies?

M. Guttman, “New Labyrinths of Solitude,” from *Fixing Men: Sex, Birth Control and AIDS in Mexico* (OnQ)


*Global Commission on HIV and the Law* ch. 3.2 and 3.6

**Nov. 21: Faith and philanthrocapitalism** – the majority of people in the world (including in liberal societies like Canada) do not easily accept many of the key elements of the harm reduction, human rights and scientific approach. A common response to those approaches is to assert that charity, including through large faith-based associations, philanthropies and celebrity-
inspired campaigns, is less political, more accessible, more efficient and “more moral” means to deliver needed interventions (the Gates, Bono, etc). Activists are sometimes tempted to scorn such beliefs but we need to consider how “religious health assets” could be an important component of the prevention and treatment toolkit.


Nov. 28: Ethics, law and “ways forward”– examines the potential (and limitations) of international law and human rights treaties or conventions. Considers as well some of the basic ethical dilemmas encountered on the frontlines of the struggles to contain the spread of HIV, including around patient confidentiality, research methodologies, mandatory testing, euthanasia, disclosure, quarantines, and more. Concludes with summing up promising new strategies, technologies, and risks.

Global Commission on HIV and the Law ch. 2 and conclusion


10 Reasons to oppose the criminalization of HIV exposure http://www.gnpplus.net/images/stories/Rights_and_stigma/10reasons_english.pdf

Final “test.” BRING YOUR DIARY
Department of Global Development
Studies DEVS 393 - 001 (DEVS 359)
Migrants, Refugees, and Development
Winter 2020

Tuesday: 12:30 am – 2:30 pm
Botterell B139

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory.

Instructor: Dr. Reena Kukreja
Email: reena.kukreja@queensu.ca
Office Hours: A 403, Mac Corry
Mondays 9-10 am or by appointment

Teaching Assistant: Alina Dixon
Email: AD160@queensu.ca

COURSE DESCRIPTION

Since 2015, when Syrians fleeing the war in their country, started arriving on the shores of Europe, global attention has been transfixed on a “global migration crisis.” Every day, print or electronic media coverage of forced migration carries sensational headline news about ‘illegal’ migrants or refugees ‘flooding’ the borders either in Europe or between Mexico and US. Mass movement of people is not new. Globally, large scale ‘forced’ movement of people takes place due to a number of causes such as conflict, climate change, development-induced displacement, religious persecution, and / or ethnic cleansing. Increasingly, states are becoming more selective about who might enter, and with what rights. There is heightened securitization of borders and setting up selective criteria for determining right to entry.

The course examines contemporary issues of ‘forced’ migration of people to obtain theoretical understanding of processes shaping human mobility and the debates governing inclusion or exclusion of people. It studies the emergence of migration and refugee regimes, the role of humanitarian agencies such as the UNHCR (United Nations High Commission for Refugees) in providing relief and assistance to forced migrants such as Internally Displaced Persons (IDPs) and asylum seekers. It
undertakes a critical analysis of the securitization of migrants and governance of mobility through the setting up of border controls and surveillance by states. It interrogates how media frames contemporary migrants and the impact of such representations on state policies, public perception, and on the migrants’ right to move and seek security. Migrant agency and activism against restrictive and dehumanising regimes of control and exclusion as well as future possible scenarios including open borders is also considered.

The course is organised around lectures, readings, videos, guest lectures, and tutorial participation.

**LEARNING OBJECTIVES**

*By the end of this course, students should be able to:*

- Understand the complexity of causes for forced migration;
- Analyse, evaluate, and utilize a variety of theoretical perspectives in discussing refugee and forced migration studies;
- Become familiar with key theories on migration and international legal frameworks on refugees;
- Evaluate how restrictive borders and laws affect asylum seekers and forced migrants;
- Examine the practices of international humanitarian organisations and the political interests that inform their behaviour;
- Critically analyse the role of mainstream media in framing refugees and migrants as a ‘global crisis’ and as ‘Others’;
- Develop and present oral and written arguments on forced migration, refugees, and international responses of various actors in the resolution of displacement;
- Think critically, from an interdisciplinary perspective, about contemporary debates on forced migration and policies related to refugees and forced migration;
- Demonstrate an ability to present and discuss ideas clearly and articulately through well researched written arguments; and
- Demonstrate an ability to engage in scholarly discussion and debate in formal and informal learning environment.

**The teaching methods and assignments used to achieve these outcomes include:**

- Lectures to introduce theoretical ideas and concepts about migration, refugees, and development
- Assigned readings
- Tutorial discussions on assigned weekly readings
- Film screenings and other audio-visual material
- Guest lectures
- Assignment on analysing media representation of a migration-related news story
- Detailed migration research report
- Independent research and written assessment

**Copyright of Course Materials**

This material is copyrighted and is for the sole use of students registered in DEVS 293-001. This material shall not be distributed or disseminated to anyone other than students registered in DEVS 293-001.
Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

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<tr>
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<th>Numerical Course Average (Range)</th>
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University and Course Policies

Academic Integrity:

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.
**Turnitin**

Queen’s University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

**Accessibility**

Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Course readings, lecture slides, etc. is available in an accessible format or with appropriate communication supports upon request. Please contact Paritosh Kumar via email (pk@queensu.ca), telephone (613.533.6250) or in person during his office hours.

**Accommodations**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

**Academic Considerations for Students in Extenuating Circumstances**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances ([http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.usl.com/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.usl.com/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: [http://www.queensu.ca/artsci/accommodations](http://www.queensu.ca/artsci/accommodations)

**Location and Timing of the Final Exam**
As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

MARKING SCHEME

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<td>Media Analysis</td>
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<td>Final Exam</td>
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<td>Research Paper</td>
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REQUIRED TEXTS
All readings can be found online via Queens Library e-reserves.

COURSE ASSESSMENT

Tutorial attendance and participation 20% (5% + 15%)
All students are expected to attend tutorials and actively participate in discussions. Please bring your readings and class notes to the tutorials as well as extra paper and pens/pencils. Tutorials are designed to clarify points in the lecture, critically evaluate readings, allow you to discuss course material, and help you prepare for examinations and written assignments. This means having done and thought carefully about the readings. You will be evaluated on the basis of your informed and thoughtful participation in tutorial discussions which demonstrates an understanding of the assigned readings as well as lectures / films (i.e. 'shooting from the hip' contributions to discussions because you have not done the readings or trying to scan over the readings during tutorials will not count). Attendance will be taken and will amount to 5% of overall grades. Participation will be assessed on the basis of:
- Demonstrated preparation (required readings done)
- Demonstrated engagement with class material
- Meaningful contribution to discussion (group and tutorial)
- Encouragement of participation of other students
**Final Exam** 30%
The final exam will be comprehensive, consisting of five questions worth six marks each. Each question will require an answer ranging from 350 -375 words. Exam questions will be drawn from course readings, lecture, films and other in-class materials.

**Media Analysis** 20%
Due 14 February
Based on your theoretical readings from Weeks Two, Three and Four, analyse an online print media story about the portrayal of asylum seekers and/or forced migrants. For this, I highly recommend you select one of the below listed online mainstream Western newspapers for your analysis. You have a choice of selecting a story from January 2019 – December 2019. It should focus on either of the three border crossings or migrant groups: a) Migrant Caravan / Mexico-USA / Central American Asylum seekers; b) Rohingya from Myanmar; or c) Mediterranean Sea crossing from North Africa to Italy/North African migrant crossing to Italy.

The list of ‘Western’ newspapers, all in English, are as follows:
The Daily Telegraph (Australia)
The Australian (Australia)
The Globe and Mail (Canada)
The Daily Telegraph (United Kingdom)
The Guardian (United Kingdom)
The Independent (United Kingdom)
New York Times (United States of America)
The Washington Post (United States of America)

Please do not email either the TA or myself asking if another newspaper can be added to the list.

Examine how the headline, images, and the text is used to represent those on the move. What is the tone of the chosen story in terms of its main argument? Does it do a fair representation or not? What are the societal and policy consequences of such ‘framings’? Since you have only eight pages (2000 words) to undertake this analysis, be very precise in your argument. Incorporate at least three course readings and three outside academic sources to assist in your analysis.

The paper should be 8 pages (double space, 12 size Times New Roman). This excludes footnotes, bibliography, and the news report. Attach the analysed media story as a separate attachment to your paper.

**Citation style:** use APA or Chicago (author date) citation style. Please be consistent with it.

More details about the assignment will be given in class and uploaded on course OnQ. The rubric for the assignment will also be posted on OnQ.

**Research Paper** 30%
Pick a region and a country (listing is given below) for research on forced movement of people.
Some of the key questions that your research paper should include: Identify the causes driving the forced movement of people — both internal and trans-border — in the region. Which groups of people are affected and how many? Where and what type of movement of people is taking place? How are forced migrants treated by international refugee regimes and actors such as the governments of various countries (through policies and controls) and humanitarian organisations? What solutions are offered by national, regional and/or international bodies/organisations about their displacement? What form, if any, does migrant agency take?

The paper should go beyond the mere listing out of causes and reasons. Nor should it be a summary of books and articles on the chosen topic. Instead, use the material to engage with a couple of theoretical concepts discussed in course readings and class lectures to bring out the complexity of migration, and the responses of various actors. Use material from journals and books to make observations and conclusions. Use secondary source materials such as figures, maps, and datasets to strengthen your analysis.

**One page draft proposal**

**Total 5%**

**Due** 28 February

You will be required to write a one-page bullet point proposal outlining the chosen country, theme of inquiry, and your theoretical approach to forced migration there. Please note that you will not be marked on your research paper if you have not got the proposal cleared by the TA.

**Final Research Paper (10-11 pages)**

**Total 25%**

**Due** 20 March

The final paper will flesh out the outline that you submitted in the proposal. Please include recommendations and suggestions made by your TA about strengthening the argument of your paper while writing the final essay. Please pay attention to incorporating answers to questions listed above.

The paper should incorporate at least a minimum of four course readings and four outside scholarly references (do not include country papers or grey academic material). The research paper should be a maximum of 2500-2750 words (approximately 11-12 double-spaced pages), excluding endnotes and bibliography. Use Times New Roman font with 12-point form and one-inch margins. Use single space for block quotations (which should be minimal), endnotes, appendices and bibliography. Citations must be consistent and follow a standard academic format.

More details about the assignment will be given in class and uploaded on course OnQ. The rubric for the assignment will also be posted on OnQ.

**Region and Country picks:**

Asia: Myanmar, Syria, Afghanistan, Bangladesh, Iraq,
Central America: Guatemala, El Salvador, Honduras
South America: Columbia, Venezuela, Brazil
Africa: South Sudan, Nigeria, Eritrea, Somalia, Democratic Republic of Congo, Sahel Belt (North Nigeria, Chad, Niger, Mali)
CLASSROOM ETIQUETTE & POLICY ON ELECTRONIC DEVICES IN CLASS
This course has a no-electronics policy. All electronic devises must be switched off during class. It is difficult to focus, learn, listen and engage with each other and the material being studied if we cannot focus – laptops and cell phones make it easier for us to be distracted. Going the old-fashioned route, I ask that you bring printed copies of weekly lectures (these will be posted on the course OnQ the night before the lecture), readings, spare paper, highlighter, and pen/pencils to write notes or mark sections of readings under discussion.

EMAIL POLICY & NETIQUETTE
I will do my best to answer your emails within 24-48 hours. On weekends, I do not check email regularly. Please do not expect a response before the beginning of the work week. If your query requires an answer more than a short paragraph, it is better that you come and meet me during office hours.

When communicating with the Professor or TAs using email:
1. Make sure that the subject line of your message contains the course number and the nature of your query.
2. Please use proper sentences and not shorthand in emails. Emails should convey mutual respect with the use of proper salutation (“Hey” or “Hi” is not an acceptable salutation and we will not bother to reply to emails that do not convey mutual respect). Please address the recipient by name and end with the name of the addressee.

APPEALS
You are welcome to appeal a disappointing mark but only after a 2-day “cooling off” period. Appeals should be directed in writing to your TA. All email correspondence must have a clearly identifiable subject line of DEVS 293 or else it will be deleted unread.

LATE SUBMISSION
Late submission will only be excused with proper documentation and upon approval from the instructor prior to the due date. Otherwise, late submission will be penalized at 2% a day reduction (including weekends) per assignment. Please do not email the TA or the instructor with your assignment or drop it off as a hard copy in the DEVS office.

TRIGGER WARNING
This course deals with sensitive and controversial material. The course content, consisting of journal articles, book extracts, ethnographic accounts, films, and poetry, is often disturbing and can evoke emotional and/or mental distress. Reading the case studies can be difficult as these are not anonymized nor anesthetised. Please choose your own discretion to (dis)continue engaging with the particular course content and seek assistance with the Student Wellness Centre at Queen’s University, if necessary.

For in-class and tutorial discussions and screenings, I encourage you to prepare yourself beforehand. If you believe that you will find the discussion to be traumatizing, you may choose
to leave the classroom. You will still, however, be responsible for the material that you miss, so if you leave the room for a significant time, please arrange to get notes from another student.

WEEKLY OVERVIEW
* subject to change at the discretion of the instructor

**Week One 7 January: Introduction and Course Overview**
No readings for this week. We will go over the course outline, expectations, see the websites listed below to get a sense of the forced displacement and migration of people worldwide, and watch clips from a couple of videos.

- UNHCR, *Global Trends: Forced Displacement in 2018*
  [https://www.unhcr.org/5d08d7ee7.pdf](https://www.unhcr.org/5d08d7ee7.pdf)
- IOM, *Global Migration Trends Factsheet*
- PeopleMoving: migration flows across the world
  [http://peoplemov.in/#t_MX](http://peoplemov.in/#t_MX)

**Video**
- 🎥 *4.1 Miles* (2016) Daphne Matziaraki (Dir.). This documentary is set in Lesbos, Greece as it documents one day in the life of a Greek Coast Guard.
- 🎥 *Exodus* (2016) James Bluemel (Dir). We will also watch the first 25 minutes of this collaborative documentary

**Week Two 14 January: Causes for displacement of populations**
Some of the questions that this week will take up: What are the ‘drivers’ for people’s displacement and consequent forced migration? What role does climate change play in forced migration and internal displacement? How do development projects cause involuntary dislocation of people from their lands and livelihoods?


**Week Three 21 January: Understanding Conventions, Concepts and Categories**
Some of the questions that this week will take up: Who is a refugee? How is refugee status defined legally? What are the political and legal dimensions of labels and categories? How does (or not) the 1951 Convention on Refugees protect forced migrants? Why have a Global Compact on Refugees?

**Required Readings**


**Websites**

- Global Compact on Refugees [https://www.unhcr.org/gcr/GCR_English.pdf](https://www.unhcr.org/gcr/GCR_English.pdf)

**Week Four 28 January: Media Representation of Migrants and Refugees**

Some of the questions that this week will take up: How are migrants and refugees ‘framed’ by the media? What is the impact of particularized ways of reportage on public perception of the ‘migration crisis’? Does the media have an ethical and moral responsibility in the way it reports news on migration and refugees?

**Required Readings**


**Video**

- *Another News Story* (2017) Orban Wallace (Dir.). This documentary focusses on the nitty gritty of news reportage about the “European Migrant Crisis.” We will watch excerpts from this film.
Week Five 4 February Border Controls and Securitization of Migration

Some of the questions that this week will address: Whose forced migration is perceived as a threat to national and regional security? What regimes are created to control borders? What are the consequences of “securitization” of borders and “controlling” forced migration?

Required Readings

♦ Akkerman, Mark. 2018. Chapters 2, 3, 4, and 5. In *Expanding the Fortress: The policies, the profiteers and the people shaped by EU’s border externalisation programme*. Amsterdam: Transnational Institute, pp 10-64.

Video

 сравняет Migration Crisis: Time for Fortress Europe? DW English (excerpts)
♦ Exodus The Journey Continues (2017) James Bluemel (Dir.) We will watch excerpts from this documentary.

Week Six 11 February: International Refugee Regime: Understanding the role of various players in the game

Some of the questions that this week will address: Who are the major actors and agencies involved in humanitarian responses? What role do humanitarian agencies such as the UNHCR, UNRWA, the IOM, and NGOs play in the international forced migration regime? Are these apolitical or influenced by political factors and states?

Required Readings


Week Seven 25 February: Statelessness

Some of the questions that this week will address: What is statelessness? How do people become stateless and what are the implications of being stateless? How does statelessness impact women and children? What options are available to stateless people to acquire national identity?

Required Readings


**Videos**

✨ *Nowhere People* by Greg Konstantine – a photo-essay / exhibition on statelessness (We will watch a couple of films on this site and read testimonies)
https://www.nowherepeople.org

✨ *Statelessness: Lead’s Story* https://www.youtube.com/watch?v=FYIw67eFEPo

✨ *Sabah’s Invisible Children* – Al Jazeera 101 East Documentary
https://www.youtube.com/watch?v=fVNCWT3t_rQ

**Week Eight 3 March: The question of Gender: Women and Girls on the Move**

Some of the questions that this week will address: how are women and girls differently impacted by forced displacement? How are they ‘framed’ by humanitarian agencies and how does it impact access to services? Do women refugees face more barriers in obtaining favourable hearing during Refugee Determinations or not? What risks of sexual abuse or violence are women and girl refugees more vulnerable to?

**Required Readings**


**Week Nine 10 March: Children as Refugees**

Some of the questions that this week will address: how are children conceptualised as refugees and what rights do they have under international conventions? What set of unique struggles and challenges do they face during the migration? How do children separated by parents or guardians negotiate detention and refugee hearings? Do children suffer trauma, health risks and psychological distress on forced migration and separation from loved ones?
**Required Readings**


**Week Ten 17 March: Durable Solutions?**
Some of the questions that this week will address: What are durable solutions? Who gets to decide which durable solution are offered to refugees? Does the voice of refugees count in decision-making involving resettlement, local integration, or repatriation? Is reparation legal? How do deportations operate and how are these enforced? What impact do these solutions have on the forced migrants?

**Required Readings**


**Week Eleven 24 March: Case Study of Rohingya Muslims as Refugees**
Some of the questions that this week will address: Who are the Rohingya and why are they a persecuted minority group facing statelessness and forced migration from Myanmar? How is the Myanmar state responsible for their human rights abuses and consequent forced displacement? How are the Rohingya rendered stateless and what are the implications? How is the international community and humanitarian groups responded to the mass migration of the Rohingya into Bangladesh? How are women and girls impacted by this crisis?

**Required Readings**


### Additional readings


### Week Twelve 31 March: Migrant Agency, thinking ‘Beyond Borders’ and Wrap-up

Some of the questions that this week will address: How have refugees and forced migrants responded to increased controls? How is their agency and activism framed and enacted? Can other possibilities of movement of people be imagined?


### Video

* Llevate Mis Amores (2016) Arturo González Villaseñor (Dir.). We will watch excerpts from this documentary that focusses on village women in Mexico who provide meals to immigrants travelling on a train to Mexico’s border.

### Useful Web-sites

- Canadian Council for Refugees
- Human Rights Watch
- Internal Displacement Monitoring Centre
- MSF Virtual Refugee Camp
- Relief Web
- Ethical Journalism Network
- Forced Migration
- PRS Project (Oxford)
- United Nations High Commissioner for Refugees (UNHCR)
- UN Office for the Coordination of Humanitarian Affairs
- US Committee for Refugees
- Women’s Commission for Refugee Women and Children

*Journals (available on-line via Queen’s Library)*
Citizenship Studies
Crossings: Journal of Migration and Culture
Diaspora
Ethnic and Racial Studies
Ethnicities
Forced Migration Review
International Journal of Migration and Border Studies
International Journal of Refugee Law
International Migration
International Migration Review
Journal of Comparative Migration Studies
Journal of Ethnic and Migration Studies
Journal of Identity and Migration Studies
Journal of Refugee Studies
Refugee Survey Quarterly
Refuge
Migration, Mobility, and Displacement
Mobilities
Nordic Journal of Migration Research
Transit
DEVS 363: Development challenges in southern Africa
Queen’s U., Fall 2019

Contact: marc.epprecht@queensu.ca, X78248
Office: MC B414, Monday 2:30-3:30 and Weds 2:30-4:00
Southern Africa as a region embodies many of Africa’s greatest development aspirations, from sophisticated democracy to social welfare systems to advanced industry to virtually unlimited potential for renewable energy. Johannesburg alone, at the heart of a conurbation that includes up to 15 million people, is a magnet for migration from around the continent and globally. Yet the region also faces daunting challenges arising from – and reinforcing – persistent racialized economic and public health disparities, high levels of crime and gender-based violence, climate change, and state capture. This course first provides the historical context necessary to understand contemporary struggles for “sustainable development” and social justice in the region. It then examines key challenges and how they may be creating opportunities for new ways of thinking about citizenship and development in Southern Africa and the Global South more generally.

**Intended Student Learning Outcomes**

To complete this course students will demonstrate their ability to:

1. Identify key aspects of southern African human and biophysical environment
2. Describe and recount core themes in the history of southern Africa
3. Identify and evaluate scholarly and activist traditions that debate the roles of race, class, gender and environment in southern Africa
4. Critically assess factors contributing to, or frustrating, current struggles to address key development objectives in the region and in particular, Johannesburg
5. Conduct original research using primary documents
6. Articulate current trends and prospects for social justice in southern Africa in relation to wider debates in the Global South

7. **Acquire sufficient general knowledge of the region to feel confident among African peers in an honours-level course at Wits University, Johannesburg.**
ANNOUNCING!!!

DEV5 Summer Semester Abroad at the University of the Witwatersrand (Wits)
Johannesburg, South Africa - July and August 2020

Course options include:

- Migration, Mobility and Health in South Africa
- Anthropology and Ethnographies of Black Africa
- Demography of Fertility and Reproduction
  - The Making of Urban History
- African Politics: Natural Resources in Africa
- Collective Action and Social Movements
  - Plus DEVS 420
- Field research opportunities
ASSIGNMENTS

1. Map Test (10%) – Sept. 25 (in class)

2. Tutorial attendance and participation (10%). Starting Sept 18. Students are expected to contribute to all the discussions on the basis of the assigned readings. This will be graded according to:

   a) physical presence (.5 for each of 10 classes. Use of electronic devices during the tutorial will be interpreted as “absent”)
   b) preparedness, ability to contribute based on readings (including asking questions)
   c) collegiality (eg., respect for time, respect for diverse opinions on sensitive topics, no phones etc) and confidentiality. The class needs to be a “safe space” for the exchange of views on sometimes difficulty topics.
   d) “diary”: Each week before class starting Sept 18, briefly reflect on key insights you have drawn, or questions you’d like to raise in response to one of the assigned articles. Allow for a follow-up sentence or two after the tutorial for further reflection on the issues discussed. Max 100 words per entry, point form is fine. DUE: penultimate lecture (Nov. 20).

3. Facilitation of tutorial discussion (20%). Two-three students each week (Sept 25-Nov.20) will facilitate discussion of the main issues arising from the week’s topic. Budget 30-40 minutes to be in charge. This will require research to find a pertinent reading for the class - a primary document that illustrates aspects of the core issue - which must be posted to OnQ by Friday of the week before the class. Marks will be assigned for:

   a) Appropriateness/excellence of the selected reading, posted on time, justified and discussed in the tutorial

   b) Discussion and analysis, which includes: how well students explain the basic issues and expound different interpretations/ arguments
      - support claims with empirical evidence
      - provide clear definitions of key terms
      - how well students identify key ethical issues and “ways forward”
      - equitable division of labour

   c) Pedagogy, ie, how well students engage the rest of the class in the discussion. Creativity in this is greatly appreciated (eg., role-playing, use of primary sources, interactive exercises etc). Good time management and sharing of tasks are critical. NO DENSE TEXT POWERPOINTST (maps, graphs, pictures, cartoons, key terms, names, and dates etc only)
d) Executive summary of the seminar (500 words, plus references) due the week after presentation, should:
   - summarize the main points of the articles and presentation
   - justify the choice of reading
   - define key terms
   - summarize issues arising from class discussion
   - offer a clear, logically and empirically justifiable “solution”
   - list additional sources that were consulted

5. **Major essay**, consisting of 3 parts:

   a) **working title and research proposal (5% Oct. 2).** Choose a specific project or civil society movement (e.g., for urban re-development, climate change mitigation, women’s “empowerment” etc). In 300 words plus references:

   - state the basic facts pertinent to debates around the core issues
   - suggest a research question that piques your interest (say why)
   - 3-4 key sources that have enabled you to ask these questions
   - working title MUST provide logical, justifiable parameters of place, time, and research question

   b) **essay (30% Nov. 13), c. 2000-2500 words.** Critically examine the development implications and the major economic, political or other controversies around your chosen topic. In addition to a careful assessment of the issues drawn from a range of sources and perspectives, the essay should conclude with a paragraph that posits potential context-sensitive strategies to achieve success in the stated goals.

   Include the marked-up proposal with your final submission. A grade will be assigned for your demonstrated ability to respond to the proposal feedback.

   c) **poster presentations (last tutorial - 5%).**

   - a very brief outline of the main facts/debates mostly in maps, graphs, and pictures
   - your assessment of the ways forward on this issue
   - most surprising/exciting/infuriating thing you discovered in your research
   - Students should be able to explain and “defend” their findings to their peers

**Considering the semester at Wits? Please chose a Gauteng-focused project**
6. **Final Exam (20% - 2 hours).** Choose 5 from 7 key concepts provided. Define and elaborate on how they reveal or complicate the narrative of development/progress.

**BONUS! (1%)**

Write a 300-word max critical review of a southern Africa-focused extra-curricular activity (eg., a SNID or other seminar, a feature or documentary film, campus group or civic event etc). Due within a week of the event, anytime until the second-last tutorial. This should be accompanied by a 1-2 minute presentation (2-3 slides if appropriate) and discussion in the tutorial.

**Essay format**

All submissions must be double-spaced, 12cpi Times New Roman or Courier. Double-sided printing with no title page is encouraged to save paper.

**The Department of Sociology** offers a very thorough Style and Reference Guide for Undergraduate essays:


See also **Writing Centre** tips (and book an appointment if in doubt about anything).

http://sass.queensu.ca/writingcentre/tipsheets/

**LATE POLICY:** Submissions must be on the due date unless you have obtained prior written approval of an extension or formal appeal for academic consideration (include with your submission). Lateness otherwise is penalized .5 marks per day (including weekends).

If a hard copy of an assignment is requested, submit it to your TA or Prof Epprecht personally or in the DEVS drop box (Mac-Corry B401). Keep a copy of your essay just in case of dispute.

**APPEALS.** You are welcome to query a disappointing mark after a 2-day “cooling off” period. Queries should be directed, first, to your TA. Failing a satisfactory conclusion, please submit the marked up assignment with a written explanation of the point of contention to Prof Epprecht.

**Academic integrity**

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and from the instructor of this course.
**Turnitin statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy:

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

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Accessibility, Accommodations and Consideration

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

http://www.queensu.ca/studentwellness/accessibility-services/
http://www.queensu.ca/equity/accessibility/policystatements/accommodation-statement

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools should refer to the protocol for their home Faculty.

The material on OnQ is copyrighted and is for the sole use of students registered in DEVS 363*. The material may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in DEVS 363*. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement. The distribution of images from the lecture may similarly constitute such a breach.

READINGS AND NOTE-TAKING

DO THE READINGS BEFORE THE DATE THEY ARE ASSIGNED SO THAT YOU WILL BE PREPARED TO DISCUSS THEM IN TUTORIALS and/or ASK QUESTIONS

The required readings are diverse by topic, by style, by methodology and sources, and by analysis or political slant. They include some “classics,” as well as contemporary academic and journalistic articles. No single narrative emerges. I will provide “the big picture” in the lectures – and you can consult the very decent encyclopedia entry by one of the region’s pre-eminent historians for a further basic overview (https://www.britannica.com/place/Southern-Africa). The readings
should then be read as rich empirical case studies that shed light on specific aspects of the larger issues, and which sometimes make the case for a particular theoretical or political position, open for debate rather than an authoritative answer.

Good note-taking is crucial to determining the key “take-aways” that help you prepare for the final exam (rather than the clutter of unexamined facts, which will hinder you). For each reading, try to answer:

What is the author trying to do? Who is she/he debating and why? What’s the problem, and does it resonate with other (non-African) debates you’ve encountered?

What are the main sources she/he uses to construct an argument? What is the argument? Does the evidence convince you?

What are the core theoretical or analytic terms (eg. Ecofeminism), and the empirical facts/terms that are critical to the argument? (eg., non-English words, essential names, dates, places). Succinctly define them.

Are there choices of vocabulary that reveal a political, moral or other bias/blindspot (eg., “prostitute” instead of “sex worker”, “bourgeois” instead of “middle class”)?

What does the author claim or imply needs to be done next, and why?

Summarize your own feelings in response to the material presented (PS., this could constitute a portion of your “diary” for the week).

COURSE OUTLINE AND READING ASSIGNMENTS

Sept 11: Introduction: Why this course? What do you need to do to excel in it? Queen’s summer seminar at Wits.

TUTORIALS – INTRODUCTIONS and volunteers for tutorial leadership starting Sept 25th.

Sept 18: Southern Africa 101, examining pertinent aspects of the regional pre-colonial historical geography and African traditional cultures, different types of colonial systems (political and economic), the long-term legacies of colonial development strategies, and the politics of knowledge production.


**Sept 25 South Africa**

White settlement by two “tribes”, plus the discovery of diamonds and gold in the late 19th century set the stage for South Africa’s distinctive path to industrial development, racial conflict, and the radical transformation of indigenous societies. These processes profoundly shaped the built environment of South African cities, the relations between cities and rural areas, and the sociology of race, gender and class in ways that still profoundly inhibit “normal” development and the attainment of social justice.


**Oct. 2 Liberation struggles, structural adjustment(s) and the rise of China in Africa**

The nature of the struggles to end colonialism/apartheid frames contemporary struggles for development and social justice. For critics like Frantz Fanon, for example, the failure to make a full and clean break from colonialism/apartheid ushered in neo-colonial relations with the West that undermine people’s aspirations for development and dignity. Political freedom was accompanied by macro-economic policies that in many ways further entrenched racialized socio-economic inequalities. Many countries in Africa now look to China as an alternative model and as a strategic partner in escaping the hegemony of the West, though that is controversial.


**Oct. 9 Climate Crisis, Energy and Eco-tourism**
Climate change is already contributing to heat waves, drought, and more extreme weather events such as the unprecedented two cyclones to hit Mozambique this year. How to transition to a “sustainable” economy when the development needs are so great, when the main source of energy is coal, when conservation was politicized under colonialism/apartheid, and when one of the great hopes for development lies in the so-called eco-tourism sector?


**Oct. 16 HIV, women’s ‘empowerment’ and SOGIE rights**
The years of transition from apartheid to democracy in South Africa coincided with the explosion of HIV/AIDS into national emergency, with even more devastating impacts in neighbouring countries. The pandemic also gave rise to a successful “citizen science” activist movement and, conversely, a depoliticizing biotherapeutic “roll-out” regime. A vibrant gender and sexual rights movement meanwhile sometimes generates tensions between liberationist politics, religious backlash, and an “NGO-ized,” class-riven malaise.


Oct. 23. Land Reform and food security
Land is an emotive topic in southern Africa, with debates often focused on the need to redistribute agricultural lands stolen from Africans by white settlers. How to achieve this without compromising productivity and international obligations to human rights? Zimbabwe is often held up as a stern lesson in what not to do. “Land grabs” by international actors to convert huge swathes of productive land to commercial export production meanwhile threatens food security. Adding to the latter is the region’s growing entrapment within the global food system, with all the diet implications that the “nutrition transition” holds for public health.


Oct. 30. Race, tribe and nationality
Colonialism and apartheid did not only seek to promote white supremacy, but also reified tribal distinctions and privileged certain ethnic minorities in, for example, the trades or small business sector. Large-scale migration, including from outside the region, has meanwhile fuelled xenophobic resentment by local people against foreigners. How to address social conflict around identity without creating new, unintended consequences?


Oluwaseun Tella. 2016. “Understanding Xenophobia in South Africa: The Individual, the State and the International System,” Insight on Africa. 8/2
Nov. 6 Democracy and ‘state capture’
Democratic governance in the region is relatively new, shallow, and fragile. Even South Africa has experienced the capture of state institutions by corrupt individuals and corporations, at the cost of billions of dollars. How best to balance the democratic ideals and good governance with the practicalities of governing at a time when southern Africa is vulnerable to populist demagoguery and “fake news”?


Nov. 13 Urbanization and the welfare state
People are moving to cities in record numbers. But jobs are scarce and highly precarious, housing and infrastructure are grossly inadequate for human health and dignity, and crime and anomie destroy communities. Meanwhile, elegant malls, expensive cars and gated communities for the well-off seek to preserve a consumer culture unconcerned by the politics of class inequality. Perhaps it would be best simply to guarantee everyone a minimum income, free housing, water, and other social services as human rights.


Nov. 20 Culture and development: Towards a new governmentality
Advocates of “African renaissance” often look to the past for cultural inspiration – revived indigenous languages, renewed Ubuntu (traditional collective humanism), and the celebration of heritage. Others see new technologies like social media and biometrics to be paving the way for the emancipation of people from capitalist hegemony towards a new “autonomous governmentality”. Pentecostalism, which is predicated on a radical cultural break with the past, is meanwhile the fastest growing religion in the region. How to promote new ways of belonging that can support initiatives to ensure sustainable development and just societies?


Nov. 26 Summation and exam prep
MAP TEST: Locate 10 of the following on the map provided:

<table>
<thead>
<tr>
<th>Location</th>
<th>Language</th>
<th>Location</th>
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<td>Zanzibar</td>
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<td>Swahili</td>
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<td>Katanga</td>
<td>Northern Rhodesia</td>
<td>South-West Africa</td>
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<td>Transvaal</td>
<td>Southern Rhodesia</td>
<td>Nyasaland</td>
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<td>Congo Free State</td>
<td>Bechuaneland</td>
<td>Copper Belt</td>
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<td>Portuguese East Africa</td>
<td>Kinshasa</td>
<td>Lusaka</td>
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<td>Luanda</td>
<td>Dar es Salaam</td>
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<td>Gauteng</td>
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<td>Matabeleland</td>
<td>Barotseland</td>
<td>Lilongwe</td>
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<td>Maseru</td>
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<td>Antananarivo</td>
<td>Malagasy</td>
<td>Kariba Dam</td>
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</table>
EMPR 260 / 3.0 Advancing Equity, Diversity, and Inclusion in the Workplace (EMPR)

Course Purpose and Description

The course considers the labour policies, laws, and progressive human resource management and labour relations practices that advance equity and diversity in the workplace. Reflecting the fact that the Canadian population is diverse in its characteristics, this course examines the nature and extent of diversity in the Canadian labour force (e.g., in terms of sex, race, ethnicity, personal limitations, sexual orientation) and the implications for establishing and supporting equitable, diverse and productive workforces. The course will typically include a mix of lectures and readings, case studies, and guest speakers in order to develop core competencies including:

- Ability to identify how core principles of equity in legislation and law relate to diversity in the workplace; and,
- Critical thinking about how best to promote equity and diversity in the workplace including pursuing best practices in human resources management and labour relations.

Intended Learning Outcomes

The course is designed to equip students with an understanding of how effective workplace employment relations practices should include an emphasis on positive equity and diversity outcomes. Upon successful completion of the course, students will be able to:

1) Identify core principles of equity in Canadian legislation and law.
2) Recognize core standards of equity in inter-personal relations and in human resources management and labour relations practices in Canadian workplaces.
3) Identify common workplace-based issues related to attaining fair and equitable workplace outcomes for individuals and employers.
4) Recognize how workplace human resource management and labour relations policies and practices can affect and determine equity outcomes.

Course Organization and Teaching Format

Learning outcomes are developed through a combination of lectures and related readings, assignments including case studies, and guest speakers. The course is centered on employment relations practices but also includes policy, law, and human resource management perspectives.

1. Diversity in the Canadian Labour Force
   i. Identifying the nature and extent of diversity.
   ii. Profile of the Canadian population and labour force: sex, race, ethnicity, immigration, personal limitations, sexual orientation.
   iii. Workplaces as a reflection of society and the population.

2. Principles of Equity
   i. The Canadian Charter of Rights and Freedoms.
ii. Legislative foundations and Statutory Regimes.
   *Case Study:* The Development of Pay Equity Legislation in Ontario [Ontario Green Paper on Pay Equity]

iii. Importance of Case Law in shaping Workplace Equity.
   *Case Study:* Discrimination of the Basis of Sexual Orientation [Ontario (MCSCS) & OPSEU (Ranger) 2013 235 LAC 4th 324]

3. Workplace administration and equity problem solving
   i. Emerging equity issues and challenges in employment relations
   ii. Barriers to improving workplace equity outcomes.
   iii. The Relationship between key employment relations practices and equity outcomes
       *Case Study:* The Duty to Accommodate Persons with Limitations

4. Union-Management Relations and Workplace Equity
   i. Union-management relations, collective agreements, and workplace equity
   ii. Contract interpretation and application and equity
   iii. Negotiating equity outcomes through collective bargaining
       *Case Study:* Labour Unions and “Equity Bargaining” [Gender Equality Through Collective Bargaining (ILO 2004)]

5. Emerging challenges to achieving fair and equitable workplaces
   i. Achieving Effective compliance with legislation
   ii. Proactive versus reactive employment relations practices
   iii. Identifying and implementing best employment relations practices
       *Case Study:* The Reform of the Ontario Public Service to Achieve a Workforce more Reflective of the Ontario Population [Recommendations of the 2016 Ontario Drummond Advisory Panel on Report from the Advisory Panel on Management and Non-Bargaining Staff Recruitment and Retention]

### Course Readings

*Courseware Reading Packet*, including:

2. Supplemental Academic Journal Readings organized by Reading Section.
3. Cases (listed in Reading List Sections)
### Requirements and Assessments

<table>
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<tr>
<th>Requirement</th>
<th>Weight towards final Grade</th>
<th>Match to Intended Learning Outcomes</th>
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<tr>
<td>Case analyses (2 at 10% weight each)</td>
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<tr>
<td>Case project</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
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**Case Analysis:** For each case analysis, students will be required to provide a brief critical review of the case (e.g., a case related to a key Tribunal or arbitration decision) including identifying the major issue(s) in the case, the key principles upon which the decision was decided, and discussion of the implications of the case for the practice of employment relations.

**Case Project:** Students will undertake an in-depth analysis of a major case, or piece of legislation, related to workplace equity. The project will require that students demonstrate an understanding of the key characteristics and outcomes of the case (or legislation), and analyze the implications of the case (or legislation) for workplace human resource management and labour relations policies and practices and attaining fair and equitable workplace outcomes for individuals and employers.

**Final Paper:** Students will typically choose one thematic area related to equity, diversity, and inclusion in the workplace [e.g., disability (including physical and/or mental health); sexual or racial diversity], and write a major term paper on that theme. The paper would normally include an overview of the challenges and issues, the major challenges to attaining fair and equitable workplace outcomes for individuals and employers, the state of current law and employment relations practice, and some assessment of the implications for workplace human resource management and labour relations policies and practices.
ENGL271: Black Literature as (Trans)national Dialogue: Responding to Blackness in the English Text
Winter 2019
Jeffery Hall Rm. 118
Tuesdays 8:30AM-10:00AM, Fridays 10:00AM-11:30AM,

Instructor: Jhordan Layne
Instructor Contact Information: jl225@queensu.ca
Office Hours: Tuesday 12:30PM-2:30PM

TA: Alexandrine Lacelle
TA Contact Information: alexandrine.lacelle@queensu.ca
Office Hours: TBD

Course Outline: This course investigates the relationship between black peoples and the national, transnational, and global spaces they navigate as a network of peoples constructing—and being constructed by—literary visions of what blackness means. The course will examine how the detrimental experiences of colonialism, racism, and discrimination can simultaneously create a generative lingua franca between black peoples of different histories, nationalities, and cultures. In the intersections and interactions between African, African-American, African-Canadian, Black British, and Afro-Caribbean literature, popular media, and cultural productions this course will explore the similarities and differences in the way black peoples and subjects respond to the concept of blackness.

Learning Objectives:
ENGL 271 is designed to:

- Introduce a variety of texts authored by black writers from a variety of nations and cultures.
- Explore the similarities and differences between how these authors respond to blackness in their representations of colonialism, racism, and discrimination.
- Explore and examine definitions of blackness that are grounded in a discursive and sociohistorical bases, rather than genetic or biological ones.
- Demonstrate how literatures can dismantle the ideological fallacies that underpin anti-black racism and discrimination.
Learning Outcomes:

To complete this course students will demonstrate their ability to:

− Critically analyze cultural texts (literary and otherwise) closely, paying particular attention to how narrative, poetry, and drama respond to discursive and sociohistorical contexts.
− Write literary analysis essays that can respectfully and effectively discuss complex and politically charged topics that include but are not limited to: race, racism, discrimination and colonialism.
− Identify and challenge the ideological fallacies that underpin anti-black racism and discrimination in representation.

Course Materials

Books:
− Yaa Gyasi, *Homegoing*
− Dionne Brand, *At the Full and Change of the Moon*
− Caryl Phillips, *Crossing the River*

Poetry (Accessible via OnQ):
− Derek Walcott, "Goats and Monkeys"
− Linton Kwesi Johnson, "Inglan is a Bitch"
− Una Marson, "Kinky Hair Blues"
− Olive Senior, "Ancestral Poem"
− Jackie Kay, "Race, Racist, Racism"
− Grace Nichols "Web of Kin"

Short Stories (Accessible via OnQ):
− Zadie Smith, "Crazy they Call Me"
− Nalo Hopkinson "The Glass Bottle Trick"
− Edwidge Danticat "Without Inspection"

Essays, Theory and Criticism (Accessible via OnQ):
− Frantz Fanon, "The Lived Experience of the Black Man"
− Renni Eddo-Lodge, "Preface," *Why I'm No Longer Talking to White People About Race*
− Paul Gilroy, "The Black Atlantic: A Counterculture of Modernity"
− Stuart Hall, "Cultural Identity and Diaspora"
Film, Videos, Music, and Images (To be viewed in Lecture):

- Ryan Coogler, *Black Panther*
- "Race, the Floating Signifier: Featuring Stuart Hall"
- Chimamanda Ngozi Adichie, "The Danger of a Single Story"
- "The Atlantic slave trade: What too few textbooks told you – Anthony Hazard"
- Linton Kwesi Johnson, "Inglan is a Bitch"
- David Lagerlof, "Tess Asplund stands with raised fist"
- Angelo Cozzi, "American sprinters Tommie Smith and John Carlos"
- Abd Al Malik, "Gibraltar"
- Ingrid Pollard "Pastoral Interludes"

**Grading Scheme**

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<tr>
<td>Long Literary Analysis Essay</td>
<td>30%</td>
<td>March 22nd, 2019</td>
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<td>Participation (In-class discussion, Reflection)</td>
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<tr>
<td>Final Exam</td>
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**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:
Queen’s Official Grade Conversion Scale

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Late Policy

Assignments are normally accepted when submitted late. If you know an assignment is going to be late please **immediately** contact the instructor to let them know the circumstances and arrange a later submission date.

Late assignments will be deducted 5% of the final grade per day (including weekends).

For extenuating circumstances concerning assignment submissions, please see the section of the syllabus below entitled "Academic Considerations for Students in Extenuating Circumstances".
Location and Timing of Final Examinations

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted.** Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 8.3, students must write all final examination in all on-campus courses on the Kingston campus.

Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies senate-report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/ senate-report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/arts sci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artssci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/arts sci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artssci/academics/undergraduate/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Materials

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Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Considerations for Students in Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations... Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Jhordan Layne
Instructor/Coordinator email address: jl225@queensu.ca
ENGLISH 349
NINETEENTH-CENTURY TRANSATLANTIC LITERATURE

ENGLISH 349
Room #: Macdonald 3
Time: T 11:30–12:50
         F 1:00–2:20
Professor: Chris Bongie
Office #: Watson 426
Office Hours: Th 1:00–3:00 & by app’t

F/W 2019-20
E-mail: bongiec@queensu.ca

<table>
<thead>
<tr>
<th>Author</th>
<th>Date</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jane Austen</td>
<td>1814</td>
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<td>Broadview edition</td>
</tr>
<tr>
<td>Victor Hugo</td>
<td>1826</td>
<td><em>Bug-Jargil</em></td>
<td>Broadview edition</td>
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<td>Harriet Beecher Stowe</td>
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<td>Broadview edition</td>
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<td>Martin Delany</td>
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<td><em>Blake, or the Huts of America</em></td>
<td>Harvard edition</td>
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<tr>
<td>George Eliot</td>
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<td>Machado de Assis</td>
<td>1899</td>
<td><em>Dom Casmurro</em></td>
<td>Oxford edition</td>
</tr>
<tr>
<td>Joseph Conrad</td>
<td>1904</td>
<td><em>Nostromo</em></td>
<td>Oxford edition</td>
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</tbody>
</table>

+ additional literary and theoretical materials, available for download on onQ

* Note on required editions: My expectation is that all students will work with the particular editions listed here. I appreciate that there may be a perceived need on the part of some students to purchase used copies of other editions, or to rely upon library copies of other editions, or electronic editions. You can choose this option, but if you do so, you will need to play by the following rules:

1) **No** written assignment, be it minor or major, will be accepted if it does not refer to the required edition. (A copy of the required edition of each book is available on 3-hour reserve at the library so that you can find the appropriate page references, as well as check to make sure that the edition you’re using has the same wording as our edition.)

2) Contributions to class discussion must **always** be based on the required edition.
Course Description

This is a 300-level “small lecture” course, open only to English majors and medials. Majors and medials in the English Department take three year-long historical survey courses at the 300-level, one in each of the following three groups: Group I, pre-1800; Group II, the “long nineteenth century”; and Group III, post-1900. Courses in the 340-59 range such as this one fulfill the Group II requirement, providing students with exposure to literature dating from the late eighteenth to the early twentieth centuries. As “small lecture” courses geared solely toward upper-level English majors and medials, 300-level surveys differ somewhat in content and approach from 200-level “big lecture” surveys, in a variety of ways that are meant to facilitate a smoother transition to the 400-level seminars: for one thing, given the smaller size of the classes, there should be more opportunity to incorporate class discussion (something I have tried to facilitate in this particular course by scheduling four seminar sessions over the course of the year); for another, given the more advanced audience for these courses, the amount of material covered as well as its intellectual scope may be slightly greater (in this particular course, for instance, more attention is paid to establishing a contextual framework for reading our literary materials than would be feasible in a 200-level class).

This particular Group II course serves as an introduction to the rapidly burgeoning field of “nineteenth-century transatlantic studies.” As Kate Flint notes in The Transatlantic Indian (2009), “nineteenth-century transatlantic studies are a huge and complex terrain, and their importance is increasingly being acknowledged, despite disciplinary binarization that takes place on both sides of the Atlantic.” By “disciplinary binarization” Flint is referring to the nation-centric approach to the study of nineteenth-century literature that has traditionally held sway in English departments, where works from, say, Great Britain and the United States are treated as essentially distinct from one another, to be taught in separate classes devoted to one or the other literary tradition. This course supplements, and challenges, that traditional approach by emphasizing the transatlantic dimension of nineteenth-century cultural production, reading the literature of Great Britain and the United States (and, more broadly, Europe and the Americas) together rather than apart.

We will consider a variety of genres in passing (including poetry, drama and, especially, travel literature), but the predominant focus will be on the development of the novel as a (transatlantic) genre over the course of the century, from Austen (1814) to Conrad (1904). This year-long course is divided into four sections, each of which is centred on a pair of novels. The first section is entitled “Home and the World” because it pairs the “domestic” fiction of Jane Austen’s Mansfield Park, a text (seemingly) firmly anchored in the familiar confines of rural England, with the “exotic” fiction of the French Romantic Victor Hugo’s Bug-Jargal, which takes place in the unfamiliar setting of revolutionary Saint-Domingue, the (again, seeming) antipodes of Austen’s homely narrative. This apparent contrast (but actual entanglement) of home and the world also can be said to structure our remaining three novel-pairings, with the first novel in each section exemplifying a concern with “home” that productively contrasts with the more “worldly” concerns of the second novel.

Slavery, and its abolition, was undoubtedly among the most defining concerns of nineteenth-century transatlantic culture; already a vital component of our discussion of Austen and Hugo, it will
provide the main thematic focus for the second section of the course, entitled “Between White and Black Americas,” which draws together what was arguably the most popular novel of the nineteenth century (and certainly the most popular novel by an American), Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, and one of the very first Afro-American novels ever written, Martin Delany’s *Blake*. The “qualitative” difference between Stowe and Delany’s *melodramatic* novels about slavery and those *masterpieces* studied in the third section of the course (“Inside/Outside the Nation”) could not, from a certain perspective, be greater: George Eliot’s *Adam Bede* and Henry James’s *Portrait of a Lady* are “classic” works of nineteenth-century *realism*, cornerstones of what literary critic F. R. Leavis referred to (in 1948) as the “great tradition” of English literature (even though James was a transplanted American). And yet, read in relation to one another, the novels in the second and third sections of this course should give us a sense not only of the obvious ways in which melodrama and realism, those preeminent modes of nineteenth-century novelistic production, diverge from one another but of their unexpected affinities and entanglements.

In the final section of the course, we arrive at the end of the century and, in terms of literary history, the beginnings of the *modernist* aesthetic that would come to dominate literary culture in the early decades of the twentieth century. However, in line with the sort of displacement of expected (“disciplinary”) points of reference that typifies transatlantic literary studies, our final pairing of early modernist novels extends the geographical range of this course even further to the “other America,” Latin America: first, as it is represented from the “inside” in *Dom Casmurro*, by Brazil’s Machado de Assis (often identified as the first truly “modern” Latin American writer); and then from the “outside” in *Nostromo*, by Joseph Conrad (another of the authors Leavis identified as central to the “great tradition” of English literature, even though he was born in Poland and English was his third language).

As should be evident from the above course description, and from reading the more detailed course schedule, English 349 is a very wide-ranging enterprise, but three central pedagogic goals (or learning outcomes, if you will) can nonetheless readily be identified: 1) to introduce you to the burgeoning field of *nineteenth-century transatlantic studies*; 2) to enhance your understanding of *the novel as a genre*, in general, and *as one of the primary forms of nineteenth-century cultural production*, in particular; 3) to provide you with an *in-depth knowledge of a number of literary concepts*—notably, romanticism, melodrama, realism, and modernism—*that are vital to an understanding of nineteenth-century literature*.

### Course Schedule

#### Days 1-2—Introduction

| Sept. 6 | Introduction I: Transatlantic Literature |
| Sept. 10 | Introduction II: Transatlantic Literature (An Introductory Example)  
Victor Séjour, “The Mulatto” (1837) |
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Sept. 13</td>
<td>Transatlantic Cultural Contexts I: The Age of Revolution</td>
<td>excerpts from Richard Price (1789), Edmund Burke (1790), Thomas Paine (1791)</td>
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<tr>
<td>Sept. 20</td>
<td>Jane Austen, <em>Mansfield Park</em> (35-142)</td>
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<td>Sept. 24</td>
<td><em>Mansfield Park</em> (143-241)</td>
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<td>+ <em>Mansfield Park</em> - Appendix A: The Theatricals at Mansfield Park (469-77)</td>
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<td>Sept. 27</td>
<td><em>Mansfield Park</em> (242-368)</td>
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<td>Oct. 1</td>
<td><em>Mansfield Park</em> (369-468)</td>
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<td><strong>Screening:</strong> Patricia Rozema, <em>Mansfield Park</em> (1999)</td>
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<td>+ <em>Bug-Jargal</em> (57-81)</td>
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<td>Oct. 15</td>
<td><em>Bug-Jargal</em> (81-167)</td>
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<td>Oct. 18</td>
<td><em>Bug-Jargal</em> (167-199)</td>
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<td>+ excerpt from Leitch Ritchie, <em>The Slave-King</em> (1833)</td>
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<td>Oct. 25</td>
<td>Fall Break</td>
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Oct. 29  Transatlantic Cultural Contexts IV: The Age of Melodrama
recommended reading: Peter Brooks, from The Melodramatic Imagination: Balzac, Henry James, Melodrama, and the Mode of Excess (1976); Juliet John, from Dickens’s Villains: Melodrama, Character, Popular Culture (2001)
Nov. 1  Dion Bouicault, The Octoroon (1859)
Nov. 5  Harriet Beecher Stowe, Uncle Tom’s Cabin (45-138)
Nov. 8  Uncle Tom’s Cabin (138-279)
Nov. 12  Uncle Tom’s Cabin (280-375)
Nov. 15  Uncle Tom’s Cabin (375-484)
Nov. 19  Martin Delany, Blake (1-69)
       + recommended reading: Paul Gilroy, from The Black Atlantic: Modernity and Double Consciousness (1993)
Nov. 22  Blake (69-161)
Nov. 26  Blake (163-240)
Nov. 29  Blake (240-313)

Days 25-36, 38—1857-1881
Inside/Outside the Nation: Realism and the Sense of Place

Jan. 7  Transatlantic Cultural Contexts V: The Age of Photography
       Adam Bede - Appendix A, “Realism, Morality, and Fiction” (575-86)
Jan. 10  George Eliot, Adam Bede (61-98)
Jan. 14  Adam Bede (98-237)
Jan. 17  Adam Bede (238-308)
       + excerpt from Nathaniel Hawthorne, The Scarlet Letter (1850)
Jan. 21  Adam Bede (309-418)
Jan. 24  Adam Bede (419-511)
Jan. 28  Henry James, Portrait of a Lady (19-61)
Jan. 31  Seminar II: Adam Bede (512-74) (short response due)
Feb. 4   Portrait of a Lady (62-193)
Feb. 7   Portrait of a Lady (194-312)
Feb. 11  Portrait of a Lady (313-456)
Feb. 14          Portrait of a Lady (457-582)

Feb. 17-21       Reading Week

Feb. 25          Transatlantic Cultural Contexts VI: The Age of Travel
                  excerpts from Alexander von Humboldt, *Views of Nature* (1808); George Frederick
                  Masterman, *Seven Eventful Years in Paraguay* (1869)
                  + excerpt from Mary Louise Pratt, *Imperial Eyes: Travel Writing and Transculturation*
                  (1992)

Feb. 28          Seminar III: Portrait of a Lady (short response due)

Mar. 3           Transatlantic Cultural Contexts VII: The Age of Empire
                  José Martí, “Our America” (1891); Theodore Roosevelt, *The Rough Riders* (1899)

Mar. 6           Machado de Assis, *Dom Casmurro* (18-99)

Mar. 10          *Dom Casmurro* (100-190)

Mar. 13          "Dom Casmurro" (190-244)


Mar. 20          *Nostromo* (28-97)

Mar. 24          *Nostromo* (99-195)

Mar. 27          *Nostromo* (99-195)

Mar. 31          *Nostromo* (296-374)

Apr. 3           Seminar IV: *Nostromo* (375-405) (short response due)

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**Course Requirements**

**Essay** (30 pts. [i.e., 30% of final grade: 25 pts. for essay + 5 pts. for onQ assignment])

You are responsible for writing one essay in this class (approximate length: 8-10 double-spaced pages). The essay, on a topic of your choice, must be focused on one of the following two novels: Stowe’s *Uncle Tom’s Cabin* or Delany’s *Blake*.

**Due date:** 11 February (to be submitted to me via e-mail as a Word file by no later than 11:30 pm)

A pre-requisite for writing this essay is that you post a brief description of your proposed essay topic and a rationale for your choice of topic on onQ by no later than 10 January. At the end of the Fall
Semester, you will be assigned to a group of (approximately) four students, and will be responsible for commenting on each of the other topics/rationales in your group by no later than 14 January. Students who complete all facets of the onQ pre-requisite assignment on time will receive a mark of either Above Expectations (5/5) or Meets Expectations (4/5). Students who do not complete all facets of this assignment on time will receive a mark of Below Expectations (no higher than 2/5), but will still need to complete the assignment at some point before handing in their essay.

Late Policy for Essay:
The essay can be handed in up to four weeks late (March 10), with no deductions. Late essays will be graded but will receive no final comment. Late essays should be submitted to me, in hard copy form, at the beginning of any of the following classes: February 25, 28, March 3, 6, 10.

No essays will be accepted after 11:30 am on March 10, under any circumstances. Students who fail to turn in their essay by this time will receive 0/13 for the essay, and the final exam will count for 40% of their final grade rather than 28%.

Grading Scale for Essay: see attached “Grading Sheet for Essays”

Grading Scale for onQ topic/rationale assignment:
5 (above expectations); 4 (meets expectations);
0 – 2 (below expectations = some or all facets of assignment turned in late)

Seminar Assignments (25 pts. [21 pts. for seminar papers (7 pts. each) + 4 pts. for attendance])

Over the course of the year, four classes will be conducted as pure seminars (October 4, January 31, February 28, April 3). Attendance at these seminars is required, and counts toward your final grade. Each of these seminars will be organized around your responses to a specific assignment (which will be posted on onQ two weeks before the seminar in question). You are responsible for writing three seminar papers (2-3 double-spaced pages), which should each be submitted to your seminar leader in hard copy form at the beginning of class. The October 4 seminar paper (Austen) and the April 3 seminar paper (Conrad) are obligatory. The third seminar paper can be on either Eliot (January 31) or James (February 28).

Grading Scale for Seminar Papers:
6.5 (above expectations), 5.5 (meets expectations), 4.5 (below expectations)

Because the purpose of these papers is to generate class discussion during the seminar, they must be turned in on time in order to receive a formal grade. These three papers must, however, be completed in order to pass the course. Late papers will not be graded or returned to the student but may, depending on a variety of circumstances, be factored into the final grade.

Participation and Attendance (17 pts.)

A certain amount of participation is expected of all students over the course of the year, especially in the four classes conducted as seminars. The participation grade will be based not only on oral contributions to discussion but on minor written assignments (such as in-class writing exercises). Aside from the four seminars, there is no formal attendance policy in this class, but an attendance
sheet will be distributed at the beginning of each class and noticeable lapses in attendance will negatively affect your grade for this component of the course.

**Grading scale for participation and attendance:**

Maximum grade for this component of the course is 17 pts. For students who attend class regularly, the minimum grade, regardless of participation, is 9/17; however, students with egregious attendance and/or discipline problems may receive a mark of as low as 0.

**Final Exam (28 pts.)**

The final exam (3 hours) will consist of two, equally weighted parts: the first half will involve close readings of passages from the novels read for this course; the second half will be an essay, the basic outlines of which will be discussed in the opening weeks of the second semester.

**University Policies**

* Academic Integrity

Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

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**Departmental Statement on Academic Integrity:** see http://www.queensu.ca/english/integrity

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TOTAL MARK

Final Comment,
ENGL 375: SURVEY OF AMERICAN LITERATURE
FALL 2020

Days & Time: Tuesdays 8:30AM – 10AM; Fridays 10AM -- 11:30AM

NAME: Dr. Kristin Moriah
REFERRED PREFIXES & PRONOUNS: Prof./She/Her/Hers
OFFICE HOURS: Tuesdays 10AM-11AM or by appt
EMAIL: kristin.moriah@queensu.ca

COURSE DESCRIPTION:

In case you haven’t noticed, America is in turmoil. But what is the root of this chaos, and can we get to it through the study of American literature and culture? If you’ve been asking yourself these questions, then you are in the right place. In this survey of American literature from the late seventeenth century to the present we will focus on the fiction, essays, drama, and oral traditions that comprise the American literary experience. We will move chronologically and thematically. Using the Norton Anthology of American Literature and the print and online versions of Keywords for American Cultural Studies as our guides, this section of ENGL 375 introduces recurrent themes in the scope of American literature and culture. Keywords and themes for our course will include abolition, civilization, diaspora, environment, gender, identity, and race. We will end with a meditation on “normal”. Students will read, analyze, and respond critically to texts on class discussion boards, in response papers, two substantial research essays, and a final exam.

REQUIRED TEXTS: You must acquire the following texts for this course:

Keywords for American Cultural Studies ISBN: 9780814708019

COURSE REQUIREMENTS:

20% first-term essay (2,000 words, due Tuesday, December 1)
25% second-term essay (2,500 words, due Tuesday, March 30)
15% class discussion boards and response papers
10% attendance and participation
30% final exam

Assignments are due on the day indicated on the class schedule. All assignments must be uploaded to OnQ. There will be no extensions. For each day that a paper is late, the grade that paper receives will automatically be lowered by one third of a letter grade. LABSOLUTELY DO NOT ACCEPT EMAIL SUBMISSIONS.

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:
Queen's Official Grade Conversion Scale

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**Workload:** This is an advanced level undergraduate seminar. Reading for this course should take about four hours per week, and an equal amount of time will be spent on written assignments. Like any course, this workload varies throughout the semester.

**Language:** This class will be free of hate speech regarding sexual orientation, gender expression, race, and socio-economic status or background. Inflammatory remarks will not go unchecked and will not be tolerated. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. For the same reasons, students will strive to make remarks that are informed by our material and the history that surrounds it.

For example, the N-word won’t be used in this class by a person of any race, even if it consistently appears in our texts. The same goes for the “F” word, regardless of a person’s (perceived) sexual orientation or gender expression.

**Accessibility:** Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see [https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf)). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/). I encourage students with documented disabilities, including invisible disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss appropriate accommodations with me.
**RELIGIOUS HOLIDAYS:** I encourage students who plan to observe holy days that coincide with class meetings or assignment due dates to consult with me in the first three weeks of class so that we may research a mutual understanding of how you can meet the terms of your religious observance and also the requirements for this course.

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**ATTENDANCE AND PARTICIPATION:** Log in every week. Review the instructional material. Do the reading. Submit your assignments on time.

**EMAIL ETIQUETTE:** I am delighted to read and respond to e-mails that relate to class discussion and paper assignments. I will generally respond to your e-mail within a day, but I check my e-mail infrequently on weekends. If you do e-mail me, you should consider it formal communication, as you would a letter, which means your e-mail should contain the proper form of address and standard spelling. Please do not e-mail me to find out what you missed due to an absence. Feel free to address me as Dr. Moriah in your correspondence, as you would IRL.

**ACADEMIC INTEGRITY:** Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

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**TURNITIN STATEMENT:** This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through OnQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

**STUDENT ACADEMIC SUCCESS SERVICES:** Student Academic Success Services offers academic support to students who wish to develop their skills in critical thinking, reading, learning, studying, writing, and self-management. We welcome Queen’s undergraduate and graduate students at all stages of program completion and all levels of ability. They offer individual appointments to enhance students’ academic skills and self-management strategies, support for students with English as an Additional Language, workshops and presentations, outreach events, and online resources. I strongly urge all students to make full use of this resource. I have found these kinds of resources extremely beneficial to my own writing practice. The students I know who make use of such resources normally see a dramatic improvement in the quality of their writing.
TENTATIVE SCHEDULE

FALL 2020

WEEK 1: INTRODUCTION
Tuesday, September 8 & Friday, September 11, 2020

Review course syllabus and class policies
Christopher Columbus, Letter of Discovery (February 15, 1493), pp. 45-51
Toni Morrison, A Mercy (2008), pp. 4-9; “Black Matters,” from Playing in the Dark: Whiteness and the Literary Imagination (1992);

WEEK 2: CIVILIZATION
Tuesday, September 15 & Friday, September 18, 2020

David Shields, “Civilization”
Juan de la Cosa, A Portion of the Mappa Mundi (World Map), 1500
William Bradford, from Book II, Of Plymouth Plantation, pp. 82-91
Mary Rowlandson, “A Narrative of the Captivity,” pp. 132-151
Samson Occom, “A Short Narrative of My Life,” pp. 287-305

WEEK 3: COLONIAL
Tuesday, September 22 & Friday, September 25, 2020

David Kazanjian, “Colonial”
De Crèvecoeur, from Letters from an American Farmer, pp. 323-336

WEEK 4: AMERICA
Tuesday, September 29 & Friday, October 2, 2020

Kirsten Silva Gruesz, “America”
Langston Hughes, “I, Too”
Olaudah Equiano, from The Interesting Narrative pp. 372-405
**WEEK 5: DEMOCRACY**  
Tuesday, October 6 & Friday, October 9, 2020

Fred Moten, “Democracy”  
*Show Me What Democracy Looks Like*  
Ray Charles, “America the Beautiful”  
Martin R. Delany, from “The Political Destiny of the Colored Race on the American Continent,” pp. 836-837  
*Samuel Delany, “Writers Preface” from Times Square Red, Times Square Blue (1999)*

**WEEK 6: SLAVERY**  
Tuesday, October 13 & Friday, October 16, 2020

Walter Johnson, “Slavery”  
Kara Walker, Selected Works  
Harriet Beecher Stowe, from Uncle Tom’s Cabin; or Life Among the Lowly, pp. 840-878  
*James Hannaham, “Who is Delicious?” and “An Improvement” from Delicious Foods (2015)*

**WEEK 7: ABOLITION**  
Tuesday, October 20 & Friday, October 23, 2020

Robert Fanuzzi, “Abolition”  
William Lloyd Garrison, “To the Public” 826-829  
Angelina Grimké, from Appeal to the Christian Women of the South, pp. 829-832  
Frederick Douglass, from Narrative of the Life of Frederick Douglass, pp. 1000-1065

**WEEK 8: FALL BREAK**  
Tuesday, October 27 & Friday, October 30, 2020  
No Scheduled Readings or Assignments

**WEEK 9: FREEDOM**  
Tuesday, November 3 & Friday, November 6, 2020

Stephanie Smallwood, “Freedom”  
Walt Whitman, “Song of Myself,” 1088-1132  
Lavelle Porter, *Should Walt Whitman Be #Cancelled?*
**WEEK 10: FINANCE**
Tuesday, November 10 & Friday, November 13, 2020

Randy Martin, “Finance”  
Henry David Thoreau, “Economy,” pp. 920-962  
Herman Melville, *Bartelby the Scrivener*, pp. 1157-1183

**WEEK 11: EMPIRE**
Tuesday, November 17 & Friday, November 20, 2020

Shelley Streeby, “Empire”  
Herman Melville, *Benito Cereno*, pp. 1184-1240

**WEEK 12: INDIGENOUS SOVEREIGNTY**
Tuesday, November 24 & Friday, November 27, 2020

J. Kēhaulani Kauanui, “Indigenous”  
Native American Oral Literature, 31-44  
Native American Eloquence: Negotiation and Resistance, 475-486

**WEEK 13: FAMILY**
Tuesday, December 1 & Friday, December 4, 2020

Carla L. Peterson, “*Family*”  
Harriet Jacobs, from *Incidents in the Life of a Slave Girl* pp. 879-899

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**Winter 2021**

Keywords TBD in consultation with students
ENGL 446: BEFORE HARLEM: NINETEENTH-CENTURY AFRICAN AMERICAN LITERATURE

FALL 2018

ROOM: Humphrey Hall 223
Days & Time: Tuesdays 10:00-11:30AM; Thursdays 8:30-10:00 AM

NAME: Dr. Kristin Moriah
Preferred Prefixes & Pronouns: Prof./She/Her/Hers
Office: Watson 531
Office Hours:
Email: kristin.moriah@queensu.ca
Phone: X74435

COURSE DESCRIPTION: In this course, we will analyze African American literature from the long nineteenth century. This project requires us to look for literature in exciting and unexpected places. We will find that the seeds of twentieth-century movements like the Harlem Renaissance, the Black Arts Movement, and Afro-Futurism were first planted here. Canada’s relationship to American chattel slavery, and the importance of the idea of Canada to African American discourse, will also be examined. Our investigation will be guided by a series of key questions: How did concepts of race, gender, nationality and kinship influence black writers during this period? How is interdisciplinarity evident in primary C19 texts and contemporary criticism? How do the afterlives of the nineteenth century continue to haunt the present?

Our reading list will include work by major figures like Harriet Jacobs and Frederick Douglass as well as less frequently considered writers like John Marrant and Pauline Hopkins. Our investigation will encompass non-canonical texts so that we can develop a richer sense of African American literary culture during the period. We will engage with a wide range of scholarly criticism. We will also contribute to the award-winning Colored Conventions Project.

LEARNING OUTCOMES: Students who successfully complete this course should be able to:

- Identify and understand key issues germane to 19th century African American literary and cultural productions.
- Understand how 19th century African American literature addressed social, cultural, and political concerns.
- Recognize a depth and breadth of 19th century African American literary productions.
- Understand the importance of interdisciplinarity as it relates to the conceptualization and analysis of 19th century African American literature.
- Undertake a close reading of various critical interpretations of 19th century African American literature.

REQUIRED TEXTS: The required texts for this course are as follows:

Mary Ann Shadd Cary  A Plea for Emigration  ISBN 97815554813216
Frederick Douglass  My Bondage and My Freedom  ISBN 9780140439182
Frances Harper  Iola Leroy  ISBN 97815554813858
Pauline Hopkins *Contending Forces*  ISBN 9780195067859  
Zora Neale Hurston *Barracoon*  ISBN 9780062864369  
Harriet Jacobs *Incidents in the Life of a Slave Girl*  ISBN 9780393976373  
Solomon Northup *Twelve Years a Slave*  ISBN 9780393264241  
Sojourner Truth *The Narrative of Sojourner Truth*  ISBN 9780140436785  

Additional texts will be available via OnQ and distributed in class. **YOU MUST BRING REQUIRED TEXTS WITH YOU TO CLASS ON THE DAYS THAT THEY ARE ASSIGNED.** Electronic devices and e-readers, iPads, Kindles, etc. are not permitted in class. You are strongly encouraged to annotate, underline and highlight your texts while reading. You will also need a notebook and index cards.

**COURSE REQUIREMENTS:** Students will be required to write a series of one page written assignments and a final paper (10 pages maximum), assigned shortly before the end of the course. You will be responsible for one brief informal presentation on a keyword related to the reading during the semester. For each class, bring two index cards with one quotation from the text written on each card. We will use the index cards as writing and discussion prompts in class, and they may also prove useful for essay writing later on. Be sure to note the page number of the quotation on the card.

- Attendance and Participation* 10%
- Fugitive Science Fair 10%
- Colored Convention Project 10%
- Midterm Exam 20%
- Final Research Essay (10 pages) 45%

*including contributions to class discussion, attendance and homework

Assignments are due on the day indicated on the class schedule. All assignments must be uploaded to OnQ. There will be no extensions. For each day that a paper is late, the grade that paper receives will automatically be lowered by one third of a letter grade. **ABSOLUTELY DO NOT ACCEPT EMAIL SUBMISSIONS.**

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WORKLOAD: Reading for this course should take about four hours per week, and an equal amount of time will be spent on written assignments. Like any course, this workload varies throughout the semester.

CONFERENCES: I want to hear your ideas about the material we read and to learn more about you and your concerns about the course. You will be required to meet with me at least three times during the term, including an introductory conference at the beginning of the term and a conference the beginning of your research paper process. Naturally, you are welcome to consult me more than three times.

ACCESSIBILITY: Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/. I encourage students with documented disabilities, including invisible disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss appropriate accommodations with me.

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**GROUP ACCOUNTABILITY:** In this class, we are all accountable to each other. I expect you to come to class on time, prepared—with readings and/or homework complete—and ready to discuss. Attendance will provide you with information that will only exist in the conversations between ourselves and our various texts, and you will be held responsible for this information. Three missed classes will result in the loss of a full letter grade. Aside from attendance and class participation, daily assignments, workshop participation and in-class writing will count toward your participation grade and cannot be made up in the event of absence. Adherence to basic classroom etiquette will also factor into your participation grade: come to class on time, don’t sleep, put away your electronic devices and treat your classmates with respect.

**EMAIL ETIQUETTE:** I am delighted to read and respond to e-mails that relate to class discussion and paper assignments. I will generally respond to your e-mail within a day, but I check my e-mail infrequently on weekends. If you do e-mail me, you should consider it formal communication, as you would a letter, which means your e-mail should contain the proper form of address and standard spelling. Please do not e-mail me to find out what you missed due to an absence.

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to withdraw from the university.

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Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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**PEER CONTACT INFORMATION:**

**NAME:**

**EMAIL:**
TENTATIVE SCHEDULE

Week 1
September 6
Course Overview and Discussion

Eric Gardner

Charmaine Nelson
“Black Cemeteries Force Us to Re-examine Our History With Slavery”

Week 2
September 11
Thomas Jefferson
Notes on the State of Virginia, Query 14

Phillis Wheatley
“On Being Brought from Africa to America”
“To the Right Honorable William, Earl of Dartmouth”
“To S.M. A Young African Painter, On Seeing His Works”

Jupiter Hammon
"An Address to Miss Phillis Wheatley, Ethiopian Poetess in Boston” (1778)

Henry Louis Gates, Jr.,

September 13
Benjamin Banneker
“Letter to Thomas Jefferson” (1791)

David Walker
Walker's Appeal, “Preamble” and “Article I” (1830)

Britt Rusert

Week 3
September 18
John Marrant
A Narrative of the Lord's Wonderful Dealings with John Marrant (1785)

Phillip Gould
“The Rise, Development and Circulation of the Slave Narrative”

Elizabeth Maddock Dillon
“John Marrant Blows the French Horn: Print, Performance and the Making of African American Print Culture”

September 20
Cont’d

Week 4
September 25
Fugitive Science Fair

September 27
Sojourner Truth
The Narrative of Sojourner Truth (1850)

John Ernest
“Misinformation and Fluidity in Print Culture; or, Searching for Sojourner Truth and Others”

James Olney
"I Was Born": Slave Narratives, Their Status as Autobiography and as Literature”

Week 5
October 2
Mary Ann Shadd Cary
A Plea for Emigration (1852)

The Colored Conventions Project
“To Stay or Go?: The National Emigration Convention of 1854”

October 4
Cont’d

Week 6
October 9
Martin Delany
The Condition, Elevation, Emigration and Destiny of the Colored People, Preface, II, VI, XVII, XIX, XXII (1852)

The Colored Conventions Project
“Delving into Martin Delany”

Colored Conventions Project Intro

**October 11**
Cont’d

**Week 7**
**October 16**
Frederick Douglass
  *My Bondage and My Freedom* (1855)

Aliyyah I. Abdur Rahman
  “*The Strangest Freaks of Despotism*: Queer Sexuality in Antebellum African American Slave Narratives”

**October 18**
Cont’d

**Week 8**
**October 23**
Midterm Exam

**October 25**
Fall Mid-Term Break

**Week 9**
**October 30**
Solomon Northrup
  *Twelve Years a Slave* (1853)

Sam Worley
  “*Solomon Northrup and The Sly Philosophy of the Slave Pen*” (1997)

**November 1**
Cont’d

**Week 10**
**November 6**
Harriet Jacobs
  *Incidents in the Life of a Slave Girl* (1860)

Katherine McKittrick
  “*The Last Place They Thought Of: Black Women’s Geographies*” (2006)
November 8
Cont’d

Week 11
November 13
Frances E. W. Harper
_İola Leroy_ (1893)

The Colored Conventions Project
_“Frances Ellen Watkins Harper”_

November 15
Cont’d

Week 12
November 22
Pauline Hopkins
_Contending Forces_ (1900)

The Colored Conventions Project
_“Where Did They Eat? Where Did They Stay? Black Boardinghouses and the Colored Conventions Movement”_

Hazel Carby
_“Of What Use is Fiction?: Pauline Elizabeth Hopkins” in Reconstructing Womanhood_ (1987)

November 27
Cont’d

Week 13
November 20
Zora Neale Hurston
_Barracoon_ (2018)

Autumn Womack
_“Contraband Flesh: On Zora Neale Hurston’s Barracoon”_ (2018)

November 29
Colored Conventions Project Presentations
ENGL 466*
Topics in Modern/Contemporary Canadian Literature I – Racism, Islamophobia, and Violence against Indigenous People in YA Novels Written in Canada

Description:

Over the last two decades, young adult fiction has been offering increasingly complex narrative representations of adolescent identity in a Canada that has become more and more ethnically and racially diverse. We will examine a number of YA novels for their literary quality and their ideological stance on racism, Islamophobia, and violence against Indigenous people. How do the texts represent Canadian society, and what does it mean to be Canadian? Do the texts do justice to the complexity of the issues that they address? How do they attempt to assist the (teenage) reader to develop cultural, social, and emotional competence and promote critical reflection and social justice activism? Literary issues to be considered in this seminar include: what distinguishes YA fiction from adult literature? Why and how do certain texts have crossover appeal? What role does the author’s choice of genre (contemporary realism, fantasy, graphic novel, dystopian novel) play in addressing specific issues?

Tuesday 11:30 to 13:00 and Friday 13:00 to 14:30 in 209 Ontario Hall
Professor Petra Fachinger
Office: 526 Watson Hall
E-mail: petra.fachinger@queensu.ca

Office hours: Monday 14:30 to 15:30 and Tuesday 13:00 to 14:00 (or by appointment) in 526 Watson

Intended Student Learning Outcomes:

On successful completion of the course students will be able to:

- demonstrate a critical awareness and appreciation of contemporary Canadian YA novels dealing with racism, Islamophobia, and violence against Indigenous people
- critically analyse the representation of racial diversity, human relationships, and social tensions in YAL
- understand key issues in contemporary YAL written in Canada in response to changes in the country’s demography and attitudes toward specific racialized groups
- read with an awareness of the intended young adult audience
• be aware of the wide variety of critical approaches to YAL, including critical race, anti-Islamophobia education, queer and transgender, and Indigenous criticism and theory
• demonstrate their ability to recognize the role of ideology in YA fiction
• identify and discuss different styles, genres, and trends in young adult fiction
• recognize the role that Indigenous YA fiction can play in response to the Calls to Action made by the Truth and Reconciliation Commission of Canada
• approach other disciplines and the social context outside the classroom with heightened intercultural awareness

## Course Outline

<table>
<thead>
<tr>
<th>Date</th>
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| 7 September  | Introduction<br>
|              | *Between: Living in the Hyphen*                                       |
| 11 September | chapter 7 of “Race” and Ethnicity in Canada: A Critical Introduction (onQ) and Mavis Reimer and Heather Snell, “YA Narratives: Reading One’s Age” (both onQ) |
| 14 September | David Chariandy, *I’ve Been Meaning to Tell You*                       |
| 18 September | David Chariandy, *I’ve Been Meaning to Tell You* and Caroline Hunt, “Young Adult Literature Evades the Theorists” |
| 21 September | Audrey Kobayashi and Valerie Preston, “Being CBC: The Ambivalent identities and Belonging of Canadian-Born Children of Immigrants”; Scaachi Koul, “Fair and Lovely” (both onQ) |
| 25 September | Carrianne K.Y. Leung *The Wondrous Woo* (chapters 1 to 14)             |
| 28 September | class visit David Chariandy (?)                                       |
| 2 October    | Nai-Hua Kuo, “Depictions of Chinese Americans in Young Adult Literature” (onQ) and discussion of *Double Happiness* |
| 5 October    | Carrianne K.Y. Leung *The Wondrous Woo* (chapters 15 to 24)            |
| 9 October    | Carrianne K.Y. Leung *The Wondrous Woo* (chapters 25 to 36)            |
| 12 October   | screening of Mina Shum’s *Double Happiness*                           |
| 16 October   | screening of *Finding Dawn*                                           |
| 19 October   | “Codes, Silences, and Homophobia: Challenging Normative Assumptions about Gender and Sexuality in Contemporary LGBTQ Young Adult Literature” (onQ) and Kim Fu, *For Today I am a Boy* (chapters 1 to 5) |
| 23 October   | Kim Fu, *For Today I am a Boy* (chapters 6 to 10)                      |
30 October  Chelsea Vowel, “Monster: The Residential School Legacy”; “Caught in the Crossfire of Blood-Quantum Reasoning” (both onQ) and Cherie Dimaline, *The Marrow Thieves* (chapters Frenchie’s Coming-to Story to The Four Winds)

2 November  Cherie Dimaline, *The Marrow Thieves* (Wab’s Coming-to Story to On the Road)

6 November  Cherie, Dimaline, *The Marrow Thieves* (Found to Locks Mean Nothing to Ghosts)


13 November  Jasmin Zine, “Anti-Islamophobia Education as Transformative Pedadogy: Reflections from the Educational Front Lines” and Naved Bakali, chapters 1 and 2 of *Islamophobia* (both onQ)

16 November  S.K. Ali, *Saints and Misfits* (chapters Misfit to Saints)

20 November  S.K. Ali, *Saints and Misfits* (chapters Saints and Monsters to Misfits and Saints)

23 November  screening of *Me and the Mosque*

27 November  Deborah Ellis & Eric Walters, *Bifocal* (chapters 1 to 12)

30 November  Deborah Ellis & Eric Walters, *Bifocal* (chapters 13 to 28)

**Required Texts:**

The following texts (all available at the Campus Bookstore) are required:
Chariandy, David. *I’ve Been Meaning to Tell You: A Letter to My Daughter*
Leung, Carriane. *The Wondrous Woo*
Fu, Kim. *For Today I am a Boy*
Dimaline, Cherie. *The Marrow Thieves*
Florence, Melanie. *The Missing*
Ali, S.K. *Saints and Misfits*
Ellis, Deborah and Eric Walters. *Bifocal*

All other texts will be posted on onQ.

**Grading Scheme and Grading Method:**

- **Attendance & participation** (15% of final grade): Students are expected to attend class and engage thoughtfully with the course materials.

- **Image Report** (25% of final grade): Students will select a visual image depicting Indigenous experience, Muslim experience, or the experience of any other racialized group in Canada and write a 3-page response, to be handed in on the date chosen for class presentation. Students will be asked for a brief (5 minutes maximum) oral response to the
image to elicit class discussion. Please send me your choice of image a minimum of 48 hours before the presentation date.

- **2 quizzes** (each worth 10% of final grade)

- **6-7 page/1800-2000 word seminar paper**, 12-point font and double spaced (40% of final grade).

Ideally the essay will emerge out of students’ engagement with course materials, class discussion, and assigned critical readings. A close (original) reading of the primary text(s) will be a significant component of your essay. Students are encouraged to consult with the professor throughout their research and writing. **Submission deadline: 3rd December 2018. Please submit an electronic copy of your essay to my e-mail address: petra.fachinger@queensu.ca**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

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<td>D-</td>
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<td>49 and below</td>
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</table>

**Statement on Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.
Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Turnitin Statement

The following statement must be included on the syllabus for any course using Turnitin. It has been preloaded on all new onQ courses, but may have to be added by the instructor to courses created before this academic year:

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy:

Turnitin may provide other services that are not connected to the purpose for which Queen’s University
has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Consideration for Students with Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name:
Instructor/Coordinator email address:
ENGL 471: THE LOWER FREQUENCIES: RACE, SOUND AND AFRICAN AMERICAN LITERATURE  
WINTER 2019

ROOM: Mac-Corry E202

Days & Time: Wednesdays:10:00 AM-11:30AM; Fridays 8:30-10:00 AM

NAME: Dr. Kristin Moriah  
OFFICE: Watson 531  
EMAIL: kristin.moriah@queensu.ca

PREFERRED PREFIXES & PRONOUNS: Prof./She/Her/Hers  
OFFICE HOURS: Wednesdays 1-2PM or by appt  
PHONE: X74435

COURSE DESCRIPTION: This seminar focuses on the relationship between Sound Studies and African American literature. Sound Studies methodologies provide a way to chip away at privileged discourses of knowledge. Indeed, Josh Kun argues that “studying sound helps us put an ear to ‘the audio-racial imagination,’ which refers to the aurality of racial meanings, and to sound’s role in systems and institutions of racialization and racial formation within and across the borders of the United States.” Following Kun, we will investigate various recourses to sound throughout the African American literary tradition. We will read the work of literary figures like Ralph Ellison, Richard Wright, and Ann Petry and alongside critics like Farah Jasmine Griffin and Alexander Weheliye. We will listen to everything. Traversing the sonic color line, we will develop new understandings of black aesthetics, literature, and politics.

LEARNING OUTCOMES: Among other things, students who successfully complete this course should be able to:

• Identify and analyze the arguments, methodologies, and assumptions that unite and distinguish African American literary and cultural studies.

• Explore the major intellectual concerns and political debates that shape the interdisciplinary field of Sound Studies and understand its relationship to African American cultural productions from the nineteenth century to the present.

• Develop and hone methodological skills of interdisciplinary cultural analysis such as close reading/listening, critical argumentation, archival research, revision and rigorous self-criticism.

REQUIRED TEXTS: You must acquire the following texts for this course:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Baldwin</td>
<td>Go Tell It on the Mountain</td>
<td>9780375701870</td>
</tr>
<tr>
<td>Gwendolyn Brooks</td>
<td>Maud Martha</td>
<td>9780883780619</td>
</tr>
<tr>
<td>Ralph Ellison</td>
<td>The Invisible Man</td>
<td>9780679732761</td>
</tr>
<tr>
<td>Ann Petry</td>
<td>The Street</td>
<td>9780395901496</td>
</tr>
<tr>
<td>Richard Wright</td>
<td>Native Son</td>
<td>9780060837563</td>
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</table>
You are responsible for purchasing the editions of the texts indicated on the syllabus. Additional texts will be available via OnQ. **YOU MUST BRING REQUIRED TEXTS WITH YOU TO CLASS ON THE DAYS THAT THEY ARE ASSIGNED.** Electronic devices and e-readers, iPads, Kindles, etc. are not permitted in class. You are strongly encouraged to annotate, underline and highlight your texts while reading. You will also need a notebook and index cards.

**COURSE REQUIREMENTS:** The course will be conducted as a seminar. At every class meeting, each seminar participant should be prepared to contribute to class discussion. I expect you to come to class on time, prepared—with readings and/or homework complete—and ready to discuss the work at hand. Attendance will provide you with information that will only exist in the conversations between ourselves and our various texts, and you will be held responsible for this information. **Three missed classes will result in the loss of a full letter grade.** Aside from attendance and class participation, daily assignments, workshop participation and in-class writing will count toward your participation grade and cannot be made up in the event of absence.

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<tr>
<td>Literary Podcast</td>
<td>30%</td>
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<tr>
<td>10-page research essay</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
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</table>

*including contributions to class discussion, attendance and homework

Assignments are due on the day indicated on the class schedule. All assignments must be uploaded to OnQ. There will be no extensions. For each day that a paper is late, the grade that paper receives will automatically be lowered by one third of a letter grade. **LABSOLUTELY DO NOT ACCEPT EMAIL SUBMISSIONS.**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

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**WORKLOAD:** This is an advanced level undergraduate seminar. Reading for this course should take about four hours per week, and an equal amount of time will be spent on written assignments. Like any course, this workload varies throughout the semester.

**LANGUAGE:** This class will be free of hate speech regarding sexual orientation, gender expression, race, and socio-economic status or background. Inflammatory remarks will not go unchecked and will not be tolerated. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. For the same reasons, students will strive to make remarks that are informed by our material and the history that surrounds it.

The N-word won’t be used in this class by a person of any race, even if it consistently appears in our texts. The same goes for the “F” word, regardless of a person’s (perceived) sexual orientation or gender expression.

**ACCESSIBILITY:** Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see [https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf)). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/). I encourage students with documented disabilities, including invisible disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss appropriate accommodations with me.

**RELIGIOUS HOLIDAYS:** I encourage students who plan to observe holy days that coincide with class meetings or assignment due dates to consult with me in the first three weeks of class so that we may research a mutual understanding of how you can meet the terms of your religious observance and also the requirements for this course.

**ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES:** Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see [http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)). Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating
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**EMAIL ETIQUETTE:** I am delighted to read and respond to e-mails that relate to class discussion and paper assignments. I will generally respond to your e-mail within a day, but I check my e-mail infrequently on weekends. If you do e-mail me, you should consider it formal communication, as you would a letter, which means your e-mail should contain the proper form of address and standard spelling. Please do not e-mail me to find out what you missed due to an absence. Feel free to address me as Dr. Moriah in your correspondence, as you would IRL.

**ACADEMIC INTEGRITY:** Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

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Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy:

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**STUDENT ACADEMIC SUCCESS SERVICES:** Student Academic Success Services offers academic support to students who wish to develop their skills in critical thinking, reading, learning, studying, writing, and self-management. We welcome Queen’s undergraduate and graduate students at all stages of program completion and all levels of ability. They offer [individual appointments](mailto:) to enhance students’ academic skills and self-management strategies, support for [students with English as an Additional Language](mailto:), [workshops and presentations](mailto:), outreach events, and [online resources](mailto:). I strongly urge all students to make full use of this resource. I have found these kinds of resources extremely beneficial to my own writing practice. The students I know who make use of such resources normally see a dramatic improvement in the quality of their writing.

**PEER CONTACT INFORMATION:**

**NAME:**

**EMAIL:**

**PHONE NUMBER:**

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5
TENTATIVE SCHEDULE

WEEK 1
Wednesday, January 8, 2020
Course Introduction

Friday, January 10, 2020
“Liner Notes” and Audio Tracks Classic African American Songsters from Smithsonian Folkways
1 pg Response Paper Due

WEEK 2
Wednesday, January 15, 2020
James Baldwin, “Sonny’s Blues”

Friday, January 17, 2020
James Baldwin, Go Tell It on the Mountain

WEEK 3
Wednesday, January 22, 2020
James Baldwin, Go Tell It on the Mountain

Friday, January 24, 2020
James Baldwin, Go Tell It on the Mountain

WEEK 4
Wednesday, January 29
Louis Menand, “The Hammer and the Nail”
Richard Wright, Native Son, Book One

Friday, January 31, 2020
Richard Wright, Native Son, Book Two

WEEK 5
Wednesday, February 5, 2020
Richard Wright, Native Son, Book Three
Trudier Harris, “Native Sons and Foreign Daughters”

Friday, February 7, 2020
Ann Petry, The Street, 1-6
Week 6
Wednesday, February 12, 2020
Ann Petry, The Street, 7-12

Friday, February 14, 2020
Ann Petry, The Street, 13-18

Week 7
Wednesday, February 19, 2020
READING WEEK

Friday, February 21, 2020
READING WEEK

Week 8
Wednesday, February 26, 2020
Ralph Ellison, Invisible Man, 1-3

Friday, February 28, 2020
Ralph Ellison, Invisible Man, 4-10

Week 9
Wednesday, March 4, 2020
Ralph Ellison, Invisible Man, 11-14

Friday, March 6, 2020
Ralph Ellison, Invisible Man, 15-19

Week 10
Wednesday, March 11, 2020
Ralph Ellison, Invisible Man, 20-25 & Epilogue

Friday, March 13, 2020
Nicole Furlonge, “To Hear the Silence of Sound”: Vibrational Listening in Ralph Ellison’s Invisible Man”
WEEK 11
Wednesday, March 18, 2020
Gwendolyn Brooks, *Maud Martha*, 1-10

Friday, March 20, 2020
Gwendolyn Brooks, *Maud Martha*, 11-20

WEEK 12
Wednesday, March 25, 2020
Gwendolyn Brooks, *Maud Martha*, 21-34
Kevin Quashie, “Maud Martha and the Practice of Paying Attention”

Friday, March 27, 2020
Final Essay Workshop

WEEK 13
Wednesday, April 1, 2020
Final Exam Overview
Group Presentations

Friday, April 3, 2020
Final Essays Due
Group Presentations

Final Exam TBA
ENGLISH 452

Professor: Chris Bongie

Room #: MacCor D211

Office #: Watson 426

Office Hours

Th 10:10 – 11:40

Tel. #: 533-6000,

E-mail: bongiec@queensu.ca

Winter 2016-17

Day/ Time: F 8:30 – 9:50

W 10:00 – 11:20

Winter 2016-

Course Description

“Contemporary Caribbean Literature.” This seminar course will introduce students to some of the broader concerns of postcolonial studies by examining the particular case of anglophone Caribbean literature. The primary focus will be on contemporary Caribbean novels, although the course will begin with a unit centred on Derek Walcott’s 1958 play Drums and Colours that will establish an historical backdrop for the more recent works to be studied in this course. Our consideration of Walcott will be followed by a unit featuring Erna Brodber’s Myal (Jamaica, 1988) and Edwige Danticat’s The Farming of Bones (Haiti/US, 1998), which will examine the construction of (racial/national/gender) identity in two novels set in the early twentieth century. The next unit will be focused on Marlon James’s epic novel about slavery and its abolition, The Book of Night Women (Jamaica, 2009); this section will also include a discussion of historical documents associated with the Haitian Revolution (1791-1803) in order to get us thinking about the ways in which postcolonial literature responds to and reworks colonial discourse. In the final unit of the course, we will be reading two novels with a contemporary setting, David Chariandy’s Soucouyant (Canada/Trinidad, 2007) and Oonya Kempadoo’s All Decent Animals (UK/Guyana/Trinidad, 2013), that engage with the theme of diaspora and issues associated with that theme (such as intergenerational memory and cultural hybridity).
## Course Schedule

### 1. Introduction: 
Linguistic Tricks and History Lessons

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Sources</th>
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<tbody>
<tr>
<td></td>
<td>Mighty Sparrow, “Dan is the Man” (1963) *</td>
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<tr>
<td>Jan. 13</td>
<td>Carolyn Cooper, “Disguise Up de English Language’: Turning Linguistic Tricks in Creole-Anglophone Caribbean Literature” *</td>
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<td></td>
<td>Louise Bennett, from <em>Aunt Roachy Seb</em> (1993 [1970s]) (“Jamaica Language”) *</td>
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<td>Kamau Brathwaite, from <em>Timehri</em> (1970); “Attumpan” &amp; “Colombe” (1967-68) *</td>
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<tr>
<td>Jan. 20</td>
<td>Walcott, <em>Drums and Colours</em> (58-104) *</td>
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</tbody>
</table>

### 2. Beyond a Boundary: 
(De)Colonizing Education, (Un)Making Race and Nation

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 25</td>
<td>Joshua Albert Brewer, “From Obeah to Syncretism: Teaching Gothic Literature and Early Caribbean Spiritual Culture” **</td>
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<td></td>
<td><em>colonial discourse</em>: Abbé De La Haye &amp; Moreau de Saint-Méry on voudun (1793, 1797) *</td>
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<td></td>
<td>Required video: “Redemption Song: Out of Africa” (Episode 2) <a href="https://www.youtube.com/playlist?list=PLdazRYwfuZ6skP5VuxonmT2wspEjz4FWH">YouTube Playlist</a></td>
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<td>Recommended video: “Redemption Song: Iron in the Soul” (Episode 1) <a href="https://www.youtube.com/playlist?list=PLdazRYwfuZ6skP5VuxonmT2wspEjz4FWH">YouTube Playlist</a></td>
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<tr>
<td>Jan. 27</td>
<td>Erna Brodber, <em>Myal</em> (1-19)</td>
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<td>Brodber, “Reggae as Black Space” (2012) *</td>
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<td>Max Romeo, “Macabee Version” (1971)</td>
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<td>Feb. 1</td>
<td>Brodber, <em>Myal</em> (20-70) <em>(A)</em></td>
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<td>Feb. 3</td>
<td>Brodber, <em>Myal</em> (71-111) <em>(B)</em></td>
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<td>Feb. 8</td>
<td>Edwige Danticat, <em>Farming of Bones</em> (1-52)</td>
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<td></td>
<td>Recommended video: “Haiti &amp; The Dominican Republic: An Island Divided” <a href="https://www.youtube.com/watch?v=fU3TWRKErTA">YouTube Video</a></td>
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<tr>
<td>Feb. 10</td>
<td>Danticat, <em>Farming of Bones</em> (53-166) <em>(B)</em></td>
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</tbody>
</table>
Feb. 15 - Danticat, *Farming of Bones* (167-310) (A)

3. Darkness Burning: Remembering Slavery, Voicing Resistance

Feb. 17 - Nicole N. Aljoe, “The Slave Narrative in the Anglophone Caribbean” **
- **colonial discourse:** Bryan Edwards and Baron de Vastey on the Haitian Revolution (1797, 1814) *

Reading Week (Feb. 20-24)

Mar. 1 - Marlon James, *The Book of Night Women* (1-75) (B)
- Louise Bennett, “Hero Nanny” (1993 [1970s])
  [http://digitalarchive.mcmaster.ca/islandora/object/macrepo%3A34499](http://digitalarchive.mcmaster.ca/islandora/object/macrepo%3A34499)
  Recommended video: “Ms. Dynamite in Search of Nanny Maroon”
  [https://www.youtube.com/watch?v=1G8dVDSJjws](https://www.youtube.com/watch?v=1G8dVDSJjws)

Mar. 3 - James, *The Book of Night Women* (76-175) (A)

Mar. 8 - James, *The Book of Night Women* (177-332) (B)

Mar. 10 - James, *The Book of Night Women* (333-427) (A)

4. Diasporic Landscapes of Longing: Forgetting Histories, Carnivalizing Sexualities

- Stuart Hall, “Cultural Identity and Diaspora” **

Mar. 17 - David Chariandy, *Soucouyant* (1-67) (B)
- Nina Simone, “Four Women” (1966)

Mar. 22 - Chariandy, *Soucouyant* (69-196) (A)
- Lord Invader, “Rum ‘n Coca Cola” (1943)

Mar. 24 - Brinda Mehta, “Locating India in the Caribbean: Indo-Caribbean Literature, Gender, and Subjectivity” **
  Recommended video: “Coolies: How Britain Re-invented Slavery”
  [https://www.youtube.com/watch?v=3Cncg3yhWPI](https://www.youtube.com/watch?v=3Cncg3yhWPI)

Mar. 29 - Oonya Kempadoo, *All Decent Animals* (1-45)
  [https://www.youtube.com/watch?v=lu_9URf-kzg](https://www.youtube.com/watch?v=lu_9URf-kzg)

Mar. 31 - Kempadoo, *All Decent Animals* (46-134)
- **Course Evaluations**

Apr. 5 - Kempadoo, *All Decent Animals* (135-260) (A, B)

Apr. 7 - In-Class Essay

* * * * *
Course Requirements

1. Reflection Papers (35%)

You are responsible for submitting 6 reflection papers over the course of the semester. There is no specific page minimum/maximum for individual papers, but the overall number of typed pages should be somewhere between 16 and 24 pages. They are to be turned in at the beginning of class. (Students who cannot be present on the day that a reflection paper is due may submit their paper to me via e-mail before the beginning of class, but must subsequently, within one week, provide me with a formal note—in which the reasons for their absence are explained.)

At the beginning of the semester (Week 2, Day 1), you will be divided into two groups, (A) and (B). Due dates for the reflection papers will depend on the group to which you have been assigned: for instance, if you are in group (A) then your first reflection paper will be due on 1 February; if you are in group (B) your first paper will be due on 3 February. (See Course Schedule for all six due dates.)

Your reflection papers are to include two components:

1) Your reactions to some aspect or aspects of the material dealt with in one or both of the previous two classes (this material can include not only readings but in-class discussion). Thus, if you are in group (A), your first paper, due on 1 February, would cover some aspect or aspects of material dealt with on 25 and/or 27 January; if you are in group (B), your first paper, due on 3 February, would cover 27 January and/or 1 February. There is no one format for these reflection papers. They can take the form of a diary or blog entry, a short paper focused on a particular passage or issue, even a creative piece. The form of these papers is up to you. That said, however, I will be looking for you to vary the mix over the course of the semester. I do not want you to keep doing the same thing for all six papers, regardless of how well you do it.

The primary purpose of this component of the assignment is to ensure that you are keeping up with the readings and engaging with them in a thoughtful manner.

2) At the end of the paper, you are to identify two passages from the reading for the day on which the paper is due (i.e., for a paper due on 1 February, two passages from Erna Brodber’s Myah, pp. 20-70). These passages should be approximately half a page, but on your paper you need only include the first three and the last three words of the passage for purposes of identification. I do not want you to provide a written commentary on these passages, but I do expect you to have given some thought to them (what interests you about the passage, for instance, or why it troubles you).

The purpose of this component of the assignment is to help generate discussion of the reading materials and enhance your participation in the class.

Grading Scale... /35 pts. (cumulative)

Above Expectations = 28-35, Meets Expectations = 24-27. You will be asked to rewrite any individual assignment that is Below Expectations and to turn it in to me within a week of the original version being handed back to you.

Late Policy: Because the whole point of these reflection papers is to ensure that you keep up with your readings and engage with class materials in a timely fashion, they cannot be submitted late. Students who fail to turn in a reflection paper on time must (within 48 hours) make an appointment to come and see me, at which point a one-time-only make-up assignment will be arranged. Students who repeatedly (i.e., more than once) fail to turn in a paper on time will receive a failing grade for the Reflection Paper assignment (i.e., anywhere between 0 and 17/35 pts.).
2. **In-Class Essay (20%)**

   - You are responsible for writing one in-class essay, on 7 April. Completion of this essay is a prerequisite for completing the class. For this essay, you will be asked to comment on some aspect of Derek Walcott’s Nobel Prize for Literature acceptance speech, *The Antilles*, in relation to the materials studied in this course. (A PDF version of *The Antilles* will be distributed to you at the beginning of Week 3.)

   - As part of this assignment, you and another one or two students will meet with me during office hours for 20-30 minutes to discuss Walcott’s speech. This meeting will take place in either Week 8 or 9, and your attendance/participation at it will be factored in to the overall mark for the actual essay.

   **Grading Scale… /20 pts. (cumulative)**
   Above Expectations = 16-20; Meets Expectations = 14-15; Below Expectations = 7.5-13.

3. **Theory Sheets & Video Report Assignment (20%)**

   **A/ Theory Sheets:**

   In order to provide you with a broad overview of the Caribbean literary field, I have assigned a number of chapters from a recent collection of essays edited by Supriya M. Nair entitled *Teaching Anglophone Caribbean Literature* (New York: The Modern Language Association of America, 2012). On the days when those required readings are due, you are responsible for submitting a brief response paper in which you:

   a) Summarize what you learned from the chapter;
   b) Identify what interested you most in the chapter and that you would like to discuss in class;
   c) Identify what confused and/or troubled you the most in the chapter and that you would like to discuss in class.

   **Late Policy:** All theory sheets must be completed, regardless of whether they are turned in late or not. See below for further details.

   **B/ Video Report Assignment:**

   On the Course Schedule, you will find one required and four recommended videos, which have been assigned in order to provide you with background information for our readings. At the beginning of the semester (Week 2, Day 1), you, along with one or two other students, will be assigned to one of the recommended videos, which you will be asked to view and then briefly report on in class.

   **Grading Scale… /20 pts. (cumulative)**
   Above Expectations = 16-20; Meets Expectation = 14-15.

   **Late Policy:** Students who repeatedly (i.e., more than once) fail to turn in theory sheets on time or who are not present during discussion of their assigned video will receive a failing grade for Component 3 (i.e., anywhere between 0 and 9.5/20 pts.).

4. **Class Participation & Attendance (25%)**

   **Participation (15%):** This is an upper-level seminar, not a lecture class. Your active participation in this class is vital!

   **Class etiquette:**

   * Because they are extremely distracting in a seminar context, laptops are not permitted in this class for purposes of note-taking (barring a medical rationale).
   * Please let me know in advance of any medical circumstance that will prevent you from remaining in the room for the duration of the class. Otherwise, the expectation is that you will be present for the entire 80 minutes of class.
**Attendance (10%)**: Starting on 13 January, an attendance sheet will be handed out *at the beginning of class*. Missing more than 3 classes a semester will adversely affect your attendance grade. “Meets expectation” grade for attendance (no more than three absences) is A (8.5 pts/10).

Class etiquette: please come to class on time; anyone arriving more than a few minutes late will be penalized (between 5 and 15 minutes late = half-absence; over 15 minutes late = full-absence).

**Important Note**: Any student who misses *more than 7 classes* over the course of the semester (i.e., a third or more of the classes) will *not* receive a class participation grade. Instead, attendance will count for 25% of that student’s final grade, and the student will be given 0 pts/25 for attendance.

**Academic Integrity**: The Queen’s English Department statement on Academic Integrity is posted at: [http://www.queensu.ca/english/documents/AcademicIntegrity.pdf](http://www.queensu.ca/english/documents/AcademicIntegrity.pdf). If you have not already had occasion to absorb its contents in another class, please do so at your earliest convenience. *Any breach of academic integrity in this class will be severely punished: you will receive a mark of 0 for the assignment, and a formal finding of departure from academic integrity will be forwarded to the Faculty of Arts and Science.*

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English 476
Topics in Postcolonial Literatures:

Zombies: A Post/Colonial History

ENGLISH 476  Professor: Chris Bongie  Fall 2017-18
Room #: Kinesiology 106  Office #: Watson 426
Day/ Time:  M 4:00 – 5:20  W 2:30 – 3:50
Office Hours:  Tu 11:45 – 2:15
E-mail: bongiec@queensu.ca

Required Texts

Erna Brodber  Myal
Pedro Cabiya  Wicked Weeds: A Zombie Novel
René Depestre  Hadriana in All My Dreams
Roger Luckhurst  Zombies: A Cultural History
Otto Penzler (ed.)  Zombies! Zombies! Zombies!

+ additional materials, which will be available on our OnQ site (these are marked * on the Course Schedule). Please note that it is my expectation students will bring hard copies of all required readings to class, including OnQ materials.

Course Description

Zombies are everywhere these days. As Sarah Juliet Lauro puts it in her recent The Transatlantic Zombie: Slavery, Rebellion, and Living Death (2015), “the zombie has been ubiquitous, ‘cultural common coin’… in the past decade.” As Lauro goes on to caution, the figure of the zombie “has been so prevalent in the entertainment of North Americans that the fact that the majority remain unaware of its extraordinary postcolonial significance indicates a surprising (if not malicious) cultural blind spot.” The purpose of this seminar course is to address that blind spot by restoring the walking dead to their original Afro-Caribbean context and then tracing the history of their appropriation by North American popular culture—a history that dates from the time of the U.S. Occupation of Haiti (1915-34). In charting the genealogy of the zombie, we
will be guided in great part by Roger Luckhurst’s *Zombies: A Cultural History* (2015), an informative and accessible cultural history that you will be reading in its entirety over the course of the semester.

In the first week of the course, we will begin our examination of the zombie at the exact moment when this liminal figure made the passage from Haiti to Hollywood, from Caribbean folk culture to North American popular culture: 1932, when the first zombie movie was produced. Our initial discussion of that movie, *White Zombie*, will be followed by another introductory unit (Days 3-6), in which we consider the general question of what distinguishes postcolonial from colonial literature; our particular focus here will be on the important role that gothic tropes have played in colonial (mis)representations of the Caribbean in general, and Haiti in particular, and on the ways in which Jamaican novelist Erna Brodber reworks those tropes in *Myal* (1988), a novel that is of special thematic importance to us because of its identification of colonization with *zombification*.

Brodber’s *Myal* supplies us with a model for understanding the historical process of appropriation through which Haitian realities such as *vodou* and *zombies* entered into “our” popular culture in the badly translated form of gothic tropes such as *vodou* and *zombies*. That process, already underway in the nineteenth century, was greatly accelerated by the U.S. Occupation of Haiti, and the third unit of the course (Days 7-11) will be devoted to learning about this important but little-known instance of twentieth-century neo-colonialism and charting its influence on (pulp) fiction published in the 1920s and 1930s in magazines such as *Weird Tales*. Our fourth unit (Days 12-15) carries the story of the North American pop-cultural zombie forward from the 1940s, focusing primarily on the cinematic zombie, from *I Walked with a Zombie* (1943) to George Romero’s influential reworking of the classic “zombie drones” as flesh-eating ghouls in *Night of the Living Dead* (1968), with a flash-forward at the end of the unit to this year’s break-out “black horror” hit, *Get Out!*

After this genealogical journey into the past, we will move on to the present, first, by examining two recently translated novels that reappropriate the figure of the zombie from a Caribbean perspective: Haitian writer René Depestre’s *Hadriana in All My Dreams* (1988; trans. 2017), and Puerto Rican writer Pedro Cabiya’s *Wicked Weeds* (2011; trans. 2016). This fifth unit of the course (Days 16-19) will give us a chance to revisit our initial discussion, via Brodber’s *Myal*, of the conflictual but also productively entangled relations between colonial and postcolonial literatures. (This relation of discontinuity and continuity, by the way, is what is being designated in the course subtitle by the slash in *post/colonial*.)

Finally, in the concluding units of the course (Days 20-24), we will turn to the zombie with which we are all familiar, the “cultural common coin” that has circulated over the past decade not only in the pop-cultural form of video games, television serials, graphic novels, literary mash-ups of the *Pride and Prejudice and Zombies* genre, etc., but in the high-cultural form of art installations and “serious” fiction. Needless to say, one could devote an entire course to this contemporary zombie culture, and a series of group presentations at the very end of the course, based on the contents of Kyle William Bishop’s *How Zombies Conquered Popular Culture: The Multifarious Walking Dead in the 21st Century* (2015), will help us imagine what such a course might look like. As stated, however, the primary goals of this course are historical and genealogical: to come to an understanding of the colonial connections that continue to shape our postcolonial present by revisiting an Afro-Caribbean history of suffering and survival, of slavery and resistance, that haunts our own seemingly more “universal” encounters with the now ubiquitous walking dead.
Course Schedule

1. Introduction:
   From Haiti to Hollywood
   
   Sept. 11  Screening: *White Zombie* (1932)
   Sept. 13  Luckhurst, Introduction (7-15) & Chapter 2 (“Phantom Haiti,” 44-57)

2. Appropriating Culture:
   From Colonial to Postcolonial Gothic, and Beyond
   
   Sept. 18  Luckhurst, from Chapter 1 (“From Zombi to Zombie,” 17-22)
             - Grant Allen, *The Beckoning Hand* (1888) *
             - Lafcadio Hearn, *Selections from Two Years in the West Indies* (1890) *
   Sept. 20  Joshua Albert Brewer, “From Obeah to Syncretism: Teaching Gothic Literature and Early Caribbean Spiritual Culture” *
             - Herbert De Lisser, *Selections from The White Witch of Rose Hall* (1929) *
   Sept. 27  Brodber, *Myal* (71-111)

3. Occupying Haiti:
   History, Anthropology, and (Pulp) Fiction
   
   Oct. 4    Luckhurst, from Chapter 1 (“From Zombi to Zombie,” 22-41)
               “Dead Men Working in the Cane Fields,” in *Z! Z! Z!* (3-12)
               “A Blind Man Walking on Eggs” *
   Oct. 9    Luckhurst, Chapter 5 (“Felicia Felix-Mentor,” 97-108)
             - Zora Neale Hurston, *Selections from Tell My Horse* (1938) *
   Oct. 11   Luckhurst, Chapter 3 (“The Pulp Zombie Emerges,” 58-74)
             - Henry S. Whitehead, “Jumbee” (1926), in *Z! Z! Z!* (336-42);
               “The Passing of a God” (1931) *
             + 1 of the following stories originally published in *Weird Tales*:
             - Seabury Quinn, “The Corpse-Master” (1929), in *Z! Z! Z!* (402-15);
             - August Derleth and Mark Schorer, “The House in the Magnolias” in *Z! Z! Z!* (1932) (642-52);
             - Thorp McClusky, “While Zombies Walked” (1939), in *Z! Z! Z!* (299-315)

4. The Cinematic Zombie:
   From the 1940s to the 1960s, and Beyond
   
   Oct. 16   5:30  Screening: *I Walked with a Zombie* (1943) (Kin 107)
   Oct. 18   Luckhurst, Chapter 4 (“The First Movie, Cycle,” 75-96)
             - Manly Wade Wellman, “The Song of the Slaves” (1940) in *Z! Z! Z!* (575-83)
Oct. 18 4:00  Screening: *Invasion of the Body Snatchers* (1956) (Kin 107)

Oct. 23 5:30  Screening: *Night of the Living Dead* (1968) (Kin 107)

Oct. 25 4:00  Screening: *Get Out!* (2017) (Kin 107)

Oct. 25 4:00  Screening: *Get Out!* (2017) (Kin 107)

Oct. 30  Get Woke or Get Whitey? Debating *Get Out!*
- Sherronda J. Brown, from RaceBaitR
- Armond White, from The National Review
+ 1 of the following stories:
  - Stephen King, “Home Delivery” (1989), in *Z! Z! Z!* (653-69);
  - Karen Haber, “Red Angels” (1993), in *Z! Z! Z!* (92-106);

5. Return of the Caribbean Zombie:
   Reading Postcolonial Novels (in Translation)


Nov. 6 Depestre, *Hadriana* (77-250)


Nov. 13 Cabiya, *Wicked Weeds* (49-163)

6. Zombies R Us:
   Walking the Line Between Popular and High Culture

Nov. 15 Luckhurst, Chapter 8 (“Going Global,” 167-96)


7. Conclusion:
   Presentations on Contemporary Zombie Culture

Nov. 22 Group Presentations on contemporary zombie culture (Bishop, Chapters 1-3)

Nov. 27 Group Presentations on contemporary zombie culture (Bishop, Chapters 4-6)

Nov. 29 Group Presentations on contemporary zombie culture (Bishop, Chapters 7-9)
Course Requirements

As should be evident from the following list of Course Requirements, “Zombies: A Post/Colonial History” is a course that places a very high premium on student involvement during the actual semester. Rather than require big-ticket individually-oriented items like an end-of-term essay or a final exam, I have for this particular course chosen to place the emphasis on assignments that are designed to keep you engaged and up-to-date with the course material. If you take a look at the grading scales for the various assignments, you will see that I have created a situation in which you are bound to do well if you keep up with the reading and complete the assignments in a timely fashion: let there be no anxiety on that point!

1. Group Presentation (25%)

The last three classes will be devoted to 25-minute group presentations on contemporary zombie culture.

On Day 5 (September 25), the class will be divided into 9 groups of 2-3 students. Each group will be assigned a chapter from Kyle William Bishop’s *How Zombies Conquered Popular Culture*, which will provide a point of departure for the group presentation. (Students with a particular interest in the content of one or more of these chapters should let me know by Day 4, and I will try to accommodate their interests.)

3. “The Young Adult Zombie: Teenage Anxiety in *The Forest of Hands and Teeth*”
5. “The Literary Zombie: The Infected City of Colson Whitehead’s *Zone One*”;

Each group will meet with me by appointment, for approximately 20 minutes in either Week 4 or 5 (October 2-October 13), to discuss the assigned chapter from Bishop and to talk over possible approaches to the presentation.

The actual presentation must include a class handout (of no more than 1 page, double-sided). In addition, each student must e-mail me a brief self-assessment of his or her group’s presentation within 24 hours of its completion.

Group presentations can be stressful for a variety of reasons, so in order to minimize that stress the grading scale for this assignment is very narrow, and very generous. The minimum grade for students who fulfill all of the requirements on time, and who actively participate in the presentation, is A- (20/25 = 80%).

Above Expectations = 22 and above (A/A+); Meets Expectations = 20-21 (A-)

**Note:** Students who do not fulfill all of the requirements on time (e.g., who come to the Week 4-5 meeting without having read their Bishop chapter, or who do not provide a self-assessment within 24 hours of making their presentation, etc.), or who do not actively participate in their presentation, may receive a mark of Below Expectations (19 and below).
2. **Quizzes** (25%, cumulative)

Over the course of the semester you will be asked to complete 10 quizzes. These quizzes will be mostly, but not exclusively, devoted to ensuring that you read the non-fictional materials in the course (notably Roger Luckhurst’s *Zombies: A Cultural History*) in a timely fashion and are prepared to discuss them in class. These quizzes are *take-home assignments*, handed out at the beginning of the class *preceding* the one on which they are due: for instance, the first quiz, due on September 20, will be handed out at the beginning of the September 18 class. (The quizzes will also be posted to the OnQ site on the same day they are handed out in class.)

Although these quizzes are take-home assignments, each quiz will feature one question at the end that is to be answered at the beginning of the class on which it is due: this last question is simply meant to ensure that you bring your required reading to class (e.g., “What are the first three words on p. [xx] of Brewer’s article?”).

These quizzes will not be marked on an individual basis; rather, your grade for this assignment is cumulative. In mid-October, I will send each student a brief, informal assessment of their overall performance on the first three quizzes.

Grading Scale (for students who complete 9-10 quizzes): Above Expectations = 22 and above (A/A+); Meets Expectations = 20-21 (A-); Below Expectations = 19.25 (B+) and below

Grading Scale (for students who complete 8 quizzes): Above Expectations = 20-21 (A-); Meets Expectations = 19.25 (B+); Below Expectations = 18.25 (B) and below

Grading Scale (for students who complete 6-7 quizzes): Above Expectations = 18 (B-); Meets Expectations = 16-17 (C/C+); Below Expectations = 15 (C-) and below.

Grading Scale (for students who complete 5 quizzes): Above Expectations = 16-17 (C/C+); Meets Expectations = 14.25-15 (D+/C-); Below Expectations = 13.25 (D) and below.

* Students who have to miss a class on which a quiz is due can send the completed quiz to me via e-mail, by no later than a half-hour before the beginning of the class on which it is due. *No late quizzes will be accepted, under any circumstances.*  

* Students who fail to complete a minimum of 5 quizzes will receive a grade of 0/25 for this assignment.

3. **Discussion Assignments** (25%, cumulative)

Over the course of the semester, you (as part of a group of 7-8 students) will be officially responsible for helping lead class discussion on five occasions: Sept. 27, Oct. 16, Oct. 30, Nov. 6, Nov. 13. This discussion-leading assignment has two written components. First, in the days leading up to the class discussion, you will be responsible for posting a discussion question on the OnQ site; second, in the days immediately after that class, you will be responsible for providing a (roughly) 450-600 word response to a discussion question of your choice posted by another student in your group. For details regarding the specific content and exact timing of these assignments, you should go directly to the *Discussions page of the OnQ site*, but here is a description of the first assignment that should give you a good idea of how to proceed in general:

**Discussion 1** (September 27)  
**First component:** Time frame: between 7:00 am September 24, when this forum is unlocked, and 2:30 pm September 27, when our final class on *Myal* begins. Supply a question for class discussion that pertains to any aspect of the concluding chapters of Erna Brodber's *Myal* (pages 71-111), along with a
brief rationale for your question (i.e., what’s at stake in asking this question, what do you hope to accomplish by asking it?).

**Second component**: Time frame: after our final class on *Myal* and by no later than 11:00 pm October 1, when this forum will be locked. Respond to one of the questions posed by another member of your group. Your response should be in the 450-600 word range (1-2 pages). You are free, for this and subsequent discussion assignments, to write a somewhat longer response if required, but keep in mind that the restricted word-range has been set in order to provoke focused, to-the-point responses. For ease of access, do not use attachments for this assignment; by all means write up and edit your questions and responses in Word (etc.), but then copy-paste them directly into onQ.

These assignments will not be marked on an individual basis; rather, your grade for this assignment is cumulative. Toward the end of October, I will send each student a brief, informal assessment of their overall performance on the first two assignments.

Grading Scale (for students who complete 5 discussion assignments): Above Expectations = 22 and above (A/A+); Meets Expectations = 20-21 (A-); Below Expectations = 19.25 (B+) and below

Grading Scale (for students who complete 4 discussion assignments): Above Expectations = 20-21 (A-); Meets Expectations = 18-19 (B+/B); Below Expectations = 17 (??) and below

Grading Scale (for students who complete 3 discussion assignments): Above Expectations = 18-19 (B/B-); Meets Expectations = 16-17 (C/C+); Below Expectations = 15 (C-) and below.

* The mark for this assignment is based purely on the written components. In-class contributions to these discussions will, as with all class discussion, be factored into the Participation grade. Students who have to miss any one of these five classes should let me know in advance via e-mail. *No late responses will be accepted, under any circumstances.*

* Students who fail to complete a minimum of 3 discussion assignments will receive a grade of 0/25 for this assignment.

4. **Class Participation & Attendance** (25%)

**Participation** (15%): This is an upper-level seminar, not a lecture class. Your active participation in this class is vital, as should be evident from the preceding three requirements!

I do take note of all student contributions to class discussion, so there is certainly a quantitative dimension to my evaluation of your class participation. However, the participation grade is based on a combination of three considerations: quantity, quality, and context.

**Quantity**: by the end of the semester, ideally, the “Meets Expectations for Participation” student will have contributed an average of one comment per class. There is no minimum or maximum number of contributions for any given class, but do keep in mind that an excess of contributions can sometimes be as detrimental to group dynamics as an absence of them.

**Quality**: this second consideration is inseparable from the third. A contribution may be “smart,” but if it is a “selfish” contribution, one that does not take context into account, then it may end up being less helpful than no comment at all. A simple statement is sometimes far more effective than a complex intervention: the aim is to make contributions to discussion that move us forward, as opposed to putting you on display.

**Context**: the most productive contributions to class discussion generally build on what’s being said by other students and by the professor. If you can present your own ideas as a response to what others have said (be it in support of their claims or in opposition to them), that’s certainly preferable to offering them up in a vacuum.

**Class etiquette**: because they are extremely distracting in a seminar context, laptops are not permitted in this class for purposes of note-taking (unless required on account of a medical disability). Students who surreptitiously (or brazenly!) consult their communication “devices” for non-class-related purposes will be asked to desist and, if necessary, exiled from the room for repeated offenses.
Attendance (10%): Starting on 13 September, I will be taking attendance at the beginning of each class. My expectation is that you will miss no more than 4 classes this semester: “Meets expectation” grade for attendance is B+ (7.5/10 = 75%). Students who miss 3 or fewer classes will receive an A-level grade for attendance. Any student who misses more than 8 classes over the course of the semester (i.e., over a third of the classes) will receive a grade of 0/25 for Class Participation and Attendance.

Class etiquette: please come to class on time; anyone arriving more than a few minutes late will be penalized (between 5 and 10 minutes late = quarter-absence; over 10 minutes late = half-absence).

University Policies

* Academic Integrity

Queen’s students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Academic Integrity @ Queen’s University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Departmental Statement on Academic Integrity: see http://www.queensu.ca/english/integrity

* Copyright

The material in this course is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright/students

Copyright Statement for ENGL 476 (“Zombies: A Post/Colonial History”): The materials distributed in ENGL 476 have been created by Chris Bongie for the purposes of teaching the course and are owned by Chris Bongie. No part of these materials may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, other than for personal educational use, without the consent of the owner.

* Accommodation for Disabilities

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/
LECTURES:

Mondays (9:30-10:30) and Wednesdays (8:30-9:30) - STIRLING AUDITORIUM

TUTORIALS: Various times on Mondays and Wednesdays.

INSTRUCTORS:

Dr. Allison Goebel (Biosciences 3125, 613-533-6000 ext. 77660, goebela@queensu.ca)
Dr. Stephen Brown (Biosciences 3130; 613-533-2655, browns@chem.queensu.ca)

Instructor Office Hours: TBA

TEACHING ASSISTANTS:

TA contact info and office hours will be posted on onQ or given in tutorials

COURSE OUTLINE:

This introductory course in the Environmental Studies program provides a first look at an interdisciplinary approach to complex environmental problems, and the formulation of decisions relevant to environmental perception, management and conservation. The course emphasizes the diverse contributions of the humanities, social sciences and natural sciences regarding human/environment interactions, and the challenges of building interdisciplinary approaches.

REQUIRED TEXTS:

Hardcopy or eText available from Bookstore:

*Environment and Sustainability*. By Easton (ENSC103. Goebel, A. and S. Brown 2019. On the cover) *(Indicated as “Reader” in the reading schedule)* Previous versions of this text are acceptable.


Web Readings: A number of readings are listed in the course schedule that you will access through the course onQ page. These are indicated in the reading schedule as WR#1, WR#2, WR#3, etc.

The material on onQ is copyrighted and is for the sole use of students registered in ENSC 103, instructors and teaching assistants. The material on this website may be downloaded for the personal
use of these course members, but shall not be re-posted, distributed or disseminated to anyone else. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement (see link in “Academic Integrity” listed on page 4).

Expected Knowledge: We expect that you have viewed Al Gore’s Film “An Inconvenient Truth”, which will be referred to in the early part of the course. Several copies are on reserve in Stauffer Library if you wish to review the film. It is also available online.

Student Resources:
Students are encouraged to check the resources available through the Queen’s Learning Commons at: http://www.queensu.ca/qlc/

INTENDED STUDENT LEARNING OUTCOMES:

Upon course completion it is expected that students will be able to:

- Explain key terms (e.g. sustainability, indigeneity, etc.)
- Identify relative importance & verifiability of scientific and social aspects of environmental issues
- Adopt and make accurate use of disciplinary language to communicate on environmental issues with a variety of audiences
- Evaluate the impact of the intersection of scientific & social aspects of a variety of environmental issues
- Identify & explain the contested aspects of environmental knowledge (e.g. around climate change, scientific uncertainty, etc.)
- Explore personally the possibilities and/or limitations of individual actions in relation to sustainability
- Critique constructively the dominance of individualism & voluntary action as core social beliefs in mainstream society
- Apply concepts and practices of ecological citizenship
GRADING SCHEME:

1. Quiz written in tutorial ................................................................. 10%
2. Tutorial Question/Critical Response
   (2 QUESTIONS@ 5% each) ......................................................... 10%
3. On-line modules
   - MODULE 1 .......................................................... 5%
   - MODULE 2 .......................................................... 15%
   - MODULE 3 .......................................................... 15%
4. Tutorial participation and attendance ........................................ 10%
5. Final Exam Question .......................................................... 35%
   (see separate Assignment documents for details).

GRADING METHOD:

We use the “Numbers in, Letters out” method for this course. All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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</tbody>
</table>

LATE POLICY:

Students are expected to hand in assignments on the required due date. Late submissions will be deducted at a rate of 5% per day. In the event of an injury, illness, or personal circumstances affecting deadlines, students must apply for academic consideration through the Faculty of Arts and Science academic accommodations portal at: https://www.queensu.ca/artsci/accommodations.

ACADEMIC INTEGRITY:
Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

COPYRIGHT OF COURSE MATERIALS:

All lecture, tutorial, onQ media and readings, and on-line module materials are designed for use as part of ENSC 103 at Queen’s University and is the property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright.

ACCESSIBILITY IN ENSC 103:

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/A CADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/A cademic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty
has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor Names: Profs. Goebel and Brown
Instructor email address: goebela@queensu.ca; stephen.brown@chem.queensu.ca
<table>
<thead>
<tr>
<th>Lecture Mondays 9:30-10:30</th>
<th>Tutorials: Mondays and Wednesday (various times and locations)</th>
<th>Lecture Wednesdays 8:30-9:30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I: Background: Paradigms and “Ways of Knowing”</strong>&lt;br&gt;Sept 9&lt;br&gt;Introduction and Overview of Environmental Studies and Sustainability (SB/AG)&lt;br&gt;Course overview. What is Environmental Studies? What is sustainability?&lt;br&gt;<strong>Reader:</strong>&lt;br&gt;- Towards Sustainable Development&lt;br&gt;-TS: Introduction by Easton</td>
<td><strong>Sept 9/11 Tutorial #1</strong>&lt;br&gt;Introduction to your TA and tutorial group. Discussion of Modules and Critical Reflection Assignments.&lt;br&gt;Discussion and reflection on question: “What changes do we have to make for sustainability?”&lt;br&gt;Save your answer. We will return to this in Tutorial #11</td>
<td><strong>Sept 11&lt;br&gt;Knowledge and paradigms (1) (SB)</strong>&lt;br&gt;The scientific paradigm&lt;br&gt;WR#1 - Wilmore on Rachel Carson&lt;br&gt;WR#2 - Excerpt from “Silent Spring” by Rachel Carson&lt;br&gt;WR#3 - Pahares on Thomas Kuhn&lt;br&gt;WR#4 - Bailey &amp; Borwein response to Kuhn</td>
</tr>
<tr>
<td><strong>Sept 16&lt;br&gt;Environmental Perceptions (1) (AG)</strong>&lt;br&gt;Paradigms and perceptions: the emergence of eco-centrism&lt;br&gt;Histories: Preservation vs. Conservation&lt;br&gt;<strong>Reader:</strong>&lt;br&gt;- Man and Nature&lt;br&gt;- Hetch Hetchy Valley&lt;br&gt;- Principles of Conservation&lt;br&gt;- A Sand County Almanac&lt;br&gt;<strong>WR#5</strong> Weaver et al. on Social Science</td>
<td><strong>Sept 16/18 Tutorial #2</strong>&lt;br&gt;Before your tutorial, view “Mother: Caring for 7 Billion”. Streaming link posted on onQ - review posted questions to guide your viewing.&lt;br&gt;Come prepared to discuss the film and questions, and other issues around population and environment. This material links to work on population and consumption in a few weeks</td>
<td><strong>Sept 18&lt;br&gt;Environmental Perceptions (2) (AG)</strong>&lt;br&gt;Perceptions: How do we explain the success of “An Inconvenient Truth”?&lt;br&gt;<strong>TS:</strong>&lt;br&gt;- Is “Sustainability” Still Possible?&lt;br&gt;- Are There Limits to Growth?</td>
</tr>
<tr>
<td><strong>Sept 23&lt;br&gt;Knowledge and paradigms (2) (Bob Lovelace)</strong>&lt;br&gt;Alternative ways of knowing. Guest Lecturer on Aboriginal and indigenous epistemologies&lt;br&gt;<strong>WR#6:</strong> on indigenous knowledge (Lovelace)&lt;br&gt;<strong>WR#7:</strong> Asserting our savage nature (Lovelace)</td>
<td><strong>Sept 23/25 Tutorial #3</strong>&lt;br&gt;Introduction to Modules - no work submitted but must have topic chosen before Tutorial #6&lt;br&gt;<strong>WR#8:</strong> Dobson, Environmental Citizenship: Towards Sustainable Development</td>
<td><strong>Sept 25&lt;br&gt;Continuation of Alternative ways of knowing with Bob Lovelace</strong></td>
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<tr>
<td>Major environmental problems and relationship to technology and society Reader: -The Historical Roots of our Ecological Crisis -The Tragedy of the Commons TS: -Do We Have a Population Problem?</td>
<td>- a list of terms will be posted on onQ before this quiz</td>
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</tr>
<tr>
<td>Oct. 14 Thanksgiving Day—No class</td>
<td>No tutorials this week</td>
<td>Oct 16 Fossil Fuels: Oil Pipelines and Pipeline Proposals. Guest Lecture (Peter Hodson) TS: -Should We Continue to Rely on Fossil Fuels? WR#13: “Ethical Oil” Films on Northern Gateway Pipeline Proposal: i) Oil in Eden (17 min) ii) Tipping Barrels (20 min)</td>
</tr>
<tr>
<td>Oct 23</td>
<td>Global Climate and Atmosphere (2) Options and moving forward (SB) Reader: -Fracking Nation WR#14-Canada-GHG Projections and Paris Target-Pembina Institute WR#15-Tackling climate change in Canada requires global action</td>
<td></td>
</tr>
</tbody>
</table>

| Oct 21/23 Tutorial #6 Module #1 Workshop (due Friday Nov. 1) |
| Oct 28 |Global Resources (1) Biodiversity. The web of life (SB) Reader: -Executive Summary from Secretariat of the Convention on Biological Diversity -Ecosystem Overfishing in the Ocean |


| Nov 4 |Sustainable Solutions (1) Ecosystem integrity (SB) Ecosystem valuation approaches to conservation Reader: -Putting a Value on Nature’s “Free” Services TS: -Should We Be Pricing Ecosystem Services? WR#16-McCauley critique of ecosystem valuation |
| Nov 4/6 |Tutorial #8 Workshop on Module #2 (due Friday Nov 15) |

<p>| Nov 6 |Sustainable Solutions (2) Environment, Pollution and Health, the Ecohealth approach (SB/AG) Some success stories in response to contamination TS: -Do We Need New Regulations for Synthetic Biology? WR#17- Sustainability and Ecohealth by Rapport |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 11</td>
<td>Global Resources (3) (SB) Water Issues and Water Quality</td>
<td>WR#18-Zehnder: review of water resources (Sections 1-5)</td>
</tr>
</tbody>
</table>
|            |                                                                     | **Nov 11/13**  
**Tutorial #9**  
**Critical Response 3**  
How can food production be sustainable?  
Before tutorial, view film - link in onQ.  
**Fresh: New thinking about what we're eating.**  
**Reader:**  
- Ecosystem Overfishing in the Ocean  
- Could Food Shortages Bring Down Civilization?  
- Radically Rethinking Agriculture for the 21st Century  
- The Law of the Seed  
**TS:**  
- Does Commercial Fishing Have a Future?  
- Does the World Need High-Tech Agriculture?  |
|            |                                                                     | **Nov 13**  
Global Resources (4) Water as a Global Resource (SB)  
WR#18-Zehnder: review of water resources (Sections 6-9) |
WR#20-Dellapenna-on-water-governance  
**Video:** “Remununicipalization” (5 min)  
https://www.youtube.com/watch?v=BlSM1TPm_k8 |
|            |                                                                     | **Nov 18/20 Tutorial #10**  
**Workshop for Module 3 (due Friday Nov 29)**  
**Section III: Integrated and multidisciplinary sustainable solutions**  
Nov 20  
Sustainable Solutions (3)  
Environment and Social Justice (AG)  
**Reader:**  
- Environmental Justice for All  
**WR#21:** Environment and Justice |
| Nov 25     | Sustainable Solutions (4) Environmental Movements Past and Present (AG) | WR#22-The New Environmentalism of Every Day Life  
**Nov 26/28 Tutorial #11**  
Preparation for final exam.  
Review personal writing in first week—What changes do we need to make for sustainability?  
**Reader:**  
- Towards Sustainable Development  
**TS:**  
- Are There Limits to Growth?  
- Is “Sustainability” Still Possible?  |
|            |                                                                     | **Nov 27**  
Sustainable Solutions (5). Sustainability going forward; Resilience and Sustainability (SB).  
Course wrap up and review of ENSC programs (SB/AG) |
COURSE SYLLABUS PART A (the fun stuff): course information, course description, course objectives, intended student learning outcomes, tutorials, course schedule, required readings, and resources.

COURSE SYLLABUS PART B (the fine print): assessment, grading scheme and method, statement on academic integrity, statement on plagiarism, statement of copyright of course materials, privacy statement for instructors, accessibility statement, accommodations statement.

COURSE SYLLABUS PART A

COURSE INFORMATION
Lectures: Wednesdays 2:30pm – 4:20pm in Dupuis Hall, room 215
(approximately one-hour lecture + one-hour film)
Tutorials: 4:30pm – 5:30pm, Kingston Hall room 308; Ontario Hall, room 206;
Ontario Hall, room 209
Office Hours: Dr. Hird’s office hours: Thursdays, 9am to 11am, or by appointment.
Teaching Assistants: Joshua Jones (Mondays 12pm-1pm), Hillary Predko (Tuesdays 3:30pm–4:30pm) and Jacob Riha (Tuesdays 1pm-2pm)

COURSE DESCRIPTION AND RATIONALE:
The aim of this course is to critically explore disaster as a concept within the 21st century from an interdisciplinary perspective. Since this is an environmental history course, the lectures and readings will address disaster as a historical and contemporary concept – are disasters history repeating, or is there something new about disasters? More specifically, this course will focus on understanding Canadian disasters through theories of settler colonialism and environmental racism. This approach will be used in all assignments.
The course will consider the ‘five w’s’ (and one ‘h’) of disaster: what constitutes a disaster (for whom, under what circumstances etc.)?; when do disasters occur (are disasters history repeating, what is the temporality (fast, slow) of disasters etc.)?; where do disasters occur (the long reach and durée of the Anthropocene etc.)?; who creates, who lives with, who determines, and who fixes disaster?; why do disasters occur?; and how do disasters occur? The course will draw from a wide range of readings from the natural and social sciences, and the humanities (including philosophy, film studies, and literature).

Course Objectives:
1. Provide a rigorous overview of influential environmental studies concepts, theories, practices, and debates concerned with disasters and history;
2. Situate these concepts, theories and practices within contemporary environmental racism studies;
3. Highlight the research of Canadian and international scholars in advancing thought-provoking and timely contributions to environmental racism;
4. Contemplate possible future disasters from the perspective of environmental racism.

Intended Student Learning Outcomes:
By the course’s completion, students will be expected to demonstrate:
1. Informed understandings of the complex interactions between societies and their environments;
2. Understand and be able to critically reflect upon the relationship between ongoing settler colonialism and environmental disasters in Canada;
3. Enhanced critical thinking and effective communication skills;
4. Enhanced research and writing abilities.

Tutorials:
The tutorials take a variety of forms designed to:
· Extend understandings of topics arising from the previous week’s lectures;
· Provide a venue for small-group discussion;
· Encourage you to think about theoretical and methodological issues concerning interdisciplinary studies of the environment;

There are three parallel tutorials streams, each one facilitated by a TA. You will be allocated your tutorial stream in the first lecture. One component of the tutorials is small group discussion that, among other things, will form the basis for one element of your assessment (see assessment section).

Tutorials have specific readings associated with them and you will be expected to have read and taken notes on these readings prior to the lecture and tutorial. You should bring these notes with you together with questions about the reading you would like to raise with the group. (Again, this preparation will be considered an important part of evaluating your participation). The readings are
all available on Ares. Some tutorials may also ask you to bring materials to discuss in your groups.

**Required Readings:**
All readings are provided on Ares. There are 2 readings per lecture.

**Course Schedule (subject to revision):**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Lecture</th>
<th>Film</th>
<th>Tutorial Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>08/01</td>
<td>Introduction to Environmental Disasters: The Five W’s</td>
<td>No film</td>
<td>No readings: Organization into Tutorial groups + discussion of tutorial organization</td>
</tr>
<tr>
<td><strong>Part 1: Canadian Settler Colonial Representations of Disaster</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2 | 15/01 | Canadian Settler Colonialism and Environmental Disaster | Exploiting the North or The Battle for the Arctic | Lagadec (2004)  
| 3 | 22/01 | The Upstream-Downstream Equation | Silent Spring | Larsen (2006)  
Cronon (1996) |
| 4 | 29/01 | Prepping for Disaster | The Atomic Café | Foster (2014)  
Mills (2018) |
| 5 | 5/02 | Individualizing Responsibility for Disaster | Anthropocene | Hird et al. (2015)  
Hawkins, Potter and Race (2015) |
Davis (2007) ‘Slum Ecology’ |
| 7 | 19/02 | READING WEEK | | | |
| **Part 2: Canadian Indigenous Representations of Disaster** | | | | |
| 8 | 26/02 | Slow Disaster | Trapped in a Human Zoo | Hird and Zahara (2017)  
Hird (2016) |
| 9 | 04/03 | Endangered Species | The Angry Inuk | Bird Rose (2003)  
Zahara and Hird (2015) |
| 10 | 11/03 | Nuclear Disaster | Uranium | vanWyck (2010)  
Salverson (2016) |
| 11 | 18/03 | Environmental Assessment | Third World Canada | Sherman (2010)  
Dhillon and Young (2010) |
Grajeda (2005) |
|   |   | Conclusions and Course evaluation |   |   |
Assessment:
The course assessment consists of 4 parts. Details regarding each assignment are given in lectures and tutorials – it is imperative that you attend lectures and tutorials in order to receive the assignment information.

1) **Media Analysis 1** - 30% of final grade (Due 12 February 2020 by 2:30pm)
2) **Media Analysis 2** – 30% of final grade (Due 11 March 2020 by 2:30pm)

For these assignments, you will identify a particular song, fiction book, television series, film, piece of art, video game etc. that you will argue provides a representation of a disaster (or several disasters). You will write two 3-page (excluding references) critical reflection essays that analyze the meaning of the media piece in relation to environmental disasters. In an appendix, include the song lyrics, picture image, details of the film as appropriate (the appendix does not count in the 3-page limit).

You need to choose different media for each assignment: for instance, a song for the first media analysis, and a painting for the second media assignment.

3) **Reading analysis** – 30% of final grade (20% for presentation; 10% for 2-page written analysis. Date to be determined in tutorial)

You will choose one of the readings assigned in this course. You will pair this reading with a reading that you find in the academic literature. In your small tutorial group, you will present your analysis of these two readings. Your analysis will focus on:

- How the readings relate to each other
- What each reading reveals about how a particular issue (related to disaster) is understood in terms of ‘upstream’ and ‘downstream’ issues
- prepare 3-4 questions based on the lecture and readings, in order to engage your small group in discussion
- submit a 2-page (excluding references) synopsis of your analysis (due on the day you present to your small group). This will count for 10% of your grade

4) **Tutorial participation**: 10% of final grade (assessment throughout the course)
To earn this part of your assessment grade, you will need to participate regularly in tutorials. This means more than just showing up – you will need to demonstrate that you have read each week’s readings in advance of the tutorial, and that you have critically reflected upon the readings.

**Grading Method:** “Numbers in, letters out”

**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Academic Integrity:**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss
of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Statement on Plagiarism:**
Students are reminded that plagiarism is a serious academic offence and carries severe penalties. Definitions, procedures and penalties regarding Queen’s policies on plagiarism are outlined in your Academic Calendar in the section on academic regulations. The minimum penalty for plagiarizing any assessment in this course is 0%/F on the assignment(s). In the case that more than one finding of a departure from academic integrity occurs, the subsequent assignment(s) will incur a penalty of 0%/F, and the finding will be marked as a ‘level two’.

**Assignment Submission Details:**

- Assignments should be double-spaced, using 12-point Times New Roman font, 8.5x11 paper, 2.54cm margins, and with consistent referencing.
- Submit all electronic submissions in Word to OnQ. Do not submit any pdfs.
- It is your responsibility to ensure that your assignments have been successfully submitted to the OnQ system.
- All assignment submissions should be made using student number only. Do not put your name or your email on any submitted assessment. Failure to comply with this requirement will result in a one letter grade reduction (i.e. B- from a B).

**Assignment Dates, Lecture and Tutorial Attendance:**

- If you know you are going to be away for any reason except an illness accompanied by officially accredited documentation, observe a spiritual holiday etc. on any of the due dates, plan ahead by completing and submitting your assignment early.
- Extensions will be granted only through the Queen’s Accommodation system.
- Failure to submit assignments on the due date and time will result in a deduction of 10 percentage marks per day including weekends up to a maximum of five days, after which assignments will receive a mark of zero (0), unless supported by medical evidence in the form of official accredited documentation. Please be advised this deduction amounts to TWO letter grades per day.
- Students are responsible for retaining copies of their assignment drafts and final versions. There are multiple ways of saving copies of work (memory stick, emailing a copy to yourself, google.docs, iCloud and so on). Losing an assignment does not warrant an extension.
• Work that is racist, sexist, ageist, heterosexist, or plagiarized will earn a grade of zero (0)/F.
• If you miss any lectures, it is your responsibility to try to make up these absences by getting notes from other students. Dr. Hird and the TAs do not supply lecture notes. If you know in advance that you are going to miss several lectures, you are advised to select a different optional course.

Re-grading Assignments:
• Neither Dr. Hird nor the TAs will not read rough drafts of any written work. No ‘second-try’ assignments are allowed.
• Grades are not negotiable.
• If you would like your written work re-assessed, be advised that Dr. Hird reserves the right to LOWER any grade upon re-assessment. Should you decide you would like your assignment re-graded, you will need to submit, in writing, a detailed point-by-point explanation of the specific points in the assignment you feel deserve a better grade. Dr. Hird will then carefully review the detailed letter, the assignment, and the comments already on the assignment in determining whether the grade will be increased, stay the same, or decreased.

Email:
Please check your queensu.ca account regularly or forward your mail from your university account to the email address that you do check, as the course email list is compiled from your university addresses only.

Please note that due to the sheer volume of emails received from students, Dr. Hird and the TAs cannot ensure a response in less than five business days from the date it is sent. Therefore, you are strongly advised to see Dr. Hird and/or the TAs during office hours to address your queries. Please also note Dr. Hird will not respond to email queries regarding any information already provided in the course syllabus.

Copyright of Course Materials:
Materials generated by the instructor or TAs of this course may not be posted to commercial course material sites without permission. However, they may be used and adapted, with attribution, for noncommercial purposes. This material is designed for use as part of ENSC 200 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Accessibility Statement:
Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. This course syllabus is available in an accessible format or with
appropriate communication supports upon request.

Please contact Dr. Hird in one of the following ways:
Email: hirdm@queensu.ca
Phone: (613)533-6000 ext. 78260
In person: Biosciences room 3230

**Accommodation Statement:**
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:
[http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)
ENSC 315 GLOBAL FOOD SECURITY, AGRICULTURE, & THE ENVIRONMENT
WINTER 2021

Instructor: Dr. Kristen Lowitt
Email: kristen.lowitt@queensu.ca
Tel: 613 533-6000 ext. 77420
Office Location: Rm. 3240 BioSciences Complex
Office Hours: TBA
Class Time: TBA

This course offers a review of current and projected adequacy of food supplies and food access, as affected by soil and water resources, climate change, and human population growth. We will review different scenarios for meeting food needs over the next 50 years, including technological, social, and economic factors. The course will consist of lectures, combined with break-out tutorials held during class time.

Learning Objectives
By the end of the course successful students will:

- Be able to articulate complex relationships between agricultural practices and the environment as it affects global food security;
- Be able to propose multi-dimensional strategies for increasing food security in Canada, and in different parts of the world;
- Be able to articulate core debates within food security literature regarding food production and food access, and be able to identify the main trade-offs that exist between food security and other desirable goals including environmental sustainability and social justice.

Course Communication
Students registered in ENSC 315 must access the course website using a Queen’s User ID. Assignments, resources and course updates will be posted to the site, along with the slides from each lecture and supplementary materials. Consult the course website regularly to ensure that you are aware of upcoming deadlines and other expectations. You may direct course-related questions to Dr. Lowitt via email or during office hours or appointments.

Required Readings

Course Text

This text will be supplemented with additional readings and resources available on onQ. Please complete the assigned readings prior to the class each week.

This material is designed for use as part of ENSC 315 Global Food Security, Agriculture, and the Environment at Queen’s University, and is the property of the instructors unless otherwise
stated. Third party copyrighted materials (such as book chapters and articles) have either been
licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.
Copying this material for distribution (e.g. uploading material to a commercial third-party
website) can lead to a violation of Copyright law. Find out more about copyright here:
http://library.queensu.ca/copyright

Assignments and Evaluation
More details on each assignment will be provided in class and on the course website. Students
are expected to hand in assignments on the required due date. Late submissions will be
deducted at a rate of 5% per day. In the event of an injury, illness, or personal circumstances
affecting deadlines, students must apply for academic consideration through the Faculty of Arts
and Science academic accommodations portal at:
https://www.queensu.ca/artsci/accommodations

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written reflections</td>
<td>4 x 10% = 40%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Class discussion forums</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Paper proposal and reference list</td>
<td>10%</td>
<td>Week five</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
<td>Week twelve</td>
</tr>
<tr>
<td>Paper infographic and class presentation</td>
<td>10%</td>
<td>Weeks eleven and twelve</td>
</tr>
</tbody>
</table>

Queen’s Official Grade Conversion Scale
We use the “Numbers in, Letters out” method for this course. All components of this course will
receive numerical percentage marks. The final grade you receive for the course will be derived
by converting your numerical course average to a letter grade according to Queen’s Official
Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
</tbody>
</table>
Formatting Assignments
All written material including the infographic should be properly referenced using an accepted academic style guide such as APA or MLA. Guidelines for proper citations, bibliographies, and formatting are easily accessible online.

Academic Integrity
Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. When in doubt about proper referencing or plagiarism, ask your course instructor or TA for advice.

Weekly Schedule and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required readings/resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week one</td>
<td>Introduction: The challenge of feeding 9 billion</td>
<td>Sage Chapter 1</td>
</tr>
<tr>
<td>Week two</td>
<td>The rise of the global food system</td>
<td>Sage pgs 15-40</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Yakini, Malik. Food, race, and justice. TEDx Talks.  
https://www.youtube.com/watch?v=miukaKDL-Cs |
| Week four  | Global shifts in food consumption          | Sage Chapter 3                                                          |
|            |                                            | Last Week Tonight with Jon Oliver: Food Waste.  
https://www.youtube.com/watch?v=i8xwLWb0ILY |
| Week five  | Race and labour                            | Sage Chapter 3                                                          |
https://www.tvo.org/video/documentaries/migrant-dreams |
<p>| Week six   | No class – Reading Week                    |                                                                         |
| Week seven | Science, ethics, and seeds                 | Sage Chapter 3                                                          |
|            |                                            | Shiva, V. (2016). The stolen harvest of seed. In <em>Stolen harvest: The hijacking of the global</em> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
Black Duck Wild Rice.  
[https://www.youtube.com/watch?v=_rKv2ikzxOU&feature=youtu.be](https://www.youtube.com/watch?v=_rKv2ikzxOU&feature=youtu.be) |
Food Secure Canada. The right to food in Canada. Available online: [https://foodsecurecanada.org/right-food-canada](https://foodsecurecanada.org/right-food-canada)  
<p>| Week ten | Ways forward for equitable and sustainable food systems | Sage Chapter 7 |</p>
<table>
<thead>
<tr>
<th>What can I do? Actions for a more sustainable food system in my community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks eleven and twelve</td>
</tr>
</tbody>
</table>
ENSC321* Environmental Justice in Global Context
The School of Environmental Studies, Queen’s University
Fall 2019 (Lecture: Dupuis 217) Tuesdays 2:30-4:30

Instructor: Prof. Allison Goebel (goebela@queensu.ca)
Biosciences Complex, 3125

Teaching Assistants:
Gonzalo Martinez-Mayer
Saskia de Wildt
Josh Jones
Amanda Bunten-Wahlberg

This course examines the socially unequal effects across race, class, gender and nation of environmental problems such as toxic waste disposal, air pollution, climate change, deforestation and environmental disasters and the responses to them from local to global movements, protests and politics.

The field of environmental justice investigates how such inequalities are produced, including the study of global macro-political economy that creates particular types of environmental inequalities between and within nations, national and regional issues and contexts, and the study of local municipal politics and planning decisions that create disparities in local communities. Important aspects of environmental injustice include differential exposure to environmental risks and hazards such as the effects of climate change, natural disasters, air pollution, waste dumps, and poor housing and municipal services, as well as differential access to environmental “goods” such as green space and recreational areas, public transport, or good farming land. Effects of such inequalities include disparities in health outcomes, economic opportunities and quality of life. Responses to these injustices have historically included social movements, protests, media and other campaigns, lobby group actions, direct actions and artistic performances, fine art and literary production, and the formation of green political parties and theoretical works.

Intended Learning Outcomes. At the end of this course it is intended that you will be able to:

- Identify impacts of social equality and conflicts of power in environmental problems.
- Foreground global and local inequalities as they shape production and outcomes of environmental problems.
- Appreciate the contributions of global political economy, global development studies, and social science theories of environmental justice.
- Apply concepts of environmental justice to specific environmental issues.
- Identify gaps in environmental justice approaches.
- Comprehensively research an environmental issue from interdisciplinary perspectives.
- Write a research essay on an environmental justice issue.
• Make a group presentation on an environmental justice issue.

Course Structure:
The course will be run in one two hour lecture/film slot plus 1 hour tutorial/seminar per week. Each week will be devoted to a specific topic including theoretical issues and concepts, histories, specific environmental justice issues and case studies.

Course Materials:
- Selected journal articles and book chapters available through onQ links (Required)
- Drew Hayden Taylor 2019. Cottagers and Indians Talonbooks. (Required) This play has November dates at the Great Canadian Theatre Company in Ottawa (https://www.gctc.ca/shows/cottagers-and-indians)

Assignments/Evaluation:
1. Theoretical reflection takehome (September 30)……………10%
2.i. Research Essay (Due date variable)…………………………25%
2.ii. Tutorial Presentation (Group) (Due date variable)…………10%
3. 7 Weeks of Critical Response posts and tutorial attendance ……………………………… (Due dates variable)…..35%
4. Environmental Justice Project Proposal (Due December 6). 20%

Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Tuesday 2:30-4:30 Dupuis 217</th>
<th>Readings/ multi-media</th>
<th>Tutorials (Wednesdays various times)</th>
</tr>
</thead>
</table>
| Sept 17 | **Introduction**  
(3): Race; Indigenous approaches  
**Film:** Stolen from Africville |
| Sept 24 | **Introduction**  
(5): Gender; class; intersectionality (6): EJ in the Global South;  
**Recommended:**  
(on course reserve): Call number: HQ1194 .M32t 2006 |
<p>| | | Tutorials to discuss theoretical material and plan Intro Take Home |</p>
<table>
<thead>
<tr>
<th>Oct 1</th>
<th>Waste flows North and South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 1.</td>
<td>Wastes and Toxins North and South</td>
</tr>
<tr>
<td></td>
<td>Take-home essay due in onQ by 11:59 Sept 30 night.</td>
</tr>
</tbody>
</table>
| Oct 8 | **Natural Disasters and Justice Issues.**


   **Film:** Katrina 10 Years After [http://abcnews.go.com/GMA/video/back-damage-hurricane-katrina-10-year-anniversary-33401266](http://abcnews.go.com/GMA/video/back-damage-hurricane-katrina-10-year-anniversary-33401266) | **Seminar 2.**
   - Natural Disasters and Justice Issues
<table>
<thead>
<tr>
<th>Oct 15</th>
<th><strong>Human made Disasters and Justice Issues</strong> - case studies (Bhopal, India; Chernobyl; Fukushima, Japan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schmid, Sonja D. 2016. “What if there’s a next time? Preparedness after Chernobyl and Fukushima”</td>
</tr>
<tr>
<td></td>
<td>To cite this article: Sonja D. Schmid (2016) What if there’s a next time?</td>
</tr>
<tr>
<td></td>
<td>Preparedness after Chernobyl and Fukushima, Bulletin of the Atomic Scientists, 72:4, 260-261,</td>
</tr>
<tr>
<td></td>
<td>DOI: 10.1080/00963402.2016.1194623</td>
</tr>
<tr>
<td></td>
<td>To link to this article: <a href="http://dx.doi.org/10.1080/00963402.2016.1194623">http://dx.doi.org/10.1080/00963402.2016.1194623</a></td>
</tr>
<tr>
<td></td>
<td>Eddy, Christopher and Eriko Sase 2015. “Implications of the Fukushima Nuclear disaster:</td>
</tr>
<tr>
<td></td>
<td>Man-Made Hazards, Vulnerability Factors, and Risk to Environmental Health” *Journal of</td>
</tr>
<tr>
<td></td>
<td>Video: David Suzuki in Fukushima, Japan one year after the disaster</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=lyqUhAq3oWo">https://www.youtube.com/watch?v=lyqUhAq3oWo</a></td>
</tr>
<tr>
<td></td>
<td>News Update:</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Film:</strong> Endless Fallout (52min). (on reserve)</td>
</tr>
</tbody>
</table>
| Oct 22 | **Resource extraction, oil and mining**  
-case studies:  
**Film:** TBA (in class)  
**Recommended:**  
**Films:** Sweet Crude; Pretty Slick (streaming) | **Seminar 4. Resource Extraction, Oil and Mining** |
| Oct 29 | **Dams**  
-case studies:  
(Site C; Three Gorges; Quebec; Muskrat Falls; Africa?) | Loo, T. (2007). Disturbing the Peace: Environmental Change and the Scales of Justice on a Northern River. *Environmental History*, 12(4), 895–919.  
http://doi.org/10.1093/envhis/12.4.895  
| Nov 5 | **Urban Development and Slums in the Global South**  
Urban Development and Environmental Justice |
| Seminar 7. Climate Justice and Just Transitions: North and South |
Nov 26 | Course Wrap Up  
- from ej to just sustainability?  
- directions in ej research, theory and movements  
| No readings  
| Workshop on EJ Proposals

GRADING METHOD:

We use the “Numbers in, Letters out” method for this course. All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
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<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

Turnitin statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database.
Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy:

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

[Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tipsheet “Turnitin: An Electronic Resource to Deter Plagiarism”.]

ACADEMIC INTEGRITY:

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Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

COPYRIGHT OF COURSE MATERIALS:
All lecture, tutorial, onQ media and readings, and on-line module materials are designed for use as part of ENSC 321 at Queen’s University and is the property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright.

ACCESSIBILITY IN ENSC 321:

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extemuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.
If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor Name: Prof. Goebel
Instructor email address: goebela@queensu.ca
SYLLABUS (remote version)
Speculative Media Studies: Fictions, Fans, and Franchises
FILM 343
Fall 2020

Instructor: Ali Na

Office Hours: I will hold virtual office hours sessions for questions and points of clarification.

Email address to be used for Academic Consideration: ali.na@queensu.ca
[Due to remote teaching and working, email response times will be longer than usual. Do not send follow up emails unless more than 72 hours (excluding weekends) has passed.]

Course Description:

This course is a survey of speculative media. Working around three organizing themes (fictions, fans, and franchises), this class will introduce key issues in speculative media studies. Students will explore various subcultural and popular SF or speculative genres, including science fiction, fantasy, alternative history, and speculative futures. In addition to foundational and contemporary texts and screenings, students will engage in a digital fandom throughout the course.

Through the organizing themes of fictions, fans, and franchises, this course will look to pose critical questions of genre, making, representation, and reception in speculative media. One area of fictions we will explore will be identity and genre. For example, in thinking through the affordances of speculative futures, we will turn to Afroturism to both situate speculative possibilities around issues of Blackness as well as to understand the ways in which speculative genres, notably Science Fiction have been complicit in perpetuating anti-Black racism. In the fans section, we will launch our fandom projects, which will equip students with the tools to engage in analysis, critique, and concept application in digital culture. Finally, we will analyze adaptation, referentiality, and capital in speculative media franchises.

This remote version will consist of short video lectures and supplemental materials to enhance the readings, screenings, and assignments listed in the course calendar. Remote learning is not the ideal format for this course. When you have questions, please first consult the syllabus, then email me.

Intended Student Learning Outcomes

1. understand speculative media from a perspective of fiction, fans, and franchises
2. acquire skills to engage in critical analysis of speculative media
3. critically articulate in academic writing the implications speculative media in relation
to representation, authorship, audience, and/or capital
4. engage transmedial fandom through an alternative mode of participation and
observation
5. evaluate speculative media practices, personally and globally
6. navigate and parse divergent perspectives on speculative media content, form, and
cultural impact

Assignment Descriptions:

Research Paper: 35%

You will write an 8-10-page (excluding references/images) research paper on a topic of your
choosing related to speculative media. Students are welcome to address a given theme or
issue across multiple examples; however, given the length of the paper, students will likely
find more success by focusing on a specific instantiation of speculative media, such as an
issue of a comic, an episode of a television show, or a music video. Students are welcome to
choose from an example covered in class.

In addition to being an informative piece of writing, your paper should clearly establish and
support an argument through research and critical analysis.

Your paper should work to bring together information about the specific media example you
have chosen with academic scholarship related to speculative media studies. You should
include at least one substantive engagement with an applicable course reading. In addition to
this reading, you will research your topic. You should prioritize scholarly sources.

Fandom Project: 35%

Near the beginning of the term, students will choose a fandom that has a strong digital
presence. Throughout the course, students will engage in and track participation by others in
the fandom. This will be marked by weekly journal entries from September 28th – November
6th, for a total of 5 entries. Entries must include a half page description and an image
documenting participation, such as a screenshot image of an online forum discussion.

Students will then reflect on the participation in relation to 1-2 readings on fandom.
Reflections must be in one of the following formats: 1) visual essay 2) podcast 3) video essay.
Visual Essays should not exceed 20 images and two pages of text. Podcasts should not
exceed 5 minutes in length. Video essays should not exceed 6 minutes in length. Files should
include the weekly journal entries with text and photos uploaded as a single document. The
reflection component will be uploaded as a separate file. Project is due November 20th
through OnQ.
Reading Responses: 20% (4 @ 5% each)

Students will have reading responses due for four class readings. Students may choose from any of the following five options. (In other words, you get to skip one reading response). All responses are due the Friday of the week in which the reading is posted in the Course outline, which is indicated in the syllabus.

Choose 4 from these 5:

Seo-Young Chu “Interlude: Do Metaphors Dream of Literal Sleep?”

Samuel R. Delany “Racism and Science Fiction”

Elizabeth de Freitas and Sarah E. Truman “New Empiricisms in the Anthropocene: Thinking with Speculative Fiction About Science and Social Inquiry”

Ron Eglash “Race, Sex, and Nerds: From Black Geeks to Asian American Hipsters”

Cornel Sandovoss, Jonathan Gray, and C Lee Harrington “Why Still Study Fans?”

Participation: 10%

Some weeks you will be asked to submit to class discussion board prompts and engage with your fellow students. Initial responses should be 3-4 sentences and follow up responses should be 1-3 sentences. Your grade will be assessed based on your overall participation in these discussion boards. Follow netiquette and treat one another with respect.

**Course Outline**

*subject to change. Any changes will be communicated in writing with advance notice.

**Week One September 7-11**

Introduction to the course

Discussion board prompt: What is/are speculative media?

**Week Two September 14-18**

Media:
Selected scene from *Only Lovers Left Alive* (Jim Jarmusch, Germany, 2015) [Feature Film]
Selected passage from Octavia Butler (1993) *Parable of the Sower* [novel]

*Her* (Spike Jonze, USA, 2013) [Feature Film]

Discussion board prompt: Identify elements of dystopia, utopia, and/or elements that defy the division of the two categories in your choice of media.

**Week Three September 21-25**

Reading:

Seo-Young Chu “Interlude: Do Metaphors Dream of Literal Sleep?”

Reading Responses (see assignment description; choose 4 of 5) for Chu due Friday September 25th by 10pm Montreal (Kingston) Time Zone

**Week Four September 28- October 2**

Reading:

Samuel R. Delany “Racism and Science Fiction”

Reading Responses (see assignment description; choose 4 of 5) for Delaney due Friday October 2nd by 10pm Montreal (Kingston) Time Zone

Media:

Selections from: Sebastian A. Jones and Amandla Stenberg (2016) *Niobe: She is Life* [Comic Book]

Selections from Frank Miller and Dave Gibbons (2010) *The Life and Times of Martha Washington in the Twenty-First Century* [Comic Book]

Discussion board prompt: Identify differences in the characters/worlds of Martha Washington and Niobe. How might the authors or illustrators contribute to these differences?

Announcement: Begin Fandom journal entries

**Week Five October 5-9**

Reading:

Walter Mosley "Black to the Future"
Media:
*Janelle Monáe: Dirty Computer* (Andrew Donoho and Chuck Lightning, USA, 2018) [Narrative Film with Accompanying Musical Album]

Selections from *Space is the Place* (John Coney, USA, 1974) [Feature Film]

Discussion board prompt: What do Afrofuturist aesthetics look like?

Week 6 October 12-16

Reading:


Media:

*Pumzi* (Wanuri Kahiu, Kenya, 2010) [Short Film]

Discussion board prompt: Make connections between the Eshun reading and the film *Pumzi*.

Week 7 October 19-23

Reading:

Ron Eglash “Race, Sex, and Nerds: From Black Geeks to Asian American Hipsters”

Reading Responses (see assignment description; choose 4 of 5) for Eglash due Friday October 23rd by 10pm Montreal (Kingston) Time Zone

Media:

*Black Panther* (Ryan Coogler, USA, 2018) [Feature Film]

Selections from Ta-Nehisi Coates and Brian Stefreeze (2016) *Black Panther: A Nation Under Our Feet Book 1* [Comic Book]

How has the popularity of the Black Panther film changed stereotypes or practices of Blerds (Black nerds)?

Week 8 October 26-30 FALL MIDTERM BREAK
Week 9 November 2-6

Reading:

Cornel Sandovoss, Jonathan Gray, and C Lee Harrington “Why Still Study Fans?”

Reading Responses (see assignment description; choose 4 of 5) for Sandovoss, Gray, and Harrington due Friday November 6th by 10pm Montreal (Kingston) Time Zone

Media:

Beyond Victoriana: A Multicultural Perspective on Steampunk [blog]

Announcement: last week of Fandom journals

Week 10 November 9-13

Reading:

Elizabeth de Freitas and Sarah E. Truman “New Empiricisms in the Anthropocene: Thinking with Speculative Fiction About Science and Social Inquiry”

Reading Responses (see assignment description; choose 4 of 5) for de Freitas and Truman due Friday November 13th by 10pm Montreal (Kingston) Time Zone

Media:

Advantageous (Jennifer Phang, USA, 2015) [Short Film]

Week 11 November 16-20

Reading:

Wendy Gay Pearson Veronic Hollinger and Joan Gordon “Introduction: Queer Universes”

Media:

Harry Potter and the Goblet of Fire (Mike Newell, United Kingdom, 2005) [Feature Film]

Discussion board prompt: Recently Harry Potter creator JK Rowling has been heavily criticized for transphobia, what are the dynamics of gender and sexuality in the film and how can they be read as transphobic, heteronormative, and/or queer?
Due for everyone Friday November 20th Fandom Projects

Week 12 November 23-27

Media:
Rainbow Rowell (2017) Carry On [YA Novel]

Discussion board prompt: What are the ways in which Carry On functions as a queer re-worlding of Harry Potter?

Week 13 November 30- December 4


Media:

Selections from Star Trek: Deep Space Nine (Rick Berman and Michael Piller, USA) [Television Series]

Last Class December 7

Media:

Star Trek II: The Wrath of Khan (Nicholas Meyer, USA, 1982) [Feature Film]

Star Trek Into Darkness (JJ Abrams, USA, 2013) [Feature Film]

Discussion Prompt: What are the elements of repetition and difference between the two films? How does franchise enable these similarities and divergences?

Due for everyone Friday December 11th Research Papers

Textbooks/Readings

Required:

Rainbow Rowell (2017) Carry On
Recommended:
All comic book readings. I will post selections of scans, but the format will be better if you have a physical copy.

All other readings will be available through OnQ or digitally through the University Library system

**Grading**

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<table>
<thead>
<tr>
<th>Arts &amp; Science Letter Grade Input Scheme</th>
<th>Queen’s Official Grade Conversion Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment mark</strong></td>
<td><strong>Numerical value for calculation of final mark</strong></td>
</tr>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
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<td>F0 (F)</td>
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</tbody>
</table>

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**Copyright of Course Materials**

This material is copyrighted and is for the sole use of students registered in FILM 343. This material shall not be distributed or disseminated to anyone other than students registered in FILM 343. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

**Accommodations for Disabilities**

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Instructor/Coordinator Name: Ali Na
Instructor/Coordinator email address: ali.na@queensu.ca

FILM AND MEDIA DEPARTMENT. WRITING GUIDELINES AND STANDARDS

Writing Standards for Filmmakers, Artists and Academics
In today's highly competitive professional environments, writing skills are essential. Any work done in academic and quasi-academic environments requires comprehensive writing skills. The same standards apply to film- and media-makers, artists and producers. Whether the artist/filmmaker is applying for residencies, grants, or providing a written introduction or statement to a prospective employer/funder, writing is often the initial if not primary means of self-presentation. In a competitive world, if the person doing the initial sorting of applications spots poor writing, that application will be the first to be placed on the rejection pile.

Writing skills are acquired through a thoughtful training process whereby one fixes mistakes or bad habits as they are identified. The Film and Media Department is committed to students upholding and enhancing these standards in all written work.

General writing standards

- Each essay will be computer-printed (if a hard copy is required), double-spaced, titled, paginated, stapled, and carefully proofread.
- Fonts should be set at 12-point Times New Roman
• Papers are due on the designated date.
• Proofread your work after you have printed out a final draft. Papers that show a multitude of easily corrected errors may be returned ungraded and marked late.
• Footnote and formatting standard: MLA (Modern Languages Association) (see following guidelines and sources.)

General writing guidelines

• An introductory paragraph establishes a thesis, or outlines the arguments, which will be concise and clear.
• The paper should show thoughtful organization and arguments should be clearly articulated and presented in manageable units.
• Be careful to distinguish between arguments (which are backed up with the reasons one is making a claim) and assertions (which are unsubstantiated points of view).
• Please avoid unnecessary filler, such as unnecessary plot description.
• Carefully review your paper for errors and syntactical awkwardness; the writing should be clear and effective, without being wordy.
• Please format the paper correctly.

*Note that a paper with a multitude of structural and grammatical problems will not be awarded a grade higher than a “B”.*

Grading

A+ (90-100) 4.3 grade points
This mark indicates exceptional performance in both form and content. In addition to having mastered the content of the topic, the student has demonstrated the ability to apply the course material in new and creative ways and/or has shown an understanding of its wider context and significance. The paper is free of grammatical and formatting problems.

A (85-89) 4.0
This mark range recognizes performance demonstrating thorough knowledge of concepts and techniques and showing a high degree of skill and originality in satisfying the requirements of an assignment or course. The student's work shows intellectual and creative initiative. The paper is free of grammatical and formatting problems.

A- (80-84) 3.7
This mark range indicates that the student has mastered the content of the course, a comprehensive understanding of concepts and techniques, and an ability to extend their application. The paper has a few modest grammatical or formatting errors.
B+ (77-79) 3.3
This mark range indicates that the student has assimilated essential concepts and techniques and shown skill in using them to satisfy the requirements of an assignment or course. The paper has several grammatical or formatting problems.

B (73-76) 3.0
This mark range indicates broad awareness and competent use of concepts and techniques, in satisfying the requirements of an assignment or course. The paper has several grammatical or formatting problems, which are substantial enough to inhibit comprehension.

B- (70-72) 2.7
This mark indicates knowledge of the course material and comprehension of its essential concepts. The paper has numerous grammatical or formatting problems, which inhibit comprehension.

C+ (67-69) 2.3
This mark range indicates familiarity with concepts and techniques together with some ability in using them to satisfy the requirements of an assignment or course. The paper has numerous grammatical or formatting problems, which seriously inhibit comprehension.

C (63-66) 2.0
This mark range indicates a basic grasp of the essential concepts and techniques of a course. The paper has numerous grammatical or formatting problems, which inhibit comprehension to the extent that it makes reading difficult.

C- (60-62) 1.7
This mark range indicates limited acquaintance with the concepts and techniques of a course. The paper has numerous grammatical or formatting problems, which inhibit comprehension to the extent that it makes reading difficult.

D+ (57-59) 1.3
D (53-56) 1.0
D- (50-52) 0.7
These mark ranges indicate marginal performance. The student has minimally fulfilled the requirements for the assignment or course. The paper has numerous, severe grammatical or formatting problems, which greatly inhibit comprehension to the extent that it makes reading difficult.

F 0-49 /0
This mark indicates that the student has failed to meet the minimum requirements of the assignment or course and has not demonstrated an adequate grasp of the material.
How to cite media in essays:

Films with English title:
*Citizen Kane* (Orson Welles, USA, RKO, 1941)

Films with Foreign Language title:
*Two or Three Things I Know About Her* (*Deux ou Trois choses que je sais d'elle*, Jean-Luc Godard, France, Anouchka Films, 1967)

Artist and Activist Videos and Digital Media:
*Moscow Does Not Believe in Queers* (John Greyson, Canada, 1986)

Television Episodes:
“Madrigal,” *Breaking Bad* (Michelle McLaren, USA, Sony Pictures Television, 2012)

Works cited - General guidelines

The alphabetical list of works cited that appears at the end of your paper contains more information about all of the sources you've cited, allowing readers to refer to them, as needed. The main characteristics are:

- The list of Works Cited must be on a new page at the end of your text
- Entries are arranged alphabetically by the author's last name or by the title if there is no author
- Titles of books are *italicized* and titles of articles are placed in quotation marks. All important words should be capitalized
- Entries are double-spaced (for the purposes of this page, single-spacing is used)
- For online sources, date of access is an optional element. However, it can be helpful to include this information, especially if the source you are using does not have a date of publication

Book w/ One Author:

Book w/ Two Authors:

Book w/ Three or More Authors:
Anthology or Compilation:

Work in an Anthology or an Essay in a Book:

Books by a Corporate Author:

Article in a Journal:

Article in a Newspaper or a Magazine:

Webpage:

**Late Submission Policy**

A penalty of 3% per day (including weekends) will be applied to all late submissions, to a maximum of 10 days late. Submissions made on the 10th day or later will not be accepted and a mark of zero will be entered.

Appeals to wave the above penalties must be made directly to the instructor, and will only be awarded in cases of where documentation supports the claim of an unexpected interruption of studies.
FILM 388/3.0 Syllabus

FILM 388: Indigenous Film and Media

Fall 2018 or Winter 2019

Mon 2:30 to 5:30 and Wed 2:30 to 4:30, Room 342 IBCPA

Instructor Information:

Instructor: Karine Bertrand
Phone: 78037
Office: Room 303, IBCPA
Office Hours: By Appointment
TA: TBA

Course Description:

Kwe Kwe! Welcome to FILM 308, a journey into Indigenous and Inuit film, videography and contemporary media projects. Inspired by the amazing works of strong and dedicated Indigenous filmmakers from the Americas, Northern Europe and from Australia, this course will explore such topics as indigenous methodologies and aesthetics, indigenous feminism, decolonization, self-recognition, survivance, language revitalization and cultural reappropriation. In these particular times where Indigenous nations and communities are facing some of their biggest challenges, media, film and videography become tools that are used to tell stories, bring together communities, heal individuals and empower the women who are putting their imprint on the medium. This course will favour an approach directly inspired by indigenous methodologies, where research is considered to be relational at its core, thus encouraging the students to connect thoughts, images, voices and processes. You will be building piece by piece your own pathway, with the help of the tools (films, media works, readings, theories, lectures) that will allow you to become a better scholar but most of all an inspired and enlightened human being.

Learning Hours: 108 (36L;24Lb;48P)

Intended Learning Outcomes:

1. Recognize specific indigenous directors and themes that exemplify artistic high points of indigenous cinema.
2. Discuss how indigenous cinema responds to political, social and religious landscapes of this era.
3. Describe the distinct modes of filmmaking in indigenous cinema.
Grading Scheme:

1. Attendance/participation 40%
2. Presentation: 25%
3. Final project: 35%

Academic Integrity:

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.htm).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Materials:

This material is copyrighted and is for the sole use of students registered in FILM 388. This material shall not be distributed or disseminated to anyone other than students registered in FILM 388. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Grading:

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:
### Arts & Science Letter Grade Input Scheme

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
</tr>
<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
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<tr>
<td>C</td>
<td>65</td>
</tr>
<tr>
<td>C-</td>
<td>62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
</tr>
<tr>
<td>D-</td>
<td>52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
</tr>
<tr>
<td>F0 (0)</td>
<td>0</td>
</tr>
</tbody>
</table>

Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
FREN 343: Literary and cultural history of the Francophonie and Quebec
Winter 2020
Tu: 11:30a-1:00p; F: 1:00-2:30p
Mac-Corry D201

Professor Michael Reyes
Office: Kingston 212D
Office hours: Tuesdays from 2 to 3.30 p.m.; and by appointment (see policy)
E-mail: mcr6@queensu.ca
Website: http://www.drmichaelreyes.com/students

Course Description:

Most French studies departments often offer several courses dedicated to so-called "francophone" literature or "francophonie". But, have you thought about what exactly is meant by these terms? What makes a text "francophonie"? (What qualities, values, common ideas do these texts convey?) What links exist between regions under the label of "la francophonie"? To what extent are these labels theoretically justifiable and useful to those who use them?

This set of questions will be answered through a historical overview (from the 18th to the 21st century) of several geographical areas (the Caribbean, Africa, and Quebec). After examining the definition of the Francophonie, we will turn to literary texts, especially, but not exclusively, that intervene in French at key moments in history. Through a study of the strength of the still-bloody Haitian declaration of independence, the poetic struggles against racism in the Caribbean, the place of women in Algeria's anti-colonialism, and a "Quebecois" voice that is more sure of itself than ever, we will explore the development of what might be called Francophone thought.

This course will be taught in a literary seminar format. Most courses will include significant periods of classroom discussion and will not be solely lectures (readings). An important part of your grade will depend on your ability to participate in the discussions.

Course Objectives:
By the end of the course, you'll be able to:
   (a) offer a nuanced and critical definition of the Francophonie
   (b) identify and describe the importance of certain authors, movements, or key moments in literary and cultural history from (emerging from) the French-speaking world and Quebec;
   (c) select relevant quotations from a text and comment on them in order to develop an argument
   (d) offer a developed and organized interpretation of a literary work that demonstrates your analysis, both written and oral

Required texts:
On onQ* (excerpts):
Many of the required readings, especially for the first part of the course, will be found on the onQ site for the course.

onq.queensu.ca

At the bookstore (3):
Assia Djebar, *Children of the New World* (ISBN: 9782757826881)

To facilitate collective discussion of these texts, purchase only the indicated version of these texts.

Notes:
The final grade will be calculated according to the following formula:

- Class participation: 15%
- Quick Questions: 15%
- Reading journals and homework: 20%
- Mid-term exam: 20%
- Final Examination: 30%

Important dates:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>Friday, February 7 (in class)</td>
</tr>
<tr>
<td>Reading Diary 1</td>
<td>Friday, February 7 before 11:00 p.m. (onQ)</td>
</tr>
<tr>
<td>Reading Diary 2</td>
<td>Sunday, March 15 before 11 p.m. (onQ)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Examination period</td>
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</tbody>
</table>

Attention: All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the Queen’s Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale
Important Policies

1 - Definition of course elements

1.1 - Participation, preparation and duties:

In order to better promote the learning of concepts related to the French-speaking world, in this course you will be asked to participate frequently. This participation may take the form of a discussion with a partner, a group, or with the whole class. These are the main criteria by which participation will be judged throughout the semester:

- You prepare the readings and assignments posted on onQ before coming to class.
- You take detailed and accurate notes of your readings and use them as a reference.
- You actively contribute to group discussions. You contribute to discussions using your notes and answer questions from your partners.
- You make an important contribution to group discussions (those where the whole class participates).
- When you contribute to discussions with a partner, with your table, or with the class, you discuss in French.
- When you are in the room, you only use technological devices (such as your computer or mobile phone) to do the necessary course work.

1.2 - Readings and notes:

It is absolutely essential that you have read and prepared the reported text(s) for each session. It is not enough to have passively read the texts. You will need to take accurate notes that will allow you to talk about these texts and quote important passages in class. In addition, these notes will be useful when you are discussing the texts in class or preparing for exams.

1.3 - Quick questions:
At the beginning of some courses, you will have a "quick question". This question will be designed to test your reading skills for that day. You will be asked to answer this question and hand in your answer, which will be marked.

**It is impossible to catch up on quick questions due to absence or late arrival.**

However, the lowest score of your quick questions will not count towards your final score. Also note that an optional assignment will be given during the session that can replace a quick question.

1.4 - Reading logs

Twice a session, you will be asked to take guided notes on a series of readings. The teacher will give you a handout explaining how you should take these notes. For example, sometimes you will have to find imploring quotations, summarize a chapter, or analyze an excerpt.

1.5-Mid-term and Final Examination:
You will have 1 Mid-term exam, and 1 Final exam during the semester. Each of these assessments will test your knowledge of the important details of the texts studied in class and the lectures (*readings*).

1.6 - Departmental Policy - Language Evaluation:

10% of the total homework grade will be awarded for grammatical quality of written expression. Mistakes will be corrected on a randomly selected sample of about 20 lines: 0.5 points per mistake, up to a maximum of 10 points.

Ex. (8 fouls) x (0.5 per foul) = -4 pts; 10-4 : 6
6/10 for the quality of language on the assignment or composition concerned.

Once a term, your teacher will give you the opportunity to rewrite these 20 lines to get up to three extra points. **This correction exercise is not compulsory.** It must be completed within one week after the submission of the evaluation corrected by your teacher.

2 - Framework policies

2.1 - Late work postponement policy:
Unless an exceptional authorization is granted, work that is delayed will be subject to a late penalty.

This penalty is **10% (of the possible grade of the assignment) per day.** The penalty will be calculated according to the date recorded by onQ. This penalty will not apply for work rendered three hours or less after the official due date.

For example, you turn in a composition one day late. According to the criteria of the composition you would have received a score of 82. With the late penalty (82-10 = 72), your official score for the composition becomes 72.

2.2 - Technological breakdowns
Students in this course are responsible for making regular computer backups of their notes and course work on an external hard drive or in a computer cloud. No technological failure, however unexpected, will be considered a valid justification for late submission of work.

2.3 - Unreasoned absences

In this course, students are entitled to two unmotivated absences. This policy allows students to be absent from the course for personal reasons without having to justify themselves to the professor.

However, since learning in this course involves active discussion between students and the content presented by the professor, starting with the third unjustified absence, your grade will be lowered.

Exams will not be rescheduled for students who are absent on the day of an exam for unjustified reasons. Unless otherwise authorized in writing, assignments will be due on the day indicated on onQ, even if the student is absent from class on that day.

2.4 - Absences for reasons of absence

That being said, this course recognizes that sometimes students have legitimate reasons for missing a course. In these cases, students may apply for recognition of a justified absence.

Unfortunately, the steps to follow (forms to fill out, supporting documents to provide, etc.) depend on the reasons for your absence from the course. For a simple summary of the procedures with specific examples in English, please consult my professional website:

https://drmichaelreyes.com/students/requesting-excused-absences/

The above site policies will be considered an official part of this lesson plan. Please study them carefully.

3 - Communication policies

3.1 - When to write an email?

Students should limit their emails to serious and urgent issues that cannot wait until office hours. I can answer the vast majority of questions during office hours. You should not use email to get information that is easily found elsewhere (on onQ, the course syllabus, a classmate in the classroom, etc.).

If you are writing to announce a motivated absence, please see the page on motivated absences to verify that an email is required in your case.

https://drmichaelreyes.com/students/requesting-excused-absences/

3.2 - How to write an email?
Don’t forget that an email to your teacher is a professional correspondence that must respect a minimum of formality (register, email address, etc.). If you are unsure of the tone to adopt, please consult resources on the Internet.

In case of doubt, consult: https://drmichaelreyes.com/email-policy/

### 3.3 - Reading emails

Emails will not be read after 5pm (5pm) or before 10am and no response is promised before 24 hours from the time of reading.

### 3.4 - Office hours per appointment.

In general, it's best to see me during office hours. When you come to see me, bring a list of specific questions.

If you want to see me at a time that does not correspond to my office hours, please send me an email 48 to 72 hours before the day of the desired appointment, indicating a 4-hour slot during which you are free. If I am available, I will choose a time within that slot to see you; if not, I will suggest another time.

**General university policies can be found at the end of this syllabus. **

**Course syllabus**: 

*This schedule may change during the semester if certain activities or readings take longer than expected. Any deviation from this plan will be reported to you in class and by onQ.*

#### Week one: The theoretical foundations of the French-speaking world

**Tuesday, January 7**: Introduction to the course; Origins of the Francophonie

**Friday, January 10**: "French, language of culture", Senghor

#### Week two: The Haitian Revolution: The opening of a "Francophone" voice

**Tuesday, January 14**: "Introduction: Revolution, Independence, and Emancipation", Dubois and Garrigus (pp. 7-18)

**Friday, January 17 - Proclamation to the Nation, Dessalines**

#### Week three: The Haitian Revolution: Black Anticolonialism in the 19th Century

**Tuesday, January 21**: "Du régime colonial ou les horreurs de l'esclavage", Le système colonial dévoilé (extraits), Vastey, pp. 35-45

**Friday, January 24**: "Le régime gouvernant les gens de couleur", Le système colonial dévoilé (excerpts), Vastey, pp. 74-86.

#### Week four: Negritude and black anti-colonialism in the 20th century
Tuesday, January 28: Cahier d'un retour au pays natal, Césaire (excerpts 1 and 2)

Friday, January 31: Cahier d'un retour au pays natal, Césaire (excerpts 3) Speech on colonialism, Césaire (excerpt 1)

Week five: Negritude and black anti-colonialism in the 20th century
Tuesday, February 4 - Speech on Colonialism, Césaire (excerpt 1)

Friday, February 7 - MID-SEMESTER REVIEW
Reading Journal - 1 - due Friday, Feb. 7 by onQ

Week 6: The anti-colonial Maghreb, I
Tuesday, February 11 - Children of the New World, Jebar; pp. 13-32
(Chapter 1 - Chérifa)

Friday, February 14 - Children of the New World, Jebar; pp. 32-53
(Chapter 2 - Lila)

// READING WEEK - FEBRUARY 17 TO 21 //

Week 7: The anti-colonial Maghreb, II
Tuesday, February 25 - Children of the New World, Jebar; pp. 53-101

Friday, 28 February - Children of the New World, Jebar; pp. 103-140

Week 8: The anti-colonial Maghreb, III
Tuesday, March 3 - Children of the New World, Jebar; pp. 141-163

Tuesday, March 6 - Children of the New World, Jebar; 163-191;

Week 9: The anti-colonial Maghreb, IV
Tuesday, March 10 - Children of the New World, Jebar; 193-234

Friday, March 13 - Children of the New World, Jebar; 234-273
Reading Journal - 2 - due by onQ on sunday, march 15th

Week 10: A Literary Revolution in Quebec
Tuesday, March 17 - "The Battle of the Nuns' Beauties" (excerpt)
Les Belles-Sœurs, Tremblay; pp. 7-28

Friday, March 20 - Les Belles-Sœurs, Tremblay; pp. 29-53

Week 11: Migrant literature and the question of exile
Tuesday, March 24 - Les Belles-Sœurs, Tremblay; 55-83
Friday, March 27 - *L'énigme du retour*, Laferrière (excerpts 1)

**Week 12:**  **Back to the starting point: Conclusions**

Tuesday, March 31 - *L'énigme du retour*, Laferrière (excerpts 2)

April 3 - *L'énigme du retour*, Laferrière (excerpts 3); *Course Conclusion*

4- General university policies

4.1 – **Location and Timing of Final Examinations:**

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. Students should delay finalizing any travel plans until after the examination schedule has been posted.

Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

4.2 - **Academic Integrity**

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [https://www.queensu.ca/artsci/students-at-queens/academic-integrity](https://www.queensu.ca/artsci/students-at-queens/academic-integrity)), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.
4.3 - "Turn it in" Statement

This course may make use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Students may be required to submit their short essay assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin.

Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

4.4 - Copyright

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

4.5 - Recording of Lectures

Students may not create video, audio or other digital recordings of lectures, class discussions or other class activities without written permission of the instructor or authorization through Queen’s Student Wellness Services. Students creating unauthorized recording violate an instructor's intellectual property rights and the Canadian Copyright
Act and will be subject to disciplinary actions under the Queen’s University Student Code of Conduct.

4.6 – Acknowledgement of Territory

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory.

This 'acknowledgement of territory' statement is an institutional recognition of the traditional inhabitants of the land on which Queen’s University is located.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualties were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To learn more, visit: https://www.queensu.ca/fourdirections/resources-queens-community/acknowledgement-territory

4.7 – Accessibility and Academic Accommodations

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible.

For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Please contact:

Dr. Stéphane Inkel - Acting Head, French Studies
Email: inkels@queensu.ca
Phone: 32083
In person: Kingston Hall, room 300

OR

Dr. Francesca Fiore – Undergraduate Chair, French Studies
Email: francesca.fiore@queensu.ca
Phone: 32094
In person: Kingston Hall, room 312D

4.8 – Academic Considerations for Students in Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering
with their ability to complete academic requirements related to a course for a short period of time.

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved in April, 2017.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.
FREN 351 : Writings of the French-speaking world: French Caribbean Literature
Winter 2016
T: 11:30-1:00; F: 1:00-2:30 Kingston
200

Professor Michael Reyes
Office: Kingston 212D
Hours of operation: Tuesday from 2:00 to 3:30pm and by appointment
E-mail: mcr6@queensu.ca

Course Description:
The French West Indies (Guadeloupe and Martinique) are in a rather singular position. Geographically, these small French-speaking islands are bathed in the waters that separate the Spanish-speaking cultures of South America from the giants of North America. Politically, they are now French departments which, in theory, should be considered just like the departments located in metropolitan France. Economically, these islands make use (paradox of paradoxes!) of the Euro, the official currency of the European zone, of which they are the outermost. Historically, on the other hand...oh what a difference. Although French, the inhabitants of these islands are, mainly, descendants of black African slaves transplanted to work the fields of sugar cane, coffee, indigo. This history of colonization and slavery has shaped complex cultures whose formation is (still) being described. To these two islands we will add the Republic of Haiti, formerly the French colony of Santo Domingo, which shares, until a key moment, the history of the French West Indies and which raises a number of similar theoretical questions.

Through the study of three novels, each exemplary of a key moment in Caribbean history (from slavery to contemporary times), we will identify the major issues at stake in several critical Caribbean debates. The story of Tituba, a slave during the witch trials in Salem, will allow us to pose the complex question of the limits of Caribbean history. Two centuries later, in an independent Haiti, the story of Manuel, the young agricultural worker trying to find water for his community, raises the question of the African origins of Caribbean cultures. Finally, through the reading of the detective novel, Solibo Magnifique, we will end the course by questioning the place of orality and Creole in Caribbean literature. Through these three texts, each written in French by a black woman or man, we will seek to comment on the significance of this literature for French, Caribbean, and world literature.

This course will be taught in a literary course format. Most courses will include significant periods of classroom discussion and will not be solely lectures (readings).

Course Objectives:
At the end of the course you:
(a) be able to identify and describe the importance of key moments in Caribbean history (the slave trade, slavery, and colonization, among others) for French-language Caribbean literature.
(b) be able to select relevant quotations from a text and comment on them in order to
develop a personal argument or an answer to a given question
(c) be able to analyse an extract from a literary text through a detailed reading (close
reading) nuanced by its literary, cultural, and/or theoretical context, depending on your
reading.
(d) be able to offer a developed and organized interpretation of a literary work that
demonstrates your analysis, both written and oral
(e) will have continued to develop your written and oral expression in French

Texts :
*At the bookstore (4) :

To facilitate collective discussion of these texts, purchase only the indicated version of these
texts.

On onQ* (excerpts) :
Some required readings will be found on the onQ portal.

Notes :
Your final score will be based on the following criteria:
1. Regular attendance, active participation (in class and on the internet)
2. Careful preparation of texts, articles, films.
3. Preparing homework when indicated in the weekly plan
4. Answers to quick questions
5. Oral presentation in groups of 3 (between 10 and 12 minutes)
6. An academic report (due Tuesday, February 9)
7. Essay (due Friday, March 18)
8. Final Examination

The final grade will be calculated according to the following formula for students with a grade of
351:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation and preparation duties</td>
<td>15%</td>
</tr>
<tr>
<td>Preparation homework and quick questions</td>
<td>15%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Report of Proceedingsacademic (400-500 words)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay (1250-1500 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25%</td>
</tr>
</tbody>
</table>
Attention: All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the Queen’s Official Grade Conversion Scale:

### Queen's Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

### General policies:

**Participation, preparation, and homework:**
In order to better promote the learning of concepts related to French-language Caribbean literature, as well as your techniques of literary analysis, in this course you will be required to participate frequently. This participation may take the form of a discussion with a partner, a group, or with the whole class. These are the main criteria by which participation will be judged throughout the semester:

- You actively participate in class discussions (or online when they are discussed).
- You show preparation of the texts. When discussing a text, you contribute to the discussion with relevant and evidence-based interventions.
- You use carefully prepared notes before each session.
- You try to reuse specialized vocabulary, concepts, and techniques from the course when relevant.
- Your comments contribute to the intellectual community formed by the members of the class. If you have a difference of opinion, you are able to express that difference with a class member in a respectful manner.
- You carefully complete the preparation assignments when it comes to this.

### Reading:
It is absolutely essential that you have read and prepared the reported text(s) for each session. It is not enough to have passively read the texts. **You will need to take accurate notes that will allow you to talk about these texts and quote important passages in class.** In addition, these notes will be useful when you are discussing these texts in class, or when you are preparing for important assignments or the final exam.

"Pop quiz."
At the beginning of some courses you will have a "quick question". This question will be designed to test your reading skills for that day. You will have to answer this question and return your answer, which will be marked. **It is not possible to make up for quick questions due to absence or late arrival.**

**Final Examination:**
This exam will test your knowledge of important details of texts studied in class, lectures (readings), and student presentations in the course. You will be given a preparation guide to help you pass this comprehensive exam.

**Oral presentation:**
You will have to prepare an oral presentation of between 10 and 12 minutes in groups of 3, and you will be asked to present an interpretation of a literary text. You should also be prepared to guide the discussion of your text.

**Absence policy:**

**Absences:** It goes without saying that any absence that is not due to medical, religious, or sporting reasons will affect your final grade (documentation required in all cases). **From the third absence onwards, your mark will be lowered.**

**Late Arrivals:** Please note that students who arrive late will be penalized by half an absence.

**Academic Integrity:**
Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1) on the [Arts and Science website](http://www.artsandscience.org) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity
carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

This material is copyrighted and is for the sole use of students registered in FREN-351. This material shall not be distributed, disseminated to anyone other than students registered in FREN-343. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Course syllabus*:

*This schedule may change during the semester if certain activities or readings take longer than expected. Any deviation from this plan will be reported to you in class and by onQ.

**Part I: The slave trade and slavery in francophone literature**

Week I: Historical Overview
Tuesday, January 5 - Introduction to the course

Friday, January 8 - The Black Code (excerpts)

Week II: Tuesday, January 12 - I, Tituba Witch... Chapters 1, 2, and 3 (pp. 13-50)

Friday, January 15 - I, Tituba Witch ..., Chapters 4-8, 9 (I) (pp. 51-96)

Week III: Tuesday, January 19 - I, Tituba Witch ..., Chapters 9 (II)- 12 (pp. 97-137)

Friday, January 22 - I, Tituba Witch..., Chapters 1-6 (pp.141-183)

Week IV: Tuesday, January 26 - I, Tituba Witch... , Chapters 7-12 (pp.184-227)

Friday, January 29 - I, Tituba Witch... , Chapters 13-fin (pp.228-273)

**Part Two: The Case of Haiti**

Week V: Tuesday, February 2 - Haitian History Course

Friday, February 5 - Dew Governors, Chapters 1 and 2 (pp. 5-48)

Week VI: Tuesday, 9 February - Dew Governors, Chapters 3-5 (pp. 49-92)
/Your report is due on Q.N.O. By Tuesday, February 9th, 11:00 p.m.

Friday, February 12 - Dew Governors, Chapters 6-8, 9 (I) (pp. 93-132)

STUDY WEEK
Week VII: Tuesday, February 23 - *Dew Governors*, Chapters 9(II)-12,13(I) (pp. 132-195)  
Friday, February 26 - *Dew Governors*, Chapters 13(II)-end (pp. 195-234)

*Part Three: The Question of Creole and Orality*

Week VIII: Tuesday 1 March - In *Praise of Creolity*, pp. 13-33  
Friday, March 4 - In *Praise of Creolity*, pp. 33-56

Week IX: Tuesday, March 8 - *Solibo Magnificent*, Chapter 1 (I), pp. 17-59  
Friday, March 11 - *Solibo Magnificent*, Chapter 1(II), Chapter 2 (I), pp. 59-100

Week X: Tuesday, March 15 - *Solibo Magnificent*, Chapter 2(II), Chapter 3 (I), pp. 101-141  
Friday, March 18 - *Solibo Magnificent*, Chapter 3(II), Chapter 4 (I), pp. 142-183

/Your essay is due by onQ by Friday, March 18th, 11:00 p.m./

Week XI: Tuesday, March 22 - *Solibo Magnificent*, Chapter 4(II)-end, pp. 184-227  
Friday 25 March - *Good Friday* - no classes

Week XII: Tuesday, March 29 - *Solibo Magnificent*, "Dits de Solibo", pp. 233-244  
Friday, April 1 - *Course Conclusion*

*Accessibility and Academic Accommodations:*

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services QSAS and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).
FREN 352: Towards New Stories for Haiti: An Introduction to Haitian Studies

Fall 2019
Tu: 8:30-10:00a; F: 10:00-11:30a Kingston 313

Professor Michael Reyes
Office: Kingston 212D
Office hours: Tuesday from 10 to 11 a.m. and Wednesday from 2.30 to 3.30 p.m.; and by appointment (see policy): https://drmichaelreyes.com/students/officehours/
E-mail: mcr6@queensu.ca
Website: http://www.drmichaelreyes.com/students

Course Description:

For many people, Haiti evokes above all a poverty whose main causes remain unclear. After all, the media keeps telling us that it is "the poorest country in the Western Hemisphere". Why, some might ask, doesn't Haiti look like the Dominican Republic, the tourist destination with which it shares the island of Hispaniola? For others, lovers of horror films, Haiti evokes a very different space. It is an exotic and mysterious country; a tropical wonderland inhabited by zombies and sorcerers. But beyond Haiti's visible poverty lies a little-known history of its revolutionary anti-slavery past, just as the fantastic and contemptuous claims around vodou hide a longstanding marginalization of Haitian popular culture.

Through an overview of key concepts, figures, and texts in the field of Haitian studies, this course aims to enable students to challenge conventional wisdom about Haiti, its history, and culture.

- In the first part of the course ("France"), we will focus on the Haitian revolution (1789-1804), an event of global importance that transformed the French slave colony of Santo Domingo into the Black Republic of Haiti.
- Then, in the second part of the course ("Ayiti"), we will study the strategies put forward by Haitian intellectuals in the nineteenth century to create imaginary links between the former indigenous inhabitants of Hispaniola (largely massacred by the Spaniards) and the Haitians.
- Finally, in the third part of the course ("Africa"), we will question the intellectual movements of the twentieth century that tried to promote Haitian popular culture and its multiple links with Africa.

By the end of this course, students will be ready to contribute to the development of new stories for Haiti.

Format:
This course will be given in a literary seminar format. Most courses will include significant periods of classroom discussion and will not be solely lectures (readings). An important part of your grade will depend on your ability to participate in the discussions.

Main objectives of the course:

By the end of this course, students will be able to:

- Identify the main causes, actors, and events of the Haitian revolution and describe the impact of this revolution on the Haitians and the Atlantic world;
- Summarize and compare the main characteristics of the indigenous movements of the 19th and 20th centuries;
- Describe several elements of Haitian popular culture and explain how these elements have been represented to marginalize Haitians, both inside and outside the country;
- Compose a thesis statement that clearly indicates the research question to be studied, the methodology to be used to address the question, and the relevance of the research question;
- Find, summarize, and critique a scholarly article that contributes to an independent research project.

Required texts:

On onQ* (excerpts):
Many of the required readings will be found on the course onQ site.

onq.queensu.ca

At the bookstore (1):

Jacques Roumain, Dew Governors  
(ISBN: 978-2-89712-504-2)

To facilitate collective discussion of these texts, purchase only the indicated version of these texts.

Notes:
The final grade will be calculated according to the following formula:

Class Attendance and Participation 15%
Quick Questions 10%
Reading logs (2) 15%
Test on the basic skills of the field 20%
Annotated Bibliography 15%
Final Examination 25%

Important dates:

<table>
<thead>
<tr>
<th>Skills test</th>
<th>Friday, October 4 (in class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Diary 1</td>
<td>Friday, October 4 before 11 p.m. (onQ)</td>
</tr>
<tr>
<td>Reading Diary 2</td>
<td>Wednesday, October 23 before 11:00 p.m. (onQ)</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Sunday, November 17 before 11 p.m. (onQ)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Examination period</td>
</tr>
</tbody>
</table>

Attention: All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the Queen’s Official Grade Conversion Scale:

**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
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<th>Numerical Course Average (Range)</th>
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<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Important Policies**

1 - Definition of course elements
1.1 - Participation, preparation, and homework:

In order to better promote the learning of concepts related to Haitian studies, in this course you will be asked to participate frequently. This participation may take the form of a discussion with a partner, a group, or the entire class. These are the main criteria by which participation will be judged throughout the semester:

- You prepare the readings and assignments posted on onQ before coming to class.
- You take detailed and accurate notes of your readings and use them as a reference.
- You actively contribute to group discussions. You contribute to discussions using your notes and answer questions from your partners.
- You make an important contribution to group discussions (those where the whole class participates).
- When you contribute to discussions with a partner, with your table, or with the class, you discuss in French.
- When you are in the room, you only use technological devices (such as your computer or mobile phone) to do the necessary course work.

1.2 - Readings and notes:

It is absolutely essential that you have read and prepared the reported text(s) for each session. It is not enough to have passively read the texts. You will need to take accurate notes that will allow you to talk about these texts and quote important passages in class. In addition, these notes will be useful when you are discussing the texts in class or preparing for exams.

1.3 - Quick questions:

At the beginning of some courses, you will have a "quick question". This question will be designed to test your reading skills for that day. You will be asked to answer this question and hand in your answer, which will be marked.

It is impossible to catch up on quick questions due to absence or late arrival.

However, the lowest score of your quick questions will not count towards your final score. Also note that an optional assignment will be given during the session that can replace a quick question.

1.4 - Reading logs:

Twice a session, you will be asked to take guided notes on a series of readings. The teacher will give you a handout explaining how you should take these notes. For example, sometimes you will have to find imploring quotations, summarize a chapter, or analyze an excerpt.

1.5 - Test and partial (final exam):
You will have 1 table test, and 1 final exam during the session. Each of these assessments will test your knowledge of the important details of the texts studied in class as well as the content of the lectures (readings).

1.6 - Annotated Bibliography :

During the semester, you will be required to write an annotated bibliography for a research project on one of the texts studied in class. To build this bibliography, you will have to construct a solid problematic and find articles in specialized journals or chapters in books on Haitian or Caribbean studies. Then you will need to read these articles, cite them according to MLA standards, give a critical summary of their main arguments, and indicate what they will contribute to your argument. For this course, you will not have to write this research essay. It is about developing your research skills and directing them to a topic in the course that interests you.

1.7 - Departmental Policy - Language Evaluation :

10% of the total homework grade will be awarded for grammatical quality of written expression. Mistakes will be corrected on a randomly selected sample of about 20 lines: 0.5 points per mistake, up to a maximum of 10 points.

Ex. (8 fouls) x (0.5 per foul) = -4 pts; 10-4 = 6
6/10 for the quality of language on the assignment or composition concerned.

Once a term, your teacher will give you the opportunity to rewrite these 20 lines to get up to three extra points. This correction exercise is not compulsory. It must be completed within one week after the submission of the evaluation corrected by your teacher.

2 - Framework policies

2.1 - Official languages of the course

Since this course is an introduction to the multilingual field of Haitian studies, as well as an important step in your linguistic development in French, a policy on the use of languages in this course is required.

Almost all of the primary sources will be in French, some will be in English, and a small number, which we will read together, will be in Haitian Creole.

For mainly economic reasons that will be discussed, several important publications and secondary sources will be in English. When you will have to read an English text for this course, you will have to take your notes in French since all your assignments will be evaluated in French.

Since this is a course to develop your French language skills, all class discussions will be in French.

2.2 - Delayed Work Remission Policy :
Unless an exceptional authorization is granted, work that is delayed will be subject to a late penalty.

This penalty is 10% (of the possible grade of the assignment) per day. The penalty will be calculated according to the date recorded by onQ. This penalty will not apply for work rendered three hours or less after the official due date.

For example, you report a report one day late. Let’s say, based on the criteria for the report, you would have scored 82. With the late penalty (82 - 10 = 72), your official score for the report becomes 72.

2.3 - Technological breakdowns

Students in this course are responsible for making regular computer backups of their notes and course work on an external hard drive or in a computer cloud. No technological failure, however unexpected, will be considered a valid justification for late submission of work.

2.4 - Unreasoned absences

In this course, students are entitled to two unmotivated absences. This policy allows students to be absent from the course for personal reasons without having to justify themselves to the professor.

However, since learning in this course involves active discussion between students and the content presented by the professor, starting with the third unjustified absence, your grade will be lowered.

Exams will not be rescheduled for students who are absent on the day of an exam for unjustified reasons. Unless otherwise authorized in writing, assignments will be due on the day indicated on onQ, even if the student is absent from class on that day.

2.5 - Absences for reasons of absence

That said, this course recognizes that sometimes students have legitimate reasons for missing a course. In these cases, students may apply for recognition of a justified absence.

Unfortunately, the steps to follow (forms to fill out, supporting documents to provide, etc.) depend on the reasons for your absence from the course. For a simple summary of the procedures with specific examples in English, please consult my professional website:

https://drmichaelreyes.com/students/requesting-excused-absences/

The above site policies will be considered an official part of this lesson plan. Please study them carefully.

3 - Communication policies

3.1 - When to write an email?
Students should limit their emails to serious and urgent issues that cannot wait until office hours. I can answer the vast majority of questions during office hours. You should not use email to get information that is easily found elsewhere (on onQ, the course syllabus, a classmate in the classroom, etc.).

If you are writing to announce a motivated absence, please see the page on motivated absences to verify that an email is required in your case.

https://drmichaelreyes.com/students/requesting-excused-absences/

3.2 - How do I write an email?

Don’t forget that an email to your teacher is a professional correspondence that must respect a minimum of formality (register, email address, etc.). If you are unsure of the tone to adopt, please consult resources on the Internet.

In case of doubt, consult: https://drmichaelreyes.com/email-policy/

3.3 - Reading emails

Emails will not be read after 5pm (5pm), before 10am, or on weekends and no response is promised before 24 hours from the time of reading.

3.4 - Office hours by appointment

In general, it’s best to see me during office hours. When you come to see me, bring a list of specific questions.

If you want to see me at a time that does not correspond to my office hours, please send me an email 48 to 72 hours before the day of the desired appointment, indicating a 4-hour slot during which you are free. If I am available, I will choose a time within that slot to see you; if not, I will suggest another time.

*General university policies are at the end of this syllabus.

Course syllabus*:

*This schedule may change during the semester if certain activities or readings take longer than expected. Any deviation from this plan will be reported to you in class and by onQ.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
<th>Homework / Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(V) on 6</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(M) Sept. 10</td>
<td>Moreau de Saint-Méry, Description de la partie française de l’île de Saint-Domingue, pp. 7-115 (some excerpts only) (onQ)</td>
<td>Reading Log 1-1 ;</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Date</td>
<td>Source(s)</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>(M)</td>
<td>Sept. 17.</td>
<td>Walker, <em>Equality for All: Toussaint Louverture and the Haitian Revolution</em> (0:00 - 36:00) (onQ); Sonthonax, &quot;Proclamation of August 29, 1793&quot;, Articles 1, 2, 9, 10, 11, 24, 27, 29, 31, 33, 34, 36 (onQ)</td>
</tr>
<tr>
<td>3</td>
<td>(V)</td>
<td>Sept. 20.</td>
<td>Walker, <em>Equality for All: Toussaint Louverture and the Haitian Revolution</em> (36:00- 55:00) (onQ) ; Louverture, &quot;Constitution of 1801&quot; in January, pp. 8-23. (onQ) Articles: 1, 3-5, 6, 13-17, 27-30, 34, 39, 73, 76-77.</td>
</tr>
<tr>
<td>5</td>
<td>(V)</td>
<td>4 Oct.</td>
<td>TEST PART I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perry, &quot;Becoming Indigenous in Haiti,&quot; pp. 52-55, 58m-59m, 61.</td>
</tr>
</tbody>
</table>
8  (V) 25 Oct.  No Classes - Fall Break  Journal of Reading 2 to be due Oct. 23 before 11:00 p.m.


10 (M) 5. Nov. Romanian, *Dew Governors*, I  Guided Notes
10 (V) 8. Nov. Romanian, *Dew Governors*, II  Guided Notes

11 (V) 15 Nov. Romanian, *Dew Governors*, IV  Guided Notes

12 (M) 19. Nov. Romanian, *Dew Governors*, V  Annotated bibliography to be submitted before Nov. 17 at 11 p.m.
12 (V) 22. Nov. Brooks, "The Underlying Tragedy" (onQ)
Ulysse, "Why representations of Haiti are more important than ever" (onQ)  Guided Notes

13 (V) 29. Nov. Review and Preparation - Final Exam

4 - General University Policies

4.1 – Location and Timing of Final Examinations:

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. Students should delay finalizing any travel plans until after the examination schedule has been posted.

Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

4.2 - Academic Integrity

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic
integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities]).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1], on the Arts and Science website (see [https://www.queensu.ca/artsci/students-at-queens/academic-integrity]), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

4.3 - "Turn it in" Statement

This course may make use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Students may be required to submit their short essay assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin.

Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.
4.4 - Copyright

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

4.5 - Recording of Lectures

Students may not create video, audio or other digital recordings of lectures, class discussions or other class activities without written permission of the instructor or authorization through Queen’s Student Wellness Services. Students creating unauthorized recording violate an instructor's intellectual property rights and the Canadian Copyright Act and will be subject to disciplinary actions under the Queen's University Student Code of Conduct.

4.6 – Acknowledgement of Territory

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory.

This 'acknowledgement of territory' statement is an institutional recognition of the traditional inhabitants of the land on which Queen’s University is located.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualties were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To learn more, visit: https://www.queensu.ca/fourdirections/resources-queens-community/acknowledgement-territory

4.7 – Accessibility and Academic Accommodations

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible.
For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Please contact:

Dr. Stéphane Inkel - Acting Head, French Studies
Email: inkels@queensu.ca
Phone: 32083
In person: Kingston Hall, room 300

OR

Dr. Francesca Fiore – Undergraduate Chair, French Studies
Email: francesca.fiore@queensu.ca
Phone: 32094
In person: Kingston Hall, room 312D

4.8 – Academic Considerations for Students in Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time.

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved in April, 2017.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.
**Course Name**  
GNDS 120/3.0 Women, Gender, Difference

**Contact Hours**  
Lectures: 2 x 1 hr/wk for 12 weeks  
Tutorials: 1 x 1 hr/wk for 12 weeks

**Course Description**  
This course explores women, gender, and difference from feminist and anti-racist perspectives. It identifies the ways in which women’s activism, politics, and experiences intersect with other gendered identifications such as race, class, (dis)ability, and sexuality. Students will study how dominant and interlocking systems of oppression like heteropatriarchy, colonialism, and capitalism support hierarchical notions of difference and (re)produce social inequalities. Lessons and texts will introduce feminism, gender performance, the body, and strategies of resistance.

**Course Objectives**  
By the end of the course, students should be able to:
- Identify key topics, questions, and methods in the interdisciplinary field of gender studies;
- Explain how different feminist viewpoints account for gender difference;
- Apply an intersectional lens to their own studies, work, and activism involving social inequalities and social justice;
- Describe how Gender Studies plays a role in their own education and in broader life; and
- Discuss strategies for thinking, working, and communicating together with others across difference.

**Course Evaluation**  
| Quizzees (4) | 20% |
| Reflection Paper | 10% |
| Critical Response | 10% |
| Creative Project | 15% |
| Final Paper | 25% |
| Tutorial Participation | 10% |
| Lecture Participation | 10% |

**Required Course Materials**
- Subscription to TopHat (~$26)
- All assigned readings will be available on the e-reserve.

**Topics in Course Outline**
- Feminism and its Dilemmas
- Theories of difference: power, privilege, and oppression
- Intersectionality theory
- Heteropatriarchy and cisnormativity
- Anti-racist feminisms: Indigenous and Black feminist politics
- Working together: Allies and Accomplices
- Trans and Intersex activism
- Two-Spirit and Queer activism
- Transnational feminism and activism
- Socialist feminism and poverty activism
- Feminist disability politics and activism
- Activism in professional sports
- Social movements: Black Lives Matter, Me Too, Idle No More, Say Her Name, intersex rights
**GNDS 125: Gender, Race and Popular Culture**

**Contact Hours:**
- Lectures: 2 x 1 hr/wk for 12 weeks
- Tutorials: 1 x 1 hr/wk for 12 weeks

**Course Instructor:**
Dr. H. Burcu Baba

GNDS 125 explores popular culture from feminist and anti-racist perspectives, with attention to sexuality, gender, race and nation in a variety of media. In this class, we will examine and unpack how race, gender, sexuality, and class are constructed and re-constructed in mass media and popular culture. Specifically, we will investigate how popular culture elements are framed through the processes of production, consumption, representation and reception. The course is aimed to develop a critical understanding of media productions and cultural texts that are produced through social, political, cultural and historical contexts. In this class, through intersectional feminist analysis the students will engage critically with the most contemporary examples of popular culture.

**Required Course Material:**
- Online material access via Queen’s University Libraries
- Reelout Film Screening
- TopHat subscription

**General Learning Outcomes:**
- learn key concepts and theories drawn from gender and feminist studies, anti-racist and decolonization studies, and media studies;
- engage with connections between everyday events, popular culture, and politics, and social justice issues, preparing to become global citizens;
- apply a feminist and critical lens for the analysis of the construction and representation of gender, race, sexuality, class, ability, ethnicity and nationhood in popular culture;
- critically evaluate how power, privilege, and oppression are implicated in popular culture and the new media;
- utilize an intersectional approach to analyze how the racialization processes and other experiences of various social groups are constituted, entrenched and/or challenged through popular culture;
- develop active responses to popular culture, exploring resistance as well as consumption or consumptive relationships with received knowledge(s) about gender, race, and social justice.

**Grading Components:**
- Critical Evaluation: Reelout Film Festival 15%
- Quizzes (2x10%) 20%
- Zine Project 25%
- Participation 20% (tutorial 15% + lecture 5%)
- Final Paper 20%

**Weekly Topics:**
- Popular Culture and Gender Studies
- Racialization and Intersectional Analysis
- Gender, Identity, and Normativity
- Gender Representations I: Femininities
- Gender Representations II: Masculinities
- Consuming Pop Culture
- Gender, Technology, and the New Media
- Gender and Orientalism
- Gender and Anti-Black Racism
- Gender and Anti-Indigenous Racism
- Creating Consent Culture
**Course Name**
GNDS 212: Race, Colonialism, and Resistance

**Contact Hours**
Lecture 2 hours per week  
Tutorials 1 hour per week

**Office Hours**
Tuesdays 11:00 am to 1:00 pm

**Course Description**
Decades after the formal decolonization of former colonies, the power relations of the colonial world—and the racism it engendered—remain deeply embedded in the West and are intrinsic to contemporary relations of globalization. This course explores key aspects of European colonialism; the ongoing occupation of Indigenous peoples’ territories, contemporary global imperialism; historical and social constructions of race, and contemporary racism.

**Required Course Materials**
- Additional required readings through OnQ.

Please note that you must obtain the second edition of Cannon and Sunseri’s book otherwise you will miss important readings. Course texts are available through the Queen’s Campus Book store.

**Course Objectives**
This course will enable students to:
1. Understand and analyze the historical development and contemporary operation of race as a mode of governance and economic exploitation, and as a construct of identity and experience that works with and through language, ability, gender, sexuality etc.
2. Develop critical thinking, research and writing skills in the areas of anti-racist, settler colonial and anti-colonial critique, Indigenous feminist and queer analyses of race and racialization.
3. Critically analyze state practices and policies of multicultural and racial governance, diaspora and migration, as well as media and other cultural discourses on race.
4. Critically engage with contemporary anti-racist activist and cultural productions that challenge ongoing and ‘new’ forms of racism and neo-colonial rule.

**Course Evaluation**
- Storytelling 15%  
- Tutorial 10%  
- Learning Journals 45%  
- Final Paper 30%
**Topics in Course Outline**
American Imperialism in the 21st Century; Genocide, Slavery, and Modernity; Colonialism and Decolonization; European Colonialism in the Americas; Contemporary Colonialism and Racism; Whiteness and Otherness in a ‘Multicultural’ Society; Indigenous Resistance and Resurgence
NB: This course will be revised. The final syllabus will be available August 2019.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Instructor</th>
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<tr>
<td>GNDS 312 - Black Feminist Thought</td>
<td>Katherine McKittrick</td>
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**Contact Hours**

Thursdays 11am-2.30pm

**Course Description**

With its focus on the ways in which black communities navigate and resist practices of racism in slave and post-slave North American contexts, this course explores black feminism, black studies, and black creative works, with an emphasis on how the history of transatlantic slavery impacts upon contemporary practices of marginalization and resistance. The central argument is that histories of racial violence—specifically plantocratic violations—shape how black feminist thought is engendered. With this, discussions will also address how fostering anti-oppression strategies, and collectively resisting racist violence in the present, must involve engaging the historically present workings of black politics.

It is recommended that incoming students have a strong knowledge of key debates in feminist studies, gender studies, and studies of anti-racism and/or race.

**Topics in Course Outline**

- black feminism and black feminist thought; diaspora; transatlantic slavery; neo-slave narratives; black masculinities; black queer cultures; black cultural production; black popular culture; memory.

**Course Objectives**

Students in this course will demonstrate their ability to:

- critically analyze race as a historical and contemporary social construct and its relationship to blackness, sexuality, gender, class, and other identity categories
- assemble critical tools and theoretical concepts, and develop interdisciplinary methodological skills, in the areas of black feminist studies and feminist theories of race
- develop written and conversational skills that address the complexities of black social justice movements
- explain the ways in which slave, post-slave and colonial histories impact contemporary racial representations and stereotypes
- compose, critique, and critically engage materials that attend to equity, multiculturalism, diversity, and identity politics
- compose, critique and critically engage online materials (blogs, social networks) as sites of racial struggle

**Required Course Materials**

- Pratibha Parmar, dir., *A Place of Rage.*
- Julie Dash, dir., *Daughters of the Dust.*
- Sean S. Baker, dir., *Tangerine.*
- Beyoncé, dir., *Homecoming.*
- bell hooks, *Feminist Theory: From Margin to Center.*
- Octavia Butler, *Kindred.*
- Mia McKenzie, *Black Girl Dangerous: On Race, Queerness, Class and Gender.*
- Ntozake Shange, *If I Can Cook/You Know God Can.*

**Course Evaluation**

- participation/in class commentaries: 10%
- film commentaries: 10%
- group presentations: 15%
- short paper: 25%
- take home exam: 40%
GNDS 326: Gender, Diaspora and the Arts  
Winter term 2019, Wednesdays 8:30-11:30

Instructor: Yasmine Djerbal  
Office hours: TBD

Course Description:
This course explores transnational realities and diasporic experiences, paying particular attention to how race, ethnicity, gender and sexuality intersect with the arts. We will engage with a range of theoretical debates on diaspora and migration studies especially as they relate to narratives of belonging, citizenship, race, racism, and identity in literature, visual art, music and various other cultural productions. Drawing on postcolonial studies, gender studies, feminist studies, queer studies and cultural studies, we will question how diasporic identities—and racialized and gendered representations of diaspora in the arts—are geographically specific yet, at the same time, come together to form global identities that are committed collective practices of social change.

Objectives and Learning Outcomes
1. Be familiar with a range of theoretical approaches to diaspora and diaspora studies within the overall context of gender studies;
2. Possess the analytical tools to analyze diasporic creative texts and cultural productions through postcolonial, feminist, gender and queer theories;
3. Be able to differentiate between Diaspora, immigration, expatriates, and transnational migration;
4. Understand the impact of race, gender, sexuality and ethnicity as analytical frameworks in the field of diaspora studies;
5. Be able to critically analyze some of the diasporic cultural productions such as literature, film and the arts.

Required Texts:
- Beyoncé. Lemonade. Parkwood Entertainment, 2016;
- Other readings available on OnQ

Assignments:
Bi-weekly Responses (submitted bi-weekly and based on weekly readings) 15%
Group Presentation (On creative texts analyzed through weekly readings) 25%
Final Paper (on one of the creative texts) 45%
Participation and Attendance 15%
**Course Name**
GNDS 330 – Gender and the Global South

**Contact Hours**
1 x 3hrs/wk./12 weeks

**Course Instructor**
Dr. Grace Adeniyi-Ogunyankin

**Course Description**
This course explores the geopolitical relations of power and the coloniality of gender in the Global South. Central to this course is an examination of the creation and sustenance of inequality. The course will use a feminist lens to interrogate the political economy of capitalist development and class formation, the dynamics of (neo)imperial power relations, and the role of hegemonic masculinities and femininities in globalizing processes. Our discussions will center around how colonialism (and its legacy) and epistemic violence significantly shape the global political economy of development and the geography of gender inequalities. Focusing on the materiality of everyday life, subjectivities, the politics of knowledge and practices of resistance, the course considers decolonial possibilities for transformation from, and for, the Global South.

**Required Course Materials**
- Selected readings on ONQ

**Course Objectives**
- Understand the history behind the emergence of the terminology, “Global South”, and situate themselves in the debate surrounding its use and usefulness.
- Apply decolonial and postcolonial frameworks to evaluate various discourses about the Global South.
- Describe and interrogate the global political and economic processes that have shaped the Global South.
- Explain and analyse different epistemological positions that destabilize narratives that (re)produce dominant ideas about gender and the Global South.
- Identify and assess examples of geographies of inequalities and resistance, and be able to clearly articulate their connections to the coloniality of power and gender.

**Course Evaluation**
- Attendance and Participation: 15%
- Individual Project: 40%
- Roundtable Discussion: 20%
- Current Affairs Analysis: 15%

**Topics in Course Outline**
Racialization, power and global capitalism; (Neo)imperialism and feminism; Knowledge production and representation; Profit, gender and queer value; Reproductive care work and globalization; Food security/climate change; Migration; Violence; Financial inclusion; Geographies of resistance; Affective and sexual commodification; and the Politics of war and death.
NB: This is a tentative course outline. Notes on accommodations, academic integrity, etc., will be added before the Autumn Term begins. Readings and assignments may be revised and updated. All online meetings and sessions will be finalized when the course begins.

Gender Studies 350: An Online Introduction to Black Studies

Course Director: Katherine McKittrick (k.mckittrick@queensu.ca)
Teaching Assistant: TBA

Course Description

This course will introduce students to black studies. Focussing on liberation struggles that are nested in black scholarly and creative works, the course maps out how black communities have navigated and resisted racism, white supremacy, and other forms of oppression. Key histories, themes, and concepts will include: the plantation and transatlantic slavery; revolution; anti-colonialism; post-slavery; prison industrial complex; abolition; visual art, poetry, and music; black activism; black geographies.

The course will be delivered online and is structured to encourage independent reading and independent learning as well as virtual collaborative opportunities and co-authorships.

In the course students will demonstrate their ability to:

- critically analyze race as a historical and contemporary social construct and its relationship to blackness, sexuality, gender, class, and other identity categories
- assemble critical tools and theoretical concepts, and develop interdisciplinary methodological skills, in the area of black studies
- develop skills that address the complexities of black liberation movements
- explain theories and practices of anti-racism
- compose, critique and critically engage creative texts as sites of racial struggle
- research and write independently
- research and write collaboratively

Required Readings and Screenings

C.L.R. James, *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*.

bell hooks, *Black Looks: Race and Representation*.

Mark V. Campbell, “Everything’s Connected: Black Canada and Multiculturalism, or After Coloniality, a Relationality Remix, a Praxis” in CLR James Journal.


**Recommended Readings**

Paul Gilroy, *Darker than Blue: On the Moral Economies of Black Atlantic Culture*.

Angela Davis, *The Meaning of Freedom*.

Carole Boyce Davies, *Left of Karl Marx*.

**Assignments**

1 annotation on C.L.R. James’s *Black Jacobins*: 10%

1 annotation on bell hooks’ *Black Looks*: 10%

4 biographies of Cultural Producers: 20%

2 content quizzes: 20%

1 collaborative bibliography or 1 collaborative playlist: 30% (NB: groups will be assigned).

Participation in Q and A sessions: 10%

*NB: Additional assignment details will be mapped out by the first week of classes.*

**Meetings and Course Structure**

We will meet via Zoom throughout the term for conversations and question and answer sessions. Mini-lectures will be posted online the week before they are assigned to view. Course time is otherwise allotted for reading, studying, and writing offline. It is worth repeating online meeting times may be revised after the course begins as we will need to accommodate all student schedules.
**Course Schedule**

**September 10**

Task: Course Introduction and Short Lecture via Zoom 10am-11.30am.

**Week of September 14**

Task: Begin your annotation on *The Black Jacobins*.

**Week of September 21**

Task: View mini-lectures on plantation life and rebellions.
Task: Log into to one of the following Q and A sessions via Zoom:
   - September 23, 4-5.30pm
   - September 24, 4-5.30pm

**Week of September 28**

Task: Complete your annotation on *The Black Jacobins*.
Task: Submit your annotation on James via OnQ on or before October 2 (11.59pm).

**Week of October 5**

Task: View to mini-lectures on theorizing black liberation.
Task: Log into to one of the following Q and A sessions via Zoom:
   - October 7, 4-5.30pm
   - October 8, 4-5.30pm

**Week of October 12**

Task: Write and complete an annotation on *Black Looks*. Submit your annotation on hooks OnQ on or before October 16 (11.59pm).

**Week of October 19**

Task: View mini-lectures on black feminism.
Task: Log into to one of the following Q and A sessions via Zoom:
   - October 21, 4-5.30pm
   - October 22, 4-5.30pm
Week of October 26

Fall Reading Break. I am available via telephone, email or Zoom to discuss assignments and other course matters. Please work on your cultural producer biographies during the break.

Week of November 2

Task: Write cultural producer biographies.
Task: Submit your biographies on OnQ on or before November 6 (11.59pm).
Task: Log into one of the following Q and A sessions via Zoom. NB: in this Q and A we will also discuss the first content test:
   November 4, 4-5.30
   November 5, 4-5.30

Week of November 9

Task: Prepare for content test.
Task: Log on to OnQ to retrieve content test November 12 anytime after 7am.
Task: Write content test November 12-13.
Task: Submit content test on OnQ November 13 (11.59pm).

Week of November 16

Task: Independent reading:
   1. Mark V. Campbell, “Sonic Intimacies: On Djing Better Futures in Decolonization, Indigeneity, Education & Society
   2. Mark V. Campbell, “Everything’s Connected: Black Canada and Multiculturalism, or After Coloniality, a Relationality Remix, a Praxis” in CLR James Journal
Task: View mini-lecture on black liberation and black cultural production.
Task: Log into one of the following Q and A sessions via Zoom:
   November 18, 4-5.30
   November 19, 4-5.30

Week of November 23

Task: Log on to OnQ to retrieve content test November 26 anytime after 7am
Task: write content test on the thought of Ruth Wilson Gilmore: November 26-27.
Task: submit content test November 27 (11.59pm).
Week of November 30

Task: virtually meet with your group to prepare for writing the collaborative playlist or bibliography.
Task: each group sets up a time to meet with course director to discuss their assignment.
Task: Log into to one of the following Q and A sessions via Zoom
   December 2, 4-5.30
   December 3, 4-5.30

Week of December 7

Task: submit one copy of your final group assignment on or before December 11 (11.59pm).
“Masculinities: Cross Cultural Perspectives” is an interdisciplinary introduction to critical concepts of masculinity and masculinities. Using theoretical readings, films, magazines, and cultural artifacts, the course will examine how masculinities are constructed, reproduced, and reinforced from boyhood to adulthood in different socio-cultural and historical contexts.

It will answer questions such as: What does being a “man” mean? Is it the same across different cultures or not? What expectations does society impose on enacting “maleness” or “masculinity”? What do we understand by hegemonic, subordinate, complicit, or marginalized masculinity? How do colonialism, race, class, sexuality, national identity, militarism, and globalization intersect with each other and shape masculinity in diverse cultural settings? How are queer or trans sexualities impacted by hegemonic masculine norms? What role does “enacting maleness” have in shaping gender relations or performative acts of violence against women and/or men? Is there a “crisis” in masculinity and, if so, how is it being resolved?

The course is organized in two sections: the first part explores theoretical concepts while the second part takes up case studies, across global contexts, to understand how masculinity is practiced in different cultural settings.

Learning Outcomes
By the end of the course, students should be able to:
1. Define and explain critical concepts related to "masculinity" and "masculinities";
2. Analyse the impact of hegemonic masculine norms in men's lives;
3. Understand how race, class, sexuality, and legacy of colonialism shape different masculinities;
4. Understand how masculinity impacts men's lives, whether in friendships, relationships, sex, sports, work, etc.);
5. Analyse the representation of masculinities in media, films, music videos, fashion, etc. and its impact on masculinity formation; and
6. Explore men's attempts to reshape and redefine existing masculinities/masculine norms.

Assignments
1. Media Analysis 20%
2. Interview Project (Group Work) 25%
3. Reading Quizzes 15%
4. Final Exam 40%
This course explores the intersections between queer theory and critical race theory, using these intersections as a framework to examine historical and contemporary social issues. We begin with the core theoretical texts that lay the groundwork for queer theory and critical race theory today. I will continue with texts that explain how ideas about race, sex and gender are implicated in practices of nation-building, social movements, transnationality, colonialism and imperialism. A few questions that interest me and that shape our work in this course:

- How do representations of race and queerness intersect?
- What kinds of meanings might we imagine for “queer,” as a verb, a theory and a practice?
- How have racial categories been produced?; how did ‘race’ come to have a fixed and biological meaning, and what meanings do these categories have today?
- How has the regulation of sexuality been shaped by histories and current practices of colonialism, racism and nationalism and nation-building?
- More importantly, how might we expand our understanding of queerness and queer theory if we take into account race, class, family, social movements, institutions, cultural production, art, and global perspectives?
• How have ideas about sex, racial difference and gender justified colonialism and imperialism?

**Learning Objectives:**
The aim of this course is to bring an intersectional analysis to contemporary social concerns, but also to ground that analysis historically. In part, this course explores how ideas of social difference are produced. You will explore how social relations of race, gender, sexuality, class and other dimensions of difference are interlocking, in both historical and global contexts.

You will learn to explore these questions through a range of theoretical approaches, including critical race theory, transnational feminism, anti-racist feminism, anti-racist theory, postcolonial theory and queer theory.

We also aim to use variety of texts and modes of inquiry, including scholarly texts, visual art, film, popular culture, performance and conversation.

If you have previously taken one of my seminars in Transnational Theories of Race, Gender and Sexuality, you will be very familiar with the questions and the material we look at this course.

This is a vast area, and we can only touch on a small fraction of the concerns and material.

For this reason, the assignments are designed so that you may explore the concerns that interest you.

You will get the most out of this course if you read the material, engage and participate! Otherwise you will merely skim the surface. And your papers will not have the richness they need to receive good grades.

**What are the course materials?**
There is no textbook.
Each week you are responsible for the articles or chapters listed for that week. In addition, I will suggest an additional article each week. I will send the citation via email or post to onQ. All this reading is considered to be required reading.

1. All journal articles are available on the Queen’s data base. Follow the link if there is one provided, or search the database for the article by title.
2. Any book chapters should be either available on e-reserve at the library website, in e-books or will be emailed or posted by me.
3. There are a number of reasonably-priced books which you may choose to purchase (see list below), but many of them are also available as e-books at the library or on-reserve.
4. Some of these books may also be available used through Amazon or Abebooks. If you are not able to afford to buy a book, please borrow from the library or a classmate. If you are borrowing or ordering on-line please leave enough time.

ASSIGNMENTS

1. In-class exercises (& participation) 10%
2. 3 Reading Reflections 30%
3. Group Presentation: 20%
4. Final Essay due April 10th 40%
   Topic of your choice, 2500 words.

Jan 9th
Week 1: What are We Doing Here?: Introduction to the Course; syllabus quiz

“Some Notes On How To Ask A Good Question About Theory That Will Provoke Conversation And Further Discussion From Your Colleagues”, Kyla Wazana Tompkins


Jan 16
Week 2: How did “Queer” become a Theory?: Introduction to Queer Theory

Jan 23
Week 3: Race, Empire and Sexuality

Jan 30
Week 4: Sexuality/Nation/Race

Feb 6
Week 5: Queering Family

Feb 13
Week 6: Transnational Sexual Politics

READING WEEK
Feb 27
Week 7: Transnational Sexual Politics

March 5

Week 8: Decolonization
Week 9: March 12th: Meet in your Presentation Groups; no formal lecture
Week 10: March 19th Student Presentations: Groups 1-4
Week 11: March 26th Student Presentations: Groups 5-8
Week 12: April 2nd: Student Presentations: Groups 9-12

Attendance
It is your responsibility to attend class and to find notes from another student if you are unable to attend class.

Most classes, starting with class #2 include a participation component. There are no make-up participation assignments to cover missed classes.
Gender Studies 410/6.0: Technologies of Blackness and Hip Hop
Thursdays 11.30-2.30 (Winter 2018)
Kingston Hall 205

Course Director: Katherine McKittrick
Office Hours: By Appointment

Course Description.

This course will explore the histories of racial capitalism and plantation slavery in relation to black cultural production. Following black studies scholars, the underlying argument is that the history of racial violence provided the conditions for black and other marginalized communities to produce cultural texts and technologies (music, writing, poetry, theory) that critique and challenge different kinds and types of racism. This course will historicize and think about hiphop music and hiphop cultures in relation to technology (gramophones, turntables, records, tapes, 808s, LinDrums, voice, song, sampling, auto-tune, MIDI). Readings, conversations, assignments, and presentations will address how technology narrates complex black subjectivities and subverts white supremacy. Students in this course will demonstrate their ability to:

- critically analyze race as a historical and contemporary social construct and its relationship to sexuality, gender, class, and other identity categories
- assemble critical tools and theoretical concepts, and develop interdisciplinary methodological skills, in the areas of sound and technology studies as they relate to race, gender, and sexuality
- develop written and conversational skills that address the complexities of cultural production
- explain the ways in which interlocking oppressions impact expressive cultures
- compose, critique, and critically engage materials that attend to race and resistance
- participate in collaborative learning and presentation

Readings.


Mark Campbell (selected readings available OnQ).


Ava DuVernay, dir., *This is the Life*, (USA: 2008): 1.37 minutes.

Assignments.

Group Presentation: 15%
Technology Conversations: 20%
J-Dilla Review: 15%
Participation: 20%
Final (Technology) Essay: 30%
**Assignment Details.**

**Participation and Attendance**

Attending the seminar, participating in the discussions and presentations, reading required course materials.

20% and due weekly.

**Presentations**

a) Sign up for a presentation on: Jones/Baraka, Weheliye, or Perry.
b) Divide the text you are presenting on into sections.
c) Assign specific sections of the text to 2+ group members.
d) Briefly present each section of the text. (Note: your group summary of the entire text should not exceed 25-30 minutes. Exceeding 30 minutes will affect (lower!) your grade for this assignment!)
e) Present the text in relation to technology (what kinds of technologies (voice, instrument, lyric, political economy, media) does the author take up? How does technology support in their argument? If some technologies are not explicitly attended to, how might we read technology alongside their text?)
f) Open up the discussion (provide discussion questions, put us in groups to discuss key themes, bring in a creative text for us to discuss in relation to your presentation).

Very Important: if you are not presenting on the text you are expected to read the introduction to the text that is being presented. You have the option to read the whole text, too!

15% and due January 18, February 1, and March 15.

**Technology Conversations**

Alone or in groups of 2-3, students must come to class prepared to talk about a technology (gramophones, turntables, records, cds, tapes, 808s, LinDrums, voice, song, sampling, auto-tune, MIDI, etc.) in relation to an artist, song or album. Please come prepared to contextualize your technology and song (share a brief history behind technology and the music). It is understood that there will be some overlap (e.g. more than one presentation will attend to, say, auto-tune). Overlap is fine. We can organically shift the conversation so there is not a lot of repetition. Students will be graded for the links they make between their technology, the song, and race and for their engagement with the presentations on Weheliye, Perry, Baraka/Jones, Campbell. For grading purposes/ease: at the end of each class students will write the title of their technology text on a cue card, along with their name(s). You will only receive a grade (no comments) for this assignment and cue cards will not be returned unless requested by the student.

20% and due January 25, February 8, March 22, April 5.

**J-Dilla Review**

On February 14, we will listen to J-Dilla’s album Donuts in class. We will also talk about his work in small and large groups. We will discuss Jordan Ferguson’s book on Donuts. For this assignment, you are expected to write a music review (600-800 words/3-4 pages) of J-Dilla’s Donuts. You are welcome to use Ferguson other course and non-course materials to support your review. Your review should use 12pt Times New Roman font and have 2cm margins. Please use a referencing style you are comfortable with…but be consistent and rigorous. The word count does not include notes and bibliography.

15% and due March 1.
Final (Technology) Essay

On your own or with 1-2 co-authors, write an original final paper (2000-3000 words/about 10 pages) on technology and race in relation to a song, artist, or album. Feel free to expand on or extend one of your technology presentations. Sources not included in the course can be used to develop your argument but you must reference at least two course texts in your paper. Your essay should use 12pt Times New Roman font and have 2cm margins. Please use a referencing style you are comfortable with…but be consistent and rigorous. The word count does not include notes and bibliography.

30% and due April 10.

Schedule.

January 11: Introductions and Ice-T, dir., Something From Nothing.

January 18: Presentation on Leroi Jones (Amiri Baraka), Blues People.

January 25: Technology Conversations.

February 1: Presentation on Alexander Weheliye, Phonographies.

February 8: Technology Conversations.

February 15: J-Dilla, Donuts and Jordan Ferguson, J-Dilla's Donuts.

February 22: Reading Week/No Meeting.

March 1: J-Dilla Paper Due. Ava DuVernay, dir., This is the Life.

March 8: No Meeting.

March 15: Presentation on Imani Perry, Prophets of the Hood.

March 22: Technology Conversations.

March 29: Mark Campbell readings and guest lecture.

April 5: Technology Conversations.

April 10: Final Papers Due.
Other Important Course Matters.

Late Papers: Late papers will be penalized 5% per day. Papers that are not submitted 10 days (excluding weekends) after the due date will not be accepted and will receive a 0/zero.

Grading Scheme: All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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</tbody>
</table>

Academic Integrity: Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see: [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen’s University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Taping Lectures: Taping lectures (video or audio) is not permitted unless written consent is provided by the course instructor.

Accommodation: Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are
strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/
GNDS 421/ 832 - Syllabus
Gender and Poverty
Queen’s University
Fall 2020

Course Instructor: Margaret Little
Instructor Contact Information: mjhl@queensu.ca
Office Hours: Wednesdays 3:30-4:30 pm on Zoom

Intended Student Learning Outcomes

- Students will demonstrate knowledge and the applicability of central theories in the field of gender and poverty.
- Students will learn how COVID-19 and recent police violence exposes anti-Black and anti-Indigenous racism, severe socioeconomic inequities and the intersectional nature of poverty.
- Students will apply their newfound knowledge to the community they live in.
- Students will utilize critical analysis and synthesis skills when reading and working with academic texts and audiovisual materials.
- Students will learn to write academic papers in a succinct and persuasive manner.

Textbooks/Readings/Audiovisual Materials

All readings, podcasts, youtubes are available via e reserve.
- Between the Lines Editorial Collective. 2020. Sick of the System: Why the CoVid-19 Recovery Must be Revolutionary. Montreal: Between the Lines.¹

Grading Scheme

Reading Assessments
(4 total - each 1 is worth 10%) 40% Sept 18, 25, Oct 2, 9 & 16
Photo Essay 50% December 7th, 2020
Participation 10% During course

¹ On the website to purchase, it is a pay what you can. You will want to use ALL of this book to complete your Photo Essay, your major assignment for this course.
²One chapter will be available on the e reserve (Kiran Mirchandani and Wendy Chan’s chapter) but the others are available to view in a free google books preview.
³Free audio book available on audible.com (but you need to sign up for a free trial). There are two copies of the book on reserve at the Library as well.
Acknowledgement of the Territory on which we learn

Kingston is in the “Dish with One Spoon” Territory. The Dish With One Spoon is a treaty between the Anishinaabe and Haudenosaunee that binds them to share the territory, protect the land, and ensure that all have enough to eat. All who live here are invited into this treaty in the spirit of peace, friendship and respect.

Personally, I acknowledge that the Anishinabe Nation and the Haudenosaunee Confederacy lived here before many of us and keep living here now, and I owe them my life, my gratitude and my sincerest apology for all the atrocities that my ancestors and other settlers committed and continue to commit. It is my responsibility for as long as I live to work towards a better relationship that acknowledges the colonial past and present.

In our introductions to each other we will reflect upon our relationship to the land where we are currently living, and to the contributions we want to make in this course “to bear witness, to listen, to look at every human life and take a breath together,” as Olivia Mater says in her video, “Starborn”, the first video we will watch together as we begin our journey into this course, ‘to

Preferred Name and onQ/Class lists:

If you have a preferred name that you wish to appear in onQ and on classlists, you can make this change by logging into SOLUS. Please follow these steps: Log into SOLUS; Click on ‘Personal Information’ tab; Click on ‘Names’ tab; Click on ‘Add New Name’ tab; Choose ‘Preferred’ from the ‘Name Type’ drop down menu; Enter in preferred name and click ‘Save’.

Please allow 24-48 hours for this preferred name to be registered within the system.

Technology

The statement below outlines general course technology requirements. If your course requires specific software or hardware, the Technology Requirements statement can help further define what available resources the students have access to. For example, if you require students to participate in synchro-nous sessions, they may need access to a webcam and headset.

Students should be encouraged when possible to work with the most recent versions of software including web browsers, Java, Flash and Adobe Reader.

Web Browsers

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

Internet Speed
While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, https://www.speedtest.net/

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre https://www.queensu.ca/its/itsc

**Email Correspondence**

Email can be a fast and practical way to communicate, however it is not suitable for all kinds of inquiries. Please do not email the instructor about information that is readily available to you on the course outline and/or onQ.

When corresponding over email, please be sure that the course code: “GNDS 421/832” appears in the subject line and that you include your first and last name in your closing. I will typically respond to email within 48 hours but will not reply during the weekends.

**Netiquette**

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.

2. Assume the best of others and expect the best of them.

3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.

4. Recognize and value the experiences, abilities, and knowledge each person brings.

5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.

6. It’s ok to disagree with ideas, but do not make personal attacks.

7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.

8. Encourage others to share their ideas.
**Grading Method**

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

**Arts & Sciences Grade Input Scheme**

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
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<tbody>
<tr>
<td>A+</td>
<td>93</td>
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<tr>
<td>A</td>
<td>87</td>
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<td>A-</td>
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<td>B+</td>
<td>78</td>
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<td>B</td>
<td>75</td>
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<td>B-</td>
<td>72</td>
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<td>C+</td>
<td>68</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>62</td>
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<tr>
<td>D+</td>
<td>58</td>
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<tr>
<td>D</td>
<td>55</td>
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<tr>
<td>D-</td>
<td>52</td>
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<td>F48 (F+)</td>
<td>48</td>
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<td>F24 (F)</td>
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<td>F0 (0)</td>
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**Queen’s Official Grade Conversion Scale**

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<td>F</td>
<td>49 and below</td>
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</table>
Policy on Late Assignments:

Deadlines are to be taken seriously. Reading Assessments will not be accepted after the prescribed date. You are required to submit four Reading Assessments over a five week period therefore you can miss one assessment over the five weeks and still receive full grades for this assignment. If you are experiencing difficulties with these deadlines or anticipate experiencing difficulties please reach out to me immediately by email.

In regards to the Photo Essay, under extenuating circumstances (family emergencies, health or job crises, etc.) alternative dates can be negotiated for the Photo Essay - but only with advance notice. Please provide a note from a counselor, doctor, computer technician, etc., explaining in significant detail why you are delayed. Late Photo Essays which have not been discussed in advance will be reduced 10% each day after the due date, up to the value of the assignment.
Reading Assessments (10% each assessment, a total of 40% of final grade)

There are four Reading Assessments over the course of the term. They will be due every Friday during the early part of the term. Choose any four weeks from Weeks 2-6 to do a reading assessment. Provide a 2-page double-spaced assessment of one of the readings for that specific week. You can choose one reading from each of the following weeks: Weeks 2, 3, 4, 5, and 6.

A successful response will show comprehensive knowledge of the specific reading you have chosen and will relate this reading to your Photo Essay about your local community’s responses to Covid. Therefore choose the reading for each week that is most helpful for you as you start to prepare for your Photo Essay. You will want to apply the issues raised in the reading to your Photo Essay topic – how your community has responded to Covid and what that has meant for various local marginalized peoples. You may want to include a question or questions that apply the reading to your community’s responses to Covid. (See Rubric for Reading Assessments)

Reading Assessments are submitted onQ on Friday of the appropriate week by 5 pm (EST).

Because this assignment is evaluated for its timely preparation, only assessments received Friday of the appropriate week will receive credit for the assignment. No exceptions will be made to this rule, including due to illness, computer mishaps, or personal emergencies. Instead, if you have an outstanding issue that prevents you from completing the assignment on time, you can choose to skip one week. You will notice there are four reading assessments due and five deadlines. If you choose to hand in on time all five reading assessments the fifth one will enhance your participation mark. Therefore it is advisable to do your Reading Assessments early in the week and early in the term to allow room for the unexpected.

**GNDS 421/832 Reading Assessments Rubric**

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</thead>
</table>
| Knowledge of reading  
• 50% | Comprehensive knowledge of the reading | Thoughtful & competent knowledge of the reading | Considerable understanding of the reading | Adequate although minimal evidence of understanding the reading | Vague evidence of understanding the reading | Limited evidence of reading | Non-submission of evidence |
| Application to Photo Essay  
• 25% | Insightful connections to Photo Essay | Solid attempt to connect reading to Photo Essay | Demonstrate some degree of extension but with gaps in connecting rationale | Minimal extensions with large gaps in connecting rationale | Concepts from reading are stated but with errors or missing links | Concepts from reading are limited or insufficiently elaborated | Non-submission of evidence |
| Application to current news & other course materials  
• 25% | Sophisticated ability to relate this reading to news & other course materials. Stellar ability to build knowledge from week to week | Solid ability to relate this reading to news & other course materials. Demonstrates ability to build knowledge base | Demonstrates some degree of extension but with gaps in connecting rationale | Minimal extensions with large gaps in connecting rationale | Concepts from reading are stated but with errors or missing links | Concepts from reading are limited or insufficiently elaborated | Non-submission of evidence |
Photo Essay: Assessing the impact of Covid in my community (50% of final grade)

You have an opportunity to assess how your local community has responded to CoVid and what this has meant for one particular marginalized community where you live (i.e. homeless, domestic violence survivors, the elderly in elder care facilities, inmates, low-income people, low-income workers or another marginalized community). I want you to focus on one group of marginalized peoples in your community and how your community has responded (or not) to keep them safe during CoVid. After you have done your assessment, I want you to look at what organizations, leaders, have become allies to support the marginalized group you have chosen to study. Have members of this marginalized group protested or resisted in any way the manner in which they have been treated during CoVid? Have community members supported this marginalized group in new ways to try to ensure the health of this marginalized group? Have some people in your community opposed the care of this marginalized group? Have they accepted and supported and even promoted “the myths of separation and scarcity” as Oliva Mater, author of Starborn video says? Also, I want you to think about how Basic Income would have helped (or not) the particular marginalized group you have chosen. Would Basic Income have helped move us toward a “collective dream”, a way that we could “take a breath together,” in the words of Mater. And finally, I want you to think about how you will disseminate your photo essay in your community so you can help to improve how your community responds to marginalized peoples during CoVid.

You are expected to use the course readings including all readings in the required texts as well as the supplemental CoVid readings listed below. Also, feel free to use any local reports by agencies, organizations, city or county councils and local news stories. For example, look to see what the local United Way, the local Public Health unit, the local food bank, the shelters, local city or county council, the local anti-poverty organization, the local or nearby Indigenous community organization, the local agencies that supports immigrants, refugees, homeless, queer peoples, and other marginalized communities within your community. Make certain that you explore not just agencies who speak for marginalized communities but organizations who speak with marginalized communities where the majority of its members are marginalized peoples and speak with them, as one of them.

Given that we generally believe a picture is worth a thousand words this assignment is short, so you need to make sure that the photographs really highlight the story you want to tell. These photos must attempt to show how your local community has responded to CoVid and how they have cared for marginalized communities within your community. Where possible these photos should show the strength and the limitations of your community’s response to CoVid.

Note: Please be cautious and do not take photos of people as we do not have ethics clearance to do so.

For undergraduate students this assignment should include a minimum of 10 photos and five pages of text, double spaced. The photos should be interspersed throughout the text to make your assessment as powerful as possible. Proper academic citations are expected so anyone reading your assignment knows how you came to your assessment.
For graduate students this assignment should include a minimum of 15 photos and 10 pages of text, double spaced. The photos should be interspersed throughout the text to make your assessment as powerful as possible. Proper academic citations are expected so anyone reading your assignment knows how you came to your assessment.

In concluding the assignment, I would like you to write a short paragraph on how you will disseminate this assignment to your community. To whom will you give this assignment and why? City council? The newspaper? The foodbank? The shelter? A local advocacy group? Be specific about your details to disseminate your assignment. Have you informed this person or people or organization that they can expect to receive this assignment? What do you hope to accomplish by sharing this assignment with them? (See Rubric for Photo Essay)

The Photo Essay is due Monday December 7th at 5 pm, EST. Submit onQ. Also, please sign, date and upload your Photo Essay Signed Agreement onQ.

For example, if I were doing this assignment, I would show you a photo of the sign on the door of my neighbourhood shelter that shows that the shelter has moved to a very different area of town. I would show you a screenshot of the bus route the homeless have to take from my neighbourhood and transfer downtown before they get to the new CoVid homeless shelter. I would also show you a photo of the tent city that has emerged in my neighbourhood because some of the homeless have not made the trek, for a multitude of reasons, to the newly-located spacious temporary shelter in a very different area of town. I would do a race, class, gender analysis of who are the homeless in my community and who are living in the tent city. I would include a photo of this tent city. I would also take a photo of the totem pole that is at the entrance to this tent city. There is a sign that says that the totem was carved by Indigenous inmates at Kingston Penitentiary. I do not know why this totem was created, why it stands on this particular land, but I would investigate this. And I would show you another photo of a poster of a local community group attempting to support the tent city. I would also show you news stories of city councillors debating whether to offer water and sanitation services to the tent city, the city council offering these services with a deadline for closure, the news story that the city has turned off water and removed the porta potties from the neighbourhood, letters to the editor supporting and rejecting the tent city. I have read blogs and news stories by members of one of the community groups that has been supporting people who live in the tent city and they say that there are a number of Indigenous peoples, people with mental health challenges, racialized peoples who live in the tent city. I have also learned that there is a new emergency shelter that has opened up about 10 blocks from the shelter that was relocated. The emergency shelter is in a recreation centre in the downtown core (25 beds in one big room). This emergency shelter is also a one-stop shop so the homeless can receive health care, help with finding secure housing and other supports. I have read that the beds are full, and they are turning people away almost every night. So, I would include a photo of this emergency one-stop shelter. I would investigate who uses this shelter, who does not (the staff person I talked to said it is mainly men who stay there). I have studied the Sick of the System book and the Basic Income readings and I can explain who would benefit from Basic Income and how that might have changed the homeless issue in my community during CoVid. These photos, news stories, letters to the editor,
city council debates, blogs and Facebook discussions by advocacy groups and course readings help me to understand who are most affected when we move a homeless shelter to protect our community from CoVid. It raises important questions about whose lives are most valued. I would share my assignment with the local group that supported the tent city, the two city councillors who defended the tent city the most, the director of the shelter that moved to a new location and my local Basic Income advocacy group. I would name the specific people I will send my assignment to and the organizations they represent. In the assignment I would say that I was proud of my city council for initially providing water and sanitation to the tent city. I would also show my concerns about moving the shelter from the community the homeless know and live in. I would ensure that anyone reading my assignment would view the issue through an intersectional lens – understanding that racialized, Indigenous, women, people with disabilities, people with mental and physical health challenges are disproportionately affected by CoVid.
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<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of this marginalized group (use of intersectional lens).</strong></td>
<td>Extensive &amp; insightful knowledge of the group. Effective intersectional analysis</td>
<td>Strong knowledge of the group. Good use of intersectional analysis</td>
<td>Moderate understanding of the group. Weak intersectional analysis</td>
<td>Limited understanding of the group. Little attempt to provide intersectional analysis</td>
<td>Poor understanding of the group. Very weak intersectional analysis</td>
<td>Very limited understanding of the group or intersectional analysis</td>
<td>Non-submission of evidence</td>
</tr>
<tr>
<td><strong>Organization of essay</strong></td>
<td>Superb organization that makes a powerful assessment</td>
<td>Strong organization that makes a strong assessment</td>
<td>Good organization of essay</td>
<td>Some organizational flaws that weaken your assessment</td>
<td>Weak organization</td>
<td>Unorganized or confusing organization of essay</td>
<td>Non-submission of evidence</td>
</tr>
<tr>
<td><strong>Use of course materials</strong></td>
<td>Sophisticated understanding of course materials &amp; their applicability</td>
<td>Clear understanding of course materials &amp; able to apply them</td>
<td>Good understanding of course materials &amp; able to apply them</td>
<td>Limited &amp; ineffective use of course materials to provide analysis</td>
<td>Very little use of course materials</td>
<td>Unable to use course materials effectively</td>
<td>Non-submission of evidence</td>
</tr>
<tr>
<td><strong>Use of outside sources</strong></td>
<td>Highly persuasive use of extensive outside sources</td>
<td>Strongly persuasive use of outside sources</td>
<td>Some use of outside sources but could be more effectively used</td>
<td>Little use of outside sources</td>
<td>Very little use of outside sources</td>
<td>Unable to use outside sources effectively</td>
<td>Non-submission of evidence</td>
</tr>
<tr>
<td><strong>Persuasive writing style</strong></td>
<td>Immensely persuasive &amp; clear writing style</td>
<td>Strong, clear writing style</td>
<td>Some small writing challenges</td>
<td>Writing challenges that impinge on your assessment</td>
<td>Major writing challenges that require support from the Writing Centre</td>
<td>Very poor writing that requires support from the Writing Centre</td>
<td>Non-submission of evidence</td>
</tr>
<tr>
<td><strong>Effectiveness of photos</strong></td>
<td>Powerful photos that support superb analysis</td>
<td>Strong use of photos to support your assessment</td>
<td>Fair use of photos but some photo opportunities were missed</td>
<td>Photos did not enhance your assessment</td>
<td>Poor choice of photos that do not enhance your assessment</td>
<td>Photos do not enhance your assessment</td>
<td>Non-submission of evidence</td>
</tr>
<tr>
<td><strong>Assess support &amp; opposition for the group</strong></td>
<td>Extensive understanding of allies &amp; opponents of the group</td>
<td>Strong understanding of allies &amp; opponents of the group</td>
<td>Fair understanding of allies &amp; opponents of the group</td>
<td>Limited understanding of allies &amp; opponents of the group</td>
<td>Poor or misunderstanding of allies &amp; opponents of the group</td>
<td>Very poor understanding of allies &amp; opponent of the group</td>
<td>Non-submission of evidence</td>
</tr>
<tr>
<td><strong>Knowledge of Basic Income</strong></td>
<td>Comprehensive knowledge of BI and its effectiveness</td>
<td>Strong knowledge of BI and its effectiveness</td>
<td>Good knowledge of BI and its effectiveness</td>
<td>Limited knowledge of BI and its effectiveness</td>
<td>Poor knowledge of BI and its effectiveness</td>
<td>Very poor knowledge of BI and its effectiveness</td>
<td>Non-submission of evidence</td>
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<tr>
<td><strong>Your dissemination plan</strong></td>
<td>Sophisticated articulation of dissemination plan</td>
<td>A strong, organized dissemination plan</td>
<td>Good effort in developing a dissemination plan</td>
<td>A limited dissemination plan</td>
<td>Poor effort to develop a dissemination plan</td>
<td>Very poor effort on your dissemination plan</td>
<td>Non-submission of evidence</td>
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</tbody>
</table>
Participation (10% of final grade)

Students are expected to participate on in informal discussions about the readings, audiovisual materials and current news about poverty issues. Undergraduate students are expected to make one post per week. Graduate students are expected to make two posts per week. It is not the quantity of your participation in these forum but the quality. Try to demonstrate that you have read the readings, watched the videos, listened to the podcasts and can apply these insights to the world around you. As well as the course materials, please pay attention to what is going on in the local and national news about poverty generally and Covid, Basic Income and racialized violence specifically. (See Rubric for Participation)

**GNDS 421/832 Participation Rubric**

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<td><strong>Building upon</strong></td>
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<td><strong>your local</strong></td>
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- **Knowledge of readings, A/V materials • 50%**
  - A+: Comprehensive knowledge of course materials
  - A: Thoughtful & competent knowledge of the course materials
  - B: Considerable understanding of the course materials
  - C: Adequate although minimal evidence of understanding the course materials
  - D: Vague evidence of understanding the course materials
  - E: Limited evidence of course materials
  - F: Non-submission of evidence

- **Building upon previous course learning • 25%**
  - A+: Stellar ability to build knowledge from week to week
  - A: Solid attempt to connect readings other course learning. Demonstrates ability to build knowledge base
  - B: Demonstrate some degree of extension to other course learning but with gaps in connecting rationale
  - C: Minimal extensions to other course learning with large gaps in connecting rationale
  - D: Concepts from course materials are stated but with errors or missing links
  - E: Concepts from course materials are limited or insufficiently elaborated
  - F: Non-submission of evidence

- **Application to news & your local community • 25%**
  - A+: Sophisticated ability to relate these course materials to news & your local community
  - A: Solid ability to relate these course materials to news & your local community
  - B: Demonstrates some degree of extension but with gaps in connecting rationale
  - C: Minimal extensions with large gaps in connecting rationale
  - D: Concepts from course materials are stated but with errors or missing links
  - E: Concepts from course materials are limited or insufficiently elaborated
  - F: Non-submission of evidence
**Statement on Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Copyright of Course Materials**

The following statement is pre-loaded into courses created on OnQ:

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.
Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Consideration for Students with Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.
Schedules:

**Week 1 [September 8th]: Introduction**

Watch 3 of the following videos:


**Week 2 [September 14th]: Intersectional Theory and Poverty**


Grad Students Reading


**Week 3 [September 21]: Poverty**


Graduate Student Reading:

Week 4 [September 28th]: Women, the Family and Experiences of Poverty


Graduate Student Reading:

Week 5 [October 5th]: Gender and Precarious Employment – the Pink Ghetto


Graduate Student Reading:
Week 6 [October 12th]: Poverty and Food Insecurity


Graduate Student Reading:

Week 7 [October 19th]: Gendered Violence


Graduate Student Reading:

**Week 8 [November 2nd]: Policing & the Criminalization of Poverty**

Ackerman, Nancy, Teresa MacInnes, and Ariella Pahlke. 2019. *Conviction*. Sea to Sea Production and National Film Board of Canada.


Grad Student Reading:

**Week 9 [November 9th]: Exposing Poverty: Covid-19, violence and policing.**


Oxfam. 2020. “Close to half of women are feeling more anxious, depressed, isolated, overworked or ill because of increased unpaid care work caused by the pandemic – Oxfam survey.” Relief Web, June 18th. Retrieved August 14th 2020 (https://reliefweb.int/report/canada/close-half-women-are-feeling-more-anxious-depressed-isolated-overworked-or-ill-because)

**Week 10 [November 16th]: Resistance**


**Week 11 [November 23rd]: Solutions to COVID-19: Basic Income**


**Course Name**
GNDS 427 - Race and the Politics of Expression

**Course Instructor**
Katherine McKittrick

**Course Description**
This interdisciplinary black studies seminar will explore the ways in which modernity, race and cultural production overlap. Readings, presentations, and discussions will consider the ways in which colonialism and transatlantic slavery shaped, undermined, and engendered black creative and intellectual texts and struggles against racial violence. The politics of expression (rather than solely racialized bodies) will be central to the course, as a way to draw attention to how black creative and theoretical works reconstitute the meaning of humanness through enacting emancipatory strategies.

**Topics in Course Outline**
black studies; colonialism; work/joblessness; policing; activist-music

**Required Course Materials**
- Isaac Julien, dir., *Black Skin, White Mask.*
- Aimé Césaire. *Discourse on Colonialism.*
- Shana Redmond. *Anthem: Social Movements and the Sound of Solidarity in the African Diaspora.*
- Dionne Brand, *Inventory.*

**Course Objectives**
- critically analyze race as a historical and contemporary social construct and its relationship to blackness, sexuality, gender, class, and other identity categories
- assemble critical tools and theoretical concepts, and develop interdisciplinary methodological skills in the field of black studies
- develop written and conversational skills that address the complexities of cultural production
- explain the ways in which slave, post-slave and colonial histories impact contemporary racial representations and stereotypes
- compose, critique, and critically engage materials that attend to equity, multiculturalism, diversity, and identity politics
- participate in collaborative learning and presentation

**Course Evaluation**
- participation and attendance: 10%
- group presentation: 20%
- creative text conversations: 10%
- short paper: 20%
- final paper: 40%
<table>
<thead>
<tr>
<th>Course Name</th>
<th>GNDS 432/6.0 Settler Colonialism and Indigenous Politics</th>
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</thead>
<tbody>
<tr>
<td>Contact Hours</td>
<td>Tuesday, 2:30 to 5:30 pm</td>
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<tr>
<td>Course Description</td>
<td>This seminar course examines settler-colonialism and its relationship to the politics of indigeneity through an examination of Indigenous peoples’ acts of resistance to colonial rule. Drawing on critical theory and ethnographic case studies authored by Indigenous peoples, the course investigates how colonial relations, both past and present, are based on particular power relations that continue to disposposes Indigenous peoples of their sovereignty and governance over their land and their people. To this end, the course explores the politics of settler colonialism and Indigenous resistance as ongoing (rather than solely historical) and one that interlocks with other forms of power such as transatlantic slavery, global capitalism, anti-blackness, white supremacy and heteropatriarchy. In our seminar work, will aim to ‘unsettle’ colonial concepts of nationhood and citizenship and examine Indigenous understandings of sovereignty, resistance and resurgence in relationship to settler colonial states in various locations allowing for a rich comparative analysis.</td>
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</table>
| Required Course Materials | *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*, Glen Coulthard (2014)  
*Mohawk Interruptus: Political Life across the Borders of Settler States* (2014)  
| Course Objectives | • Learn and understand theories of settler colonialism and of the politics of indigeneity within Indigenous studies, settler-colonial studies, and related fields;  
• Explain multiple examples of settler colonialism and the politics of indigeneity interrelating with global capitalism, transatlantic slavery, anti-blackness, white supremacy, and heteropatriarchy, among other forms of power;  
• Develop and practice skills in advanced undergraduate and graduate-level analytical writing;  
• Develop and practice skills in leading learning via classroom presentations, facilitateations, and discussions;  
• Develop and practice skills in conducting independent original research and in producing a major research-based project. |
| Course Evaluation | **Summary of Required Work**  
• Participation (Attendance and Participation) 20%  
• Co-Facilitation 15%  
• 3 Reading Responses (3 at 10%) 30%  
• Independent Research Project 35% |
<table>
<thead>
<tr>
<th>Course Name</th>
<th>GNDS 445  Feminist and Queer Ethnography</th>
<th>Course Instructor</th>
<th>Scott Morgensen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours</td>
<td>3hr  Tuesdays 2:30 – 5:20 pm</td>
<td>Required Course Materials</td>
<td>Students will read four required books as part of the Seminar. Three will be read by the entire class: Feminist Ethnography, Dana-Ain Davis and Christa Craven, Ed. In/Divided Unity, Theresa McCarthy Butch Queens Up In Pumps, Marlon Bailey</td>
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<td>The remaining book will be assigned from this list. Do not acquire one until one has been assigned to you, but do review the books on reserves so you can request your top choices. Global Divas, Martin F. Manalansan IV Filipino Crosscurrents, Kale Fajardo Queen for a Day, Marcia Ochoa Queer Activism in India, Naisargi Dave Black Women Against the Land Grab, Keisha Khan-Perry The River Is In Us, Elizabeth Hoover</td>
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<tr>
<td>Course Description</td>
<td>This seminar examines feminist ethnography and queer ethnography as scholarly subfields, arenas of inquiry, bodies of critical theory, writing genres, methods for ethical relationship in research and social life, and arenas in which trans, queer, and feminist critical work is advanced. Our classroom-based work will consider: (1) histories of feminist and queer ethnography, in anthropology and across the social sciences in which ethnography is practiced; (2) critical engagements with and transformations of the colonial and racial logics of anthropology and ethnography, through feminist, queer, and trans research; and (3) the importance of ethnographic relationships, methods, writing, interpretation, and ethics to theory and practice in gender studies. Because most students will not be familiar with the broad scope of these fields ethnography, we begin by reading a recent textbook in feminist ethnography that bridges into queer ethnography. Then because in narrative form, ethnographies realize their full extent within extended studies, our course focuses on the study of ethnographic monographs -- single-authored books. Students will read three ethnographic monographs, as well as an array of individual articles and book chapters.</td>
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<tr>
<td>Course Objectives</td>
<td>- Understand theories and debates in gender studies through their articulation with distinctive subfields: feminist ethnography and queer ethnography - Understand ethnography -- its histories, methods, ethics, applications, and effects -- through critically feminist, queer and trans perspectives</td>
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<tr>
<td>Course Evaluation</td>
<td>Attendance and Participation (30%) Book Presentations (graded, part of Participation)</td>
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- Understand how ethnography may function as a research method, a writing genre, an arena of intellectual inquiry, a body of critical theory, and a model of ethical relationship
- Understand the importance of these qualities of ethnography in the field of gender studies
- Study and appreciate the complexities of ethical research and writing about people and interpersonal relationships
- Gain and practice skills in close, critical reading of academic texts; and, in reading comprehension of book-length arguments
- Develop and practice skills in advanced undergraduate or entry-level graduate analytical writing (short-form and long-form)
- Develop and practice skills in independent research, through the investigation, preparation, and writing of a major project

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<tr>
<th>Reading Responses (3 x 10%)</th>
<th>Major Paper (40%)</th>
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<td>The Major Paper will be prepared in stages throughout the term to assist in its completion.</td>
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COURSE DESCRIPTION

Cities are exciting places. They are fast moving, vibrant and always changing. Cities are places of contrasts—where the super-rich live adjacent to the homeless and informal economies thrive next to the world’s largest corporations. Cities are sites of political power and powerlessness; fear and opportunity; surveillance and social freedom; conformity and heterogeneity. They are sites of architectural, cultural, economic and social innovation. Cities can be places of great social and economic progress, but also challenged by poverty, pollution and ecological vulnerability. If you like visiting, living in, working and thinking about cities, then this course is for you.

The course is an introduction to urban geography. It covers key concepts like urbanization, urbanism, planning, space, place, and scale. It draws on examples from North America and around the world. Themes covered include the process of urbanization, theories and approaches of urban geography; global, mega and migrant cities; urban economies; the built environment; inequality; representations of the city; social identity and urban space; marketing and city cultures; urban nature, the digital city, public space; urban politics; and urban futures.

The course is designed as an elective course for students from a variety of backgrounds and programs. It is also a foundation course for students pursuing a career in urban geography, urban planning or urban studies. The unique feature of this course lies in its inter-disciplinary approach to understanding the city.

UNIVERSITY OPERATING DATES

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Jan 10</td>
<td>Tuition due</td>
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<td>Jan 6</td>
<td>Classes start</td>
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<td>Jan 17</td>
<td>Last day to add courses</td>
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<td>Jan 17</td>
<td>Last day to drop courses without financial penalty</td>
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<td>Feb 28</td>
<td>Last day to drop without academic penalty</td>
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<td>Mar 7</td>
<td>Last day to change exam centre</td>
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<td>Last day to submit exam accommodation requests (if applicable)</td>
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<td>Apr 3</td>
<td>Classes end</td>
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<td>Apr 9-25</td>
<td>Exam Period</td>
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LEARNING OUTCOMES

By the end of the course, you should be able to:
• Articulate the rationale for the development of several approaches to urban geography and how it is possible to gain urban insights from each.

• Define the concepts of space, place, scale, urbanization, urbanism and planning and understand how they help us study cities from a geographic perspective.

• Describe current urbanization trends and projects for countries around the world, with a particular knowledge of the post WWII North American urban context.

• Compare various approaches to land use, housing, and transportation issues.

• Demonstrate the integral role that space plays in shaping how urban residents express their social and cultural values.

• Analyze how cities are governed and how they could be more sustainable in the future.

• Demonstrate active listening skills to consider peers’ perspectives and to articulate effective communication with peers.

**COURSE MATERIALS**

We will use the following 2 textbooks which are available at the Campus Bookstore (http://www.campusbookstore.com):


There will also be required readings from chapters in books, journal articles, and newspaper articles which will be available as electronic resources within onQ.

**Third Party Privacy Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.
Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of Week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work. In such instances, the instructor is still expected to ensure the integrity of your work.

**SUGGESTED TIME COMMITMENT**

Students can expect to spend approximately 9-10 hours a week in study/practice and online activity for this course.

**WEIGHTING OF ASSESSMENTS**

<table>
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<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm (in-class during tutorial)</td>
<td>15%</td>
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<tr>
<td>Tutorial Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>30%</td>
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<tr>
<td>City Profile Assignment</td>
<td>35%</td>
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**Final Proctored Exam Schedule**

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account.

**Location and Timing of Final Examinations**

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "Important Dates." Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

**Calculator Policy (if applicable)**

As noted in Academic Regulation 9.2, "Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the Casio 991 series calculator is permitted and is the
only approved calculator for Arts and Science students."

LATE POLICY

In the absence of an approved extension, assignments will be penalized 2% for every 24 hours the work is late.

There may be a time when you are unable to attend tutorial or submit work on time due to personal reasons. Please refer to the Faculty’s Request for Academic Consideration “Without Documentation” Portal. Should you have a documented request for more than 72 hours, please do use the academic considerations portal described in the syllabus.

GRADING

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

Queen’s Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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</tbody>
</table>

CONTACTING THE TEACHING TEAM
The teaching team contact information is located on the Homepage of the course (see “Teaching Team”).

For general questions about the course, please post to the Course Questions Forum, (located under Help in the navigation bar).

Feel free to help answer your peers’ questions on this forum. Most questions are answered within 24 hours.

Please use your Queen’s email for inquiries that are more personal in nature, or for issues such as academic accommodations or marking. If you need to have a more detailed conversation, please contact your instructor.

COURSE FEEDBACK

At various points during the course, students may be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

All surveys are anonymous, and directly related to activities, assessments, and other course material.

QUEEN’S EMAIL

The university communicates with students via Queen’s email. Please check your email regularly to ensure you do not miss important information related to your course.

COPYRIGHT

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

ACCESSIBILITY/ACCOMMODATIONS

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website.
Students with course accommodations should contact ASO immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

**ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. Click here to view the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at at the following link. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator.

**ACADEMIC INTEGRITY**

*The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.*

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**COMPUTER REQUIREMENTS**
Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

**Computer Specifications**
- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

**Java**
- Latest version

**Supported Browsers**
- Chrome (preferred - latest version)
- Firefox (latest version)
- *Safari is not recommended as it causes several known issues in onQ*
- *Edge is not recommended as it causes several known issues in onQ*

**Internet Connection**
- Wired high speed access: Cable or better
- *Wifi is not recommended*

**Media Player**
- Flash (latest version)

**Adobe Reader**
- Latest Version
COURSE OVERVIEW
This course examines the geographies of the contemporary global economy from a broadly political economy perspective. It introduces a series of theories, debates and case studies designed to help you better understand the global political economic system in which we live. At the same time, the course aims to help you develop your writing, interpretative and analytical skills.

The course is divided into four sections. The short **Introductory Section** begins with an overview of common concerns of economic and social inequality, uneven patterns of geographical development and the search for equality that faces all regions and peoples of the world. We discuss competing approaches to theorizing how market (capitalist) economies work and introduce you to political economy; the perspective that informs much of the lecture and reading material discussed in the course. The opening section concludes with a brief historical overview of the gradual evolution of a world economy over a period of nearly five hundred years and the relationship between capitalist expansion and its expression in class, racial, gender and spatial inequalities.

In **Section Two**, we focus on the events in the period since the end of the Second World War (1945); in this, we are interested in issues such as the uneven spatial and temporal (booms and recessions) nature of global capitalism, new technologies and management methods, the racial and gender implications, as well as social and environmental implications of neo-liberal globalization.

In **Section Three**, we discuss selected aspects of the present-day global economy including the development of global production systems for food and manufactured goods, the internationalization of retailing and services, changes in the composition of the workforce and the organization of work, and the re-scaling of the economy and political institutions.

Finally, in **Section Four**, we examine how people in their search for greater equity and security in their daily lives have mobilized against globalization. Drawing on current events in the news, we will explore the possible impacts of what many are describing as - the backlash against globalization as they unfold.

An important underlying theme in the course is that any local economic issue or concern cannot be understood without first studying the broader global context in which it is situated. It is equally important, however, to understand the need to look at what is happening among peoples at the local and regional
level. The global and the local are interdependent. This is why we will constantly refer to contemporary case studies to ‘test’ the relevance and reality of the theoretical approaches discussed.

**LEARNING OUTCOMES**

At the end of this course students will be able to:

1. Critically assess competing theories of globalization to determine the relationship between capitalist systems and patterns of uneven geographical development.
2. Make connections between periods, locations, national traditions to delineate intellectual trends in our understanding of capitalism across spans of time and space.
3. Recognize everyday economic and political relationships and policies that reproduce or support oppressive and unequal spatial relationships.
4. Communicate complex ideas surrounding the workings of capitalist systems and the spatial flows they generate, to a lay audience.
5. Consolidate their knowledge about space, place, scale and power as abstract concepts and apply them to an analysis of concrete instances of inequality in the global economy.

**OnQ**

We have set up OnQ Space for this course, to which I will post course material, lecture slides, readings, and other information from time to time. These will not be distributed in class. In other words, it will be up to you to access and download these materials.

The course material posted OnQ is copyrighted and is for the sole use of students registered in GPHY228. The material may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in GPHY228. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement (see below).

**QUESTIONS, OFFICE HOURS AND E-MAIL**

The instructor and TAs will hold office hours each week. *We want to see you!* We much prefer to speak with you and answer questions in person rather than via e-mail. If you do send e-mail, we will endeavour to reply to you as expeditiously as possible but please make certain to include the course number (GPHY 228) in the subject line and please use your Queen’s email account to send us messages. We may not receive them if they are sent via platforms such as gmail, hotmail or yahoo.

**COURSE TEXT & READINGS**

It is critical that you read recommended articles and book sections which correspond to each class lecture to allow you to participate in class, to provide you with a stronger grasp of issues raised during the course and to provide you with initial background for your own essay writing. **You should not simply rely on your lecture notes if you aim to participate and do well in this course.**

There is one required textbook for this course. It is available as an ebook on from the library with selected chapters available on OnQ:


We will read a significant proportion of the Mackinnon and Cumbers text, but we will also read a number of supplementary readings. *I strongly recommend that you steadily work your way through the required text book over the course of the term. It is very readable and at the end you will be political economically literate!*
Additional readings will be assigned from journals and book chapters. In cases where you are not able to download the articles directly, the readings will be posted on OnQ as PDF files.

OTHER RESOURCES
Try regularly to read reputable newspapers, popular periodicals or new sites (such as The Globe and Mail, the New York Times, The Guardian, Al Jazeera. LeMonde diplomatique, the Wall Street Journal, the Financial Times, Democracy Now! and TeleSur) which will help in your understanding of the processes being discussed in the course and may give you ideas and information for your research paper.

By all means use Web resources but use the Web carefully. Use reliable sites (such as those at academic institutions or government agencies) and beware of bias. Do not think that a quick web search is any sort of substitute for real, critical reading.

COURSE ASSESSMENT
This course stresses the importance of writing and research skills. Evaluation is split among two in-class written exams and two assignments based on independent research and one team assignment.

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infographic Assignment Due</td>
<td>20%</td>
<td>Friday Sept 27, 2019</td>
</tr>
<tr>
<td>In-class writing assignment 1</td>
<td>20%</td>
<td>Thurs October 10, 2019</td>
</tr>
<tr>
<td>24 hour ‘write at home’ assignment 2</td>
<td>20%</td>
<td>Due Friday November 1, 2019</td>
</tr>
<tr>
<td>8 page Research Paper</td>
<td>30%</td>
<td>Sun December 1, 2019@ midnight</td>
</tr>
<tr>
<td>Participation and Attendance (taken each class)</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

GRADING METHOD
All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>87</td>
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<td>A-</td>
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<td>B+</td>
<td>78</td>
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<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
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<tr>
<td>C</td>
<td>65</td>
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<tr>
<td>C-</td>
<td>62</td>
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<tr>
<td>D+</td>
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<td>A-</td>
<td>80-84</td>
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<td>77-79</td>
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<td>B</td>
<td>73-76</td>
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<td>C+</td>
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<td>C</td>
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<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>Grade</td>
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<td>D</td>
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<td>D-</td>
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<td>F0 (0)</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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**POLICY ON LATE PAPER SUBMISSIONS**
Late assignments will be accepted without penalty only if I have been given a suitable reason well in advance of the due date or in the case of an unforeseeable medical emergency, with a medical certificate. Where no prior or suitable explanation is given, **2% will be deducted for each day the paper is late. Papers submitted more than seven days after the due date will not be accepted.**

**SPECIAL NEEDS AND LEARNING ACCOMMODATION**
At Queen's we are committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you have a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/). There is a dropbox on OnQ where you will be able to upload any accommodation forms that you would like us to be aware of. Please provide me with this information at your earliest convenience.

**ACADEMIC INTEGRITY AT QUEEN’S**
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html](http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artssci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1](http://www.queensu.ca/artssci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/artssci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artssci/academics/undergraduate/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions that contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**TURNITIN**
Queen’s University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each

October 2, 2019
assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need (and you) to determine the authenticity of submitted work. You can find Turnitin on OnQ.

COPYRIGHT OF COURSE MATERIALS
All lecture, tutorial, OnQ media and reading materials are designed for use as part of GPHY228 at Queen’s University and is the property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright.

ATTENDANCE POLICY – Regular attendance is expected. If you are unable to attend class, please let me or your TA know beforehand.

RESEARCH PAPER
You will submit a completed Research Essay on a pre-given topic (due Sunday December 1 2019 before midnight).

The Research Paper is designed to provide you with experience in researching and writing a substantial piece; it also allows you to focus on an area of the course that is of particular interest to you. The paper must be chosen from one of the themes listed below. While you must cover one of the themes outlined you have the freedom to choose individual case studies. Your essay should present a thorough coverage of your chosen topic. Papers should: be in word format, not exceed 8 pages (excluding bibliography, tables and figures) and should be typed/word- processed (double spaced), 12 point font, Times New Roman, 1 inch margins all around. Author-Date (APA)/Chicago bibliographic referencing and in-text citations. The number of bibliographic references should match the number of claims/or facts you advance for which proof in the form of a cited source needs to be provided. Clear, concise and persuasive writing is expected and will be rewarded in the marking. The paper should be all your own work and it should be written only for this course.

Place particular emphasis on presenting your arguments in a logical fashion. Begin with a clear introduction to the paper and end with a substantial conclusion that synthesizes the various points you have made. Please review the marking rubric to get a sense of how we will evaluate your work.

RESEARCH QUESTION
Choose one of the following questions to write an 8 page research essay. Remember to draw on the theories that we are covering in class to conceptually frame your paper.

1. Describe and explain how processes and/or institutions associated with globalization (such as automation, trade policy, international organizations, global corporations, migrants, global media, etc.) are transforming social and spatial relations within an industry (e.g. retail, ride hailing, e-waste), or place (country, region or locality) of your choice. Base your discussion around a case study.
   a. How do theories/concepts covered in this course (e.g. the racial capitalism, primitive accumulation, social reproduction, crises, precarity, creative destruction, time space compression, surplus labour, spatial fix, feminization, agglomeration economies, comparative advantage, financialization explain these transformations?
      i. Are there gaps or inconsistencies in these theories/concepts when applied to your case?
   b. How are the current spatial patterns and processes in your chosen case related to past/historical social or spatial relationships?

October 2, 2019
## SECTION ONE

**Introduction: The Creation of a World Economy**

<table>
<thead>
<tr>
<th>September Wk1</th>
<th>Thurs 5</th>
<th>Course Overview and Requirements Economics, Political Economy, and Economic Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>Tues 10</td>
<td>Globalization: Uneven Development and Inequality</td>
</tr>
<tr>
<td>Wk2</td>
<td>Thurs 12</td>
<td>The Historical Shaping of a World Economy 1500-1945</td>
</tr>
<tr>
<td>Wk2</td>
<td>Tues 17</td>
<td>The Historical Shaping of a World Economy 1500-1945</td>
</tr>
<tr>
<td>Wk3</td>
<td>Thurs 19</td>
<td>Infographic Tutorial Francine Berish/ TA’s</td>
</tr>
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</table>

## SECTION TWO

**The Modern Global Economy Takes Shape: 1945-1980s**

<table>
<thead>
<tr>
<th>Wk3</th>
<th>Tues 24</th>
<th>The Historical Shaping of a World Economy 1500-1945</th>
</tr>
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<tbody>
<tr>
<td>Wk4</td>
<td>Thurs 26</td>
<td>Fordism: the Post-War Economic Boom in the global North</td>
</tr>
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</table>

*Friday Oct 4th @ midnight*

*Group Infographic Assignment due (15% of final mark)*

<table>
<thead>
<tr>
<th>October Wk4</th>
<th>Tues 1</th>
<th>The Crisis of Fordism and the Rise of Neoliberalism in the Global North</th>
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<tbody>
<tr>
<td>Wk5</td>
<td>Thurs 3</td>
<td>Tutorial</td>
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<tr>
<td>Wk5</td>
<td>Tues 8</td>
<td>In class writing assignment 1 (20% of final mark)</td>
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<tr>
<td>Wk6</td>
<td>Thurs 10</td>
<td>Multinationals, Value Chains &amp; the New International Division of Labour (NIDL)</td>
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<tr>
<td>Wk6</td>
<td>Tues 15</td>
<td>Case Study: South Korea and the East Asian Miracle</td>
</tr>
<tr>
<td>Wk 7</td>
<td>Thurs 17</td>
<td>Neoliberal restructuring in the Global South –1970s Credit Boom and Debt Crisis and Case Study: The legacy of SAPs in Jamaica</td>
</tr>
<tr>
<td>Wk 7</td>
<td>Tues 22</td>
<td>The Transforming Nature of Work: Feminization, Precarity and the Casualization of Work</td>
</tr>
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</table>

## SECTION THREE

**The Global Economy Today**

<table>
<thead>
<tr>
<th>Wk8</th>
<th>Thurs 24</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Wk 8</td>
<td>Tues 29</td>
<td>The Transforming Nature of Work: Creativity and Precarity: the Gig Economy</td>
</tr>
<tr>
<td>November Wk9</td>
<td>Thurs 31</td>
<td>The Neoliberalization of the Academy?</td>
</tr>
<tr>
<td>Wk9</td>
<td>Tues 5</td>
<td>The Promise of Free Trade: Revisiting the Rationale &amp; the Institutions</td>
</tr>
<tr>
<td>Wk10</td>
<td>Thurs 7</td>
<td>A Crisis of Neoliberalism?: The post 2008 Credit Crisis and Global recession and the resumption of Austerity</td>
</tr>
<tr>
<td>Wk10</td>
<td>Tues 12</td>
<td>A Crisis of Neoliberalism?: The post 2008 Credit Crisis and Global recession and the resumption of Austerity</td>
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## SECTION FOUR

**Whither the Global Economy?**

<table>
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<tr>
<th>Wk10</th>
<th>Thurs 14</th>
<th>The Rescaling of Capital and Governance in a Globalizing World; Brexit, Trump and Backlash</th>
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<tbody>
<tr>
<td>Wk11</td>
<td>Tues 19</td>
<td>The Rescaling of Capital and Governance in a Globalizing World; Brexit, Trump and Backlash</td>
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<td>Wk11</td>
<td>Thurs 21</td>
<td>Alternative Economic Geographies</td>
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<tr>
<td>Wk12</td>
<td>Tues 26</td>
<td>Review Tutorial</td>
</tr>
<tr>
<td>Wk12</td>
<td>Thurs 28</td>
<td>24 hour ‘write at home’ assignment 2 (20% of final mark)</td>
</tr>
<tr>
<td></td>
<td>Sunday Dec 1st before midnight</td>
<td>Final Essay due (25% of final mark)</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS

GPHY 229: Place, Space, Culture & Social Life
Winter, 2020

Mondays 10:00 – 11:30 Richardson Lab 104, 88 Stuart Street

Wednesdays 8:30 – 10:00 Richardson Lab 104, 88 Stuart Street

Instructor:

Robin Westland
Contact Information: robin.westland@queensu.ca
Office Hours: By Appointment Only

Teaching Assistants:

TA: Curtis Towle
TA Contact Information: cmt7@queensu.ca
Office Hours: See onQ

TA: Hannah Hunter (marking only)
TA Contact Information: 18hfh1@queensu.ca
Office Hours: See onQ

TA: Shannon Clarke
TA Contact Information: sac12@queensu.ca
Office Hours: See onQ

Email address to be used for Academic Consideration: robin.westland@queensu.ca

1. Course Description and Importance:

This course will introduce students to key geographical thinkers and theories related to Place, Space, Culture, and Social Life. Concepts, and the people who have developed/enriched them, will be introduced. We will consider: what creates place? How does one capture the sensory experience, the historical palimpsest of place (if aren’t sure what a palimpsest is, worry not, you’ll find out in 229!)? What is culture? How does one read culture in the landscape? How are culture and social life related? How do cultures spread, interact, and change in relationship to places and spaces? The concepts of cultural hegemony and power will be introduced with a focus on Indigenous culture and territory. Following this, colonialism, capitalism, and the movement of cultures across landscape will be discussed, using the mining industry as an example. We will also address how different cultures have different relationships to the same places, ideas around “nature” and how historical relationships to “natural places” can impact generationally. These complex relationships are often felt at the emotional level, the level of
memory, the level of mind, and we will talk about how human geography has tried to address these relationships. Finally, we will conclude with humanity’s place in the world. The concept/theory of the Anthropocene will be introduced, as well as its critiques, and how there is a movement to re-integrate human and physical geographies in order to address concerns that the Earth, humanity’s place, is at risk.

The skills developed in this course will be beneficial to students who wish to work in an inter-cultural field such as development, business, or teaching. They will also provide students with a strong sense of why places matter, a recognition which can be helpful, for example, in urban planning or working with communities at various levels of government. Being critically reflexive on ideas around power and hegemony can make you a more effective communicator cross-culturally, and also across privileges. Finally, for those wishing to pursue academia, working with theory is fundamental, and in human geography, the theories around place and culture are foundational to the discipline.

2. **Intended Student Learning Outcomes:**

Upon successful completion of this course students will/will be able to:

1. Demonstrate a breadth of knowledge related to how the concepts of place, space, culture and social life have been developed and described and by whom in the field of human geography;
2. Showcase and consider how different mediums such as film, poetry, sound and photography can portray places differently, as well as how the power of portrayal can impact ideas around places, spaces, social lives and cultures;
3. Critically reflect on issues of power and hegemony in relation to places, spaces, and the cultural landscape;
4. Consider theory, how it is used, how it develops over time, and the influence it can have on everyday existence. Students will develop preliminary skills in using theory to analyze texts.

3. **Course Assessments and Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Category</th>
<th>% Grade</th>
<th>Assessed Via</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places in Kingston: Group Project</td>
<td>Assessment</td>
<td>20%</td>
<td>In-Class Presentation and submission via onQ</td>
<td>Week of February 11th</td>
</tr>
<tr>
<td>Reflection: Places in Kingston</td>
<td>Participation</td>
<td>5%</td>
<td>Submission via onQ</td>
<td>February 13th by 11pm</td>
</tr>
<tr>
<td>Book Report</td>
<td>Assessment</td>
<td>25%</td>
<td>Submission via onQ</td>
<td>March 20th, 11pm</td>
</tr>
<tr>
<td>Reflection: Three 1-page Article Reviews</td>
<td>Participation</td>
<td>15%</td>
<td>Submitted via onQ</td>
<td>At any point in term, but all 3 must be completed by April 1st, 11pm</td>
</tr>
<tr>
<td>Reflection: Film Review</td>
<td>Participation</td>
<td>5%</td>
<td>Submitted via onQ</td>
<td>Must be submitted by April 1st, 11pm</td>
</tr>
<tr>
<td>Take Home Essay Exam</td>
<td>Assessment</td>
<td>30%</td>
<td>Submitted via onQ</td>
<td>April 24th 11 pm NO exceptions!</td>
</tr>
</tbody>
</table>
4. **Course Timeline**

The below is a sketch of themes and, in some cases, specific thinkers who will be discussed each week. For a more detailed timeline, see weekly plans posted on OnQ.

<table>
<thead>
<tr>
<th>Week 1: Introduction to GPHY 229: Place, Space, Culture and Social Life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 6</strong></td>
</tr>
<tr>
<td><strong>January 8</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Week 2: Place, Space, Culture, and Landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 13</strong></td>
</tr>
<tr>
<td><strong>January 15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: Intro to group assignment and Presenting Places</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 20</strong></td>
</tr>
<tr>
<td><strong>January 22</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4: Group work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 27</strong></td>
</tr>
<tr>
<td><strong>January 29</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: The Power in Presentation and Portrayal of Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 3</strong></td>
</tr>
<tr>
<td><strong>February 5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6: Places in Kingston Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 10</strong></td>
</tr>
<tr>
<td><strong>February 12</strong></td>
</tr>
</tbody>
</table>

**Reading Break February 18 – 21**

<table>
<thead>
<tr>
<th>Week 7: Culture and Cultural Conflicts Over Place and Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 24</strong></td>
</tr>
<tr>
<td><strong>February 26</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8: Colonialism, Capitalism, and Changing Relationships to Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 2</strong></td>
</tr>
<tr>
<td><strong>March 4</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9: ‘Resources’ and Indigenous Relationships to Place, focus on Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 9</strong></td>
</tr>
<tr>
<td><strong>March 11</strong></td>
</tr>
</tbody>
</table>
5. **Textbooks/Readings**

Journal articles and book excerpts will be utilized as recommended readings for each week and will be posted on OnQ one week prior.

For the Book Report, students are required to acquire a copy of their chosen book for the book report assignment. *Novel Idea*, the independent bookstore located at Princess Street and Bagot Street in Kingston, has 33 copies of each of the books available for this assignment. You are HIGHLY encouraged to purchase your book from this local store, a favorite in the Kingston community. Take a walk downtown, observe the city around you. Soak up the atmosphere of *Novel Idea*, chat with the staff…make the trip part of your book report assignment process.

Students assigned to each book are limited to 33, so sign up on OnQ as soon as you know which book you wish to choose!

**Books for Books Report Assignment:**
- *The Rings of Saturn*, by W.G. Sebald;
- *Palestinian Walks*, by Raja Shehadeh;
- *H is for Hawk*, by Helen Macdonald.

6. **Grading Method**

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).
### Arts & Science Letter Grade Input Scheme

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
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<td>B+</td>
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<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
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<tr>
<td>C+</td>
<td>68</td>
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<tr>
<td>C</td>
<td>65</td>
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<tr>
<td>C-</td>
<td>62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
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<tr>
<td>D</td>
<td>55</td>
</tr>
<tr>
<td>D-</td>
<td>52</td>
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<tr>
<td>F48 (F+)</td>
<td>48</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
</tr>
<tr>
<td>F0 (0)</td>
<td>0</td>
</tr>
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</table>

### Queen’s Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

7. **Late Policy**

A late penalty of 5% per day will be applied without exception. For information regarding academic consideration for students with Extenuating Circumstances, please see section 12 below.

8. **Location and Timing of Final Examinations**

The final exam for this course is a take-home essay exam. The exam will be made available on onQ on the final day of class, April 1, 2019. The exam is to be submitted on onQ between April 16th and April 24th 11:00 PM. **NO EXCEPTIONS.** OnQ will not accept submissions before 8:30 AM April 16th or after 11:00 PM on the 24th.

9. **Statement on Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive.
Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

***In Week 5, we will talk about how to incorporate secondary sources. Using secondary sources is foundational to academic writing, but it is important that they are incorporated and cited properly to avoid accidentally plagiarizing the words or thoughts of others***

***Your final exam is a take-home essay exam. You must complete your exam independently, cite properly, and take care not to risk inadvertent plagiarism in your final exam***

10. Copyright of Course Materials

    Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

11. Accommodations for Disabilities

    Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic
activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see [https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf)). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

12. **Academic Consideration for Students with Extenuating Circumstances**

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at [http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: [http://www.queensu.ca/artsci/accommodations](http://www.queensu.ca/artsci/accommodations). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Robin Westland
Instructor/Coordinator email address: robin.westland@queensu.ca
GPHY 254: The Caribbean in a Globalizing World
Wednesdays, 6:30 p.m.-9:30 p.m., M-C B201

Course Coordinator - Beverley Mullings
Office: D302 Macintosh-Corry Hall, Phone: 533-6030 xtn 78829
Office hours: Tuesdays 3:00-4:30p.m. Wednesdays 9:00-10:00 a.m. and by appointment.
Email: mullings@queensu.ca

Teaching Assistant: Kasmine Forbes kdf1@queensu.ca

COURSE OVERVIEW
With a population of 15 million the countries of the Caribbean region are some of the most diverse in the world. With ethnic and cultural histories embedded in Africa, Europe, South and East Asia and the Middle East, the Caribbean is a 'quintessentially modern zone', to quote the late Stuart Hall, the living legacy of some of the earliest globalizing moments of the world capitalist system.

As an important source of wealth in the early years of European, and later American, economic, political and industrial expansion, the Caribbean region was subject to systems of colonial and neo-colonial control and domination that many argue persist today in the levels of inequality, poverty and vulnerability that structure economic, social and political life in the region. Despite these issues, caused in part by the global neoliberal capitalist moment, we will examine how the Caribbean in the 21st century is a space that is in constant formation - a site of struggle and resistance, a site of mobility and transnationalism and a site of resilience and innovation.

In this course we will survey scholarly debates that aim to explain, evaluate and intervene in Caribbean social transformation in the 21st century. We will examine not only the impact of global neoliberal processes on social relations within the Caribbean region itself, but also how these processes are transforming the geographic boundaries of the Caribbean itself. By examining the social, economic and spatial interconnectedness of the Caribbean territorial region and its increasingly de-territorialized diaspora, we will be able to identify possibilities for change and social justice for all Caribbean communities.

In embarking on this course of study we will take a feminist, anti-racist radical political economy approach, focusing on the historical ways that the pursuit of wealth within the capitalist system has produced and reproduced patterns of uneven development and crisis in the Caribbean. Using the methodology of historical materialism we will examine the material conditions, and institutional and ideological structures that have historically governed power relations inside and outside the Caribbean; we will examine the contradictions that are emerging within the current neoliberal-capitalist moment between new and old, institutions, ideologies and material realities; and lastly we will identify the possibilities for a more socially just future.

LEARNING OUTCOMES
By the end of this course, you will be able to:

1. Identify the intellectual traditions within which concepts such as modernity, colonialism, racial capitalism, dependency, neoliberalism, uneven development and sustainability operate as frameworks for understanding the Caribbean.
2. Consolidate knowledge about space, place, scale and power as abstract concepts through application to concrete issues of social justice in the Caribbean and its diaspora.

3. Make connections between specific patterns of uneven geographical development and forms of resistance, and struggle within Caribbean.

4. Make connections between the specific economic and political relationships and policies that reproduce patterns of uneven geographical development within and across the Caribbean and the changing political economy of powerful states.

5. Communicate complex ideas surrounding uneven development in the Caribbean and the social economic and spatial flows they generate, to a lay audience.

QUESTIONS, OFFICE HOURS AND E-MAIL
The instructor and TAs will hold office hours each week. We want to see you! We much prefer to speak with you and answer questions in person rather than via e-mail. If you do send e-mail, we will endeavour to reply to you as expeditiously as possible but please make certain to include the course number (GPHY 254) in the subject line and please use your Queen’s e-mail account to send us messages. We may not receive them if they are sent via servers such as gmail, hotmail or yahoo.

COURSE TEXT AND READINGS
There are a number of articles and book chapters that you will be required to read each week. Copies of these articles will be on posted OnQ. Other course material e.g. lecture slides and news clips will also be available on OnQ. These will not be distributed in class. In other words, it will be up to you to access and download these materials.

There is one required textbook for this course. It is available at the Campus Bookstore:

There is one recommended book for this course, It is also in the Campus Bookstore:

The course material posted OnQ is copyrighted and is for the sole use of students registered in GPHY254. The material may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in GPHY254.

It is critical that you read recommended articles and book sections which correspond to each class lecture to allow you to participate in class, to provide you with a stronger grasp of issues raised during the course and to provide you with initial background for your own essay writing. You should not simply rely on your notes if you aim do well in this course.

OTHER RESOURCES
- Try regularly to read regional newspapers and journals (such as The Jamaica Gleaner, The Barbados Advocate, Stabroke News, TeleSur or Small Axe, Caribbean Quarterly, ) which will help in your understanding of the processes being discussed in the course and may give you ideas and information for your research paper.
- By all means use Web resources but use the Web carefully. Use reliable sites (such as those at academic institutions or government agencies) and beware of bias. Do not think that a quick web search is any sort of substitute for real, critical reading.
- This is a laptop friendly classroom as you will have a number of weekly activities that will require you to make use of internet resources as well as to write and submit assignments at the end of a
class. So feel free to bring your laptops but please try to refrain from using it to consult social media pages and other personal information during class time.

The evaluation of your performance in this course will be based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Date Due</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly class activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Next day 9:30pm</td>
<td>3.5%</td>
</tr>
<tr>
<td>Week 3</td>
<td>Next day 9:30pm</td>
<td>10%</td>
</tr>
<tr>
<td>Week 4</td>
<td>Next day 9:30pm</td>
<td>3.5%</td>
</tr>
<tr>
<td>Week 5</td>
<td>Next day 9:30pm</td>
<td>4%</td>
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<tr>
<td>Week 6</td>
<td>Next day 9:30pm</td>
<td>10%</td>
</tr>
<tr>
<td>Week 7</td>
<td>Next day 9:30pm</td>
<td>4%</td>
</tr>
<tr>
<td>Week 8</td>
<td>Next day 9:30pm</td>
<td>3.5%</td>
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<tr>
<td>Week 9</td>
<td>Next day 9:30pm</td>
<td>9%</td>
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<tr>
<td>Week 10</td>
<td>Next day 9:30pm</td>
<td>3.5%</td>
</tr>
<tr>
<td>Week 11</td>
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<td>4%</td>
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<td>Total</td>
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<td>55%</td>
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<tr>
<td>Attendance and class participation</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Research Proposal (1 page)</td>
<td>November 1st</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper (8 pages)</td>
<td>December 8th</td>
<td>20%</td>
</tr>
</tbody>
</table>

**WEEKLY ACTIVITIES**

You will be required to upload via OnQ a completed course activity every week between Week two and Week ten. The course activities will vary. Some will be short reflection pieces based either on films we have watched, class debates or specific class exercises that encourage you to develop your numeracy and data skills. For the reflection pieces we expect a response of approximately 500 words/no more than one page of single spaced, 12pt font one inch margined paper. The reflection pieces will not require formal citations, though we encourage you to make reference to particular authors who offer relevant insights. Submissions based on each week’s activity will be due 24 hours later (by 9:30pm the day after class), and should be uploaded to OnQ. Each activity will have a set of questions or instructions/questions that will be available on OnQ before each week’s class.

**RESEARCH PROPOSAL & PAPER**

You will submit both a one page Research Proposal (to be uploaded to OnQ October 31, 2017 before midnight) and a completed Research Essay (due Friday November 30, 2017 before midnight).

For this course component, I would like you to choose an article that was published in one of the 14 issues of the New World Quarterly [https://newworldjournal.org](https://newworldjournal.org) - a journal of Caribbean intellectual thought that briefly existed between 1963-1972, in order to explore the extent to which issues that were of concern in the early years of independence have changed. The New World Quarterly was a publication of the New World Group - one of the region’s foremost intellectual movements. Contributors to the journal included many of the region’s foremost scholar-activists and included thinkers such as Lloyd Best, George Beckford, CLR James, George Lamming, Alister McIntyre, Sylvia Wynter, Jan Carew, Owen Jefferson, Gloria Lannaman, Vidia Naipaul, Roy Augier, Havelock Brewster, Selwyn Ryan, Aimé Césaire and Norman Girvan.

I would like you to approach this exercise in two parts:

1. The research proposal is the first step towards writing your research paper. It is an extremely important first step for laying out your ideas. The first will be the preparation of a one page proposal that identifies the article that you will engage, and the problem/issue that it addresses. You will be expected in the proposal to identify a debate or debates that provide a framework for understanding the article, and the context within which these authors wrote. The proposal should be
1 page in length (single spaced) and should be typed or word processed. The following elements should be included in the proposal:

- A research title
- Statement of the research objective, thesis statement/argument
- Outline the central theme/theory addressed in your article. The information that the author uses to support their point and some basic contextual information to help situate the issue in the context of the 1960s-1970s.
- An annotated bibliography with four relevant books or published articles that you will use

* Once you have identified an article, please consult with me or with your TA to see if it is appropriate for this exercise.

2. The second part will be a research paper where you will explore how the issues raised in the article you chose have changed since the time that the article was published. The paper should explore questions such as: Did the early debates that framed the issue your article addressed change? What blindspots might there have been in the way that the problem was initially formulated? How the structures that contextualized the issue shifted? What lessons can we learn from the article in the 40-50 years that have passed.

Papers should not exceed 8 pages (excluding bibliography, tables and figures) and should be typed/word-processed (1.5 spaced), 12 point font, Times New Roman, 1 inch margins all around. The number of bibliographic references should match the number of claims/or facts you advance for which proof in the form of a cited source needs to be provided. Clear, concise and persuasive writing is expected and will be rewarded in the marking. The paper should be all your own work and it should be written only for this course.

3. Please use the following format to name your files:
   - For the proposal: “Surname Firstname GPHY254 proposal.doc”.
   - For the final paper: “Surname Firstname GPHY254 research paper.doc”.
   Please note that marks will be deducted for incorrect filing formats.

**GRADING METHOD**

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

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### Arts & Science Letter Grade Input Scheme

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<td>87</td>
</tr>
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<tr>
<td>B+</td>
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</tbody>
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### Queen’s Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
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<td>A-</td>
<td>80-84</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>70-72</td>
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<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<td>D+</td>
<td>57-59</td>
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<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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POLICY ON LATE PAPER SUBMISSIONS
Late assignments will be accepted without penalty only if I have been given a suitable reason well in advance of the due date or in the case of an unforeseeable medical emergency, with a medical certificate. Where no prior or suitable explanation is given, 2% will be deducted for each day the assignment is late. For example, if the assignment that is worth 10% is submitted two days after the due date an automatic deduction of 4% will be incurred. Papers submitted more than seven days following the due date will not be accepted.

ACCOMMODATION
At Queen's we are committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you have a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/. Please contact me if you have any accessibility questions or issues that I should be aware of.

ACADEMIC INTEGRITY AT QUEEN'S
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1 ), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity ), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions that contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

TURNITIN
Queen’s University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need (and you) to determine the authenticity of submitted work.

COPYRIGHT OF COURSE MATERIALS
All lecture, tutorial, OnQ media and readings, and on-line module materials are designed for use as part of GPHY254 at Queen’s University and is the property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g.
uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: [http://library.queensu.ca/copyright](http://library.queensu.ca/copyright).

**ATTENDANCE POLICY** – Regular attendance is expected. If you are unable to attend class, please let me or your TA know beforehand.

**CODE OF CONDUCT**
This is a class where we will grapple with a number of social justice issues of relevance to the Caribbean. Issues that deal with imperial capitalism, racial and sexual violence, indigenous genocide, poverty, or reparative justice will be discussed in this class and it is important if we are to gain a deeper understanding of what is at stake for the future of the Caribbean as a region and diasporic space, that we observe some ground rules for conducting ourselves in this class. Please consider the following guidelines for ensuring that GPHY254 remains a space for respectful dialogue, participation and learning:

- Listen actively - respect others when they are talking and be aware that body language and nonverbal responses - can be as disrespectful as words.
- Speak as respectfully of the people and the places that we are studying as you will to people in the class.
- Try to speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you") and avoid invalidating somebody else's story with your own spin on their experience.
- Don’t be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks - focus on ideas. The goal is not to agree - it is to gain a deeper understanding.
- Participate to the fullest of your ability – and remember that everyone has the right to make mistakes in this class - the success of this course depends on the inclusion of every individual voice.
COURSE OUTLINE

SECTION ONE: THE HISTORIC INSERTION OF THE CARIBBEAN IN THE WORLD SYSTEM

Week 1    September 13th    Course Introduction and Acknowledgement of the ‘Place of this course’ in the context of Canada and the wider world

Week 2    September 20th    The Caribbean in the World System – The Making of a Plantation Industrial Complex
Class Activity: Reflections on the similarities and differences between Settler Colonialism and Plantation Slavery

Week 3    September 27th    The Caribbean in the World System- The Creation of a Creole Indigenous Society
Class Activity: Where did the money go? Tracing the money trail through the archives

Week 4    October 4th    The Problem of ‘Freedom’: From Plantations to ‘Modern Economies’ in the shadow of American Imperialism
Class Activity: Film: FORWARD EVER: THE KILLING OF A REVOLUTION
Reflections on the film

SECTION TWO: NEOLIBERALISM AND THE CARIBBEAN

Week 5    October 11th    Debt, Structural Adjustment and Neo-liberalization
Film: LIFE AND DEBT

Week 6    October 18th    The Social Impacts of Neoliberalism: Poverty, Marginalization & Violence
Class Activity: Accounting for Debt – Balance sheet exercise

Week 7    October 25th    The politics of instability: Haiti in the 21st Century
Class Activity: Film: ARISTIDE AND THE ENDLESS REVOLUTION

Week 8    November 1st    From Plantation to Migration Economies: Spatial responses to poverty and marginalization
Class Activity Film: WINDRUSH
One Page Proposal Due

SECTION THREE: THE FUTURE OF THE CARIBBEAN

Week 9    November 8th    Diasporization, Diaspora Strategies and the changing geographies of the Caribbean
Class Activity: The Economic value of remittances and the impact of Trump’s wall

Week 10   November 15th   Caribbean Diasporas and the changing geographies of Canada, America and the UK
Class Activity Film: PANOMUNDO and discussion

Week 11   November 22nd   The future of the Caribbean – integration transnationalism/sovereignty
Class Activity: Debate and reflection - Is there a Case for Reparations?
<table>
<thead>
<tr>
<th>Week 12</th>
<th>November 29&lt;sup&gt;th&lt;/sup&gt;</th>
<th>The future of the region – Climate Change &amp; Ecological Sustainability</th>
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<tbody>
<tr>
<td></td>
<td>December 8&lt;sup&gt;th&lt;/sup&gt; @ midnight</td>
<td>Final Paper Due</td>
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</tbody>
</table>
COURSE OUTLINE**

SECTION ONE: THE HISTORIC INSERTION OF THE CARIBBEAN IN THE WORLD SYSTEM

We will focus in this section on the formation of the Caribbean plantation industrial complex and the political and economic legacies that it produced. We will also examine that the ways that the legacy of the plantation has made the developmental experience of the Caribbean different from that of that experienced historically by Europe and North America.

Week 1 September 13th Colonialism and Settler Colonialism


Film IRON IN THE SOUL: A look at the history and the legacy of slavery in the Caribbean; excerpts from a Jamaican plantation overseer's diary present a graphic account of slaves' lives.

Film: WORLDS APART: East Indians are the largest single population in Guyana and Trinidad. The influence of their strong cultural identity is examined.

Week 2 September 20th Course Introduction and Acknowledgement

The Caribbean in the World System – The Making of a Plantation Industrial Complex


Class Activity: Reflections on the Films *Iron in the Soul* and *World's Apart* and the similarities and differences between Settler Colonialism and Plantation Slavery. (3.5%)**

Week 3 September 27th The Caribbean in the World System – The Creation of a Creole Indigenous Society


Class Activity: Where did the money go? Tracing the money trail through the archives.


Week 4 October 4th The Problem of ‘Freedom’– From Plantations to ‘Modern Economies’


** Extra reading


**ECLAC. 2005. Strategies of ‘Industrialization by Invitation’ in the Caribbean: ECLAC.**

**Film: FORWARD EVER: THE KILLING OF A REVOLUTION:** Explores the achievements and shortcomings of the People’s Revolutionary Government (1979-1983) of Grenada as it attempted to forge a new revolutionary society. The film focuses on the year 1983, with gripping and previously unseen archival footage, as well as firsthand recollections of persons who witnessed the tragic events of October 19th. (3.5%)

SECTION TWO: NEOLIBERALIZATION, RESTRUCTURING AND THE CARIBBEAN

In this section we explore the impact of neoliberal ideologies on the structure of Caribbean societies and economies. We specifically examine the transformations brought by structural adjustment policies in the 1980s and 1990s and current post-neoliberal reforms.

**Week 5 October 11th Debt, Structural Adjustment and Neo-liberalization**


**Class Activity Film: LIFE AND DEBT - This film dissects the "mechanism of debt" that is destroying local agriculture and industry in Third World countries while substituting sweat-shops and cheap imports. The video takes an unapologetic look at the "new world order," from the point of view of Jamaican workers, farmers, government and policy officials who see the reality of globalization from the ground up. (4%)**

**Week 6 October 18th The Social Impacts of Neoliberalism: Poverty, Marginalization & Violence**


**Class Activity: Accounting for Debt – Balance sheet exercise (10%)**

**Week 7 October 25th The politics of instability: Haiti in the 21st Century**


Class Activity Film: **ARISTIDE AND THE ENDLESS REVOLUTION** - Nicolas Rossier’s intelligent examination revealing the oft-suppressed story of the 2004 coup d'état in Haiti, as well as the systemic violence and human rights violations that erupted under the interim government. An interview with the deposed president, Jean-Bertrand Aristide in Pretoria, South Africa, is juxtaposed with the views of a wide range of supporters and critics, including US Assistant Secretary of State Roger Noriega. It is not Aristide and the Lavalas supporters who emerge looking like thugs but international interests concerned with suppressing popular democracy and ending the reforms Aristide was capable of making - despite embargoes and the need to service a debt for loans Haiti never received. (4%)

**Week 8 November 1st** From Plantation to Migration Economies: Spatial responses to poverty and marginalization –


**ONE PAGE PROPOSAL DUE**

**Week 9 November 8th** Diasporization, Diaspora Strategies and the changing geographies of the Caribbean


**Class Activity** The Economic value of remittances and the impact of Trump’s wall
Remittances have become an important lifeline to the Caribbean representing over 28% of GDP Haiti in 2016. On March 30, 2017, Alabama Republican Congressman Mike Rogers, introduced a bill in the US House of Representatives to amend the Electronic Fund Transfer Act. Named the ‘Border Wall Funding Act of 2017’, the bill proposed the imposition of a two per cent tax on remittances sent to 42 countries south of the US border, capturing almost all of the countries of the Caribbean and Latin America, in order to contribute to the cost of ‘improved border security’. What is the likely impact of Trump’s Wall on the Caribbean region? (9%)

**Week 10 November 14th** Caribbean Diasporas and the changing geographies of Canada, America and the UK

Class Activity Film: PANOMUNDO The steelpan is the only acoustic instrument invented in the 20th century. "Panomundo" explores the history of the steelpan from its origins in the ghetto of Trinidad & Tobago to its influence in popular communities in New York City, Toronto, London, Tokyo, Bern (Switzerland), and Abuja (Nigeria). https://vimeo.com/ondemand/panomundo (3.5%).

Week 11 November 22nd The future of the Caribbean – integration transnationalism/sovereignty

Class Activity: Debate- The Case for Reparations (4%)

Week 12 November 29th The future of the region - Climate Change & Ecological Sustainability

December 8th FINAL PAPER DUE
DEPARTMENT OF GEOGRAPHY AND PLANNING
GEOGRAPHY, THE ENVIRONMENT AND HUMAN HEALTH
GPHY 336/3.0, FALL 2019

Course Instructor: Patricia Collins
Instructor’s Contact Information: Mac-Corry E326, patricia.collins@queensu.ca
Instructor’s Office Hours: Fridays 10:00am-11:30am, or by appointment

Lecture Schedule and Locations: Mondays, 1:00pm-2:30pm, Chernoff Hall 117
Wednesdays, 11:30am-1:00pm, Chernoff Hall 117
(Weeks 1, 2, 4, 6, 8, 10, 12)

Tutorial Schedule and Locations: Wednesdays, 11:30am-1:00pm
(Weeks 3, 5, 7, 9, 11)
Group 1a & 1b, Nicol Hall 232, Lorraine Hutton
Group 2a & 2b, Nicol Hall 321, Niki Kaiser
Group 3a & 3b, Ontario Hall 209, Matt Senyshen

COURSE DESCRIPTION & FORMAT
This course exposes students to the numerous ways in which the spaces and places we live, work, and play shape human health, with a focus on the health impacts of built environments. The majority of the world’s population, including Canada’s, resides in urban and suburban contexts, and the built form has tremendous implications on our daily activities, social relations, economic opportunities, and the conditions of natural environments. The course begins by examining historical connections between health and the environment, and the importance of changing conceptualizations of disease on community planning and design. Students then learn about various domains through which local environments impact health, as well as contemporary approaches to creating healthier spaces and places that support healthy living for all.

This course will be taught in two 1.5-hour sessions per week. Lectures will take place every Monday, and half of the Wednesday sessions (see course schedule for dates). Tutorials will begin in week 3, and tutorial groups are organized by last name. Tutorial sessions will be seminar style, involving case study discussions, along with TA-led review of key concepts in the course. Course preparation assignments (CPAs) will be administered regularly to keep students engaged with the course material.

INTENDED STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will be able to:
• Recognize and explain the connections between human health, determinants of health, and place
• Interpret and explain health disparities as they relate to place and local environmental conditions
• Evaluate the potential health impacts of the built environments they encounter everyday
• Predict how local environmental conditions may contribute to population health disparities
• Review academic and non-academic literature, conduct field observations, and communicate in written and oral formats with greater ease and confidence.

1 Tutorial locations are tentative, and subject to change.
## GRADING SCHEME

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component Description</th>
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<tbody>
<tr>
<td>20%</td>
<td>Class Preparation Assignments (evaluated throughout the semester)</td>
</tr>
<tr>
<td>20%</td>
<td>Lecture and Tutorial Participation (evaluated throughout the semester)</td>
</tr>
<tr>
<td>15%</td>
<td>Assignment 1: Socio-Spatial Disparities Assessment (Due October 4th 2019)</td>
</tr>
<tr>
<td>20%</td>
<td>Assignment 2: Walkability Audit (Due November 1st 2019)</td>
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<tr>
<td>25%</td>
<td>Term Paper (Due December 6th 2019)</td>
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## COURSE SCHEDULE

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Theme</th>
<th>Topics</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 9 &amp; 11, 2019</td>
<td>Geography, Environments and Health</td>
<td>Course overview&lt;br&gt;Conceptualizing environmental health&lt;br&gt;Health-planning links over time</td>
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<tr>
<td>2</td>
<td>Sept 16 &amp; 18, 2019</td>
<td>Place, Space, and Health</td>
<td>From medical to health geography&lt;br&gt;Defining, measuring, and visualizing socio-spatial inequities</td>
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<tr>
<td>3</td>
<td>Sept 23 &amp; 25, 2019</td>
<td>Urbanization Patterns and Health</td>
<td>North American land use planning&lt;br&gt;Urban sprawl and health&lt;br&gt;Canada: the suburban nation</td>
<td>Tutorial #1</td>
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<tr>
<td>4</td>
<td>Sept 30 &amp; Oct 2, 2019</td>
<td>Neighbourhood Environments</td>
<td>Unpacking the 3 D’s&lt;br&gt;Walkability and play streets&lt;br&gt;Walkability audits</td>
<td>Assn 1 Due October 4th (15%)</td>
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<tr>
<td>5</td>
<td>Oct 7 &amp; 9, 2019</td>
<td>Transportation Environments</td>
<td>Canadians’ commute patterns&lt;br&gt;Equity, mobility, and health&lt;br&gt;Generational mobility</td>
<td>Tutorial #2</td>
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<tr>
<td>6</td>
<td>Oct 16, 2019</td>
<td>Housing Environments</td>
<td>Canada’s housing landscape&lt;br&gt;Housing and health&lt;br&gt;Housing the most vulnerable</td>
<td>No Monday class due to Thanksgiving</td>
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<tr>
<td>7</td>
<td>Oct 21 &amp; 23, 2019</td>
<td>Food Environments</td>
<td>Canada’s agricultural landscape&lt;br&gt;Food deserts, swamps, and mirages&lt;br&gt;Local food interventions</td>
<td>Tutorial #3</td>
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<tr>
<td>8</td>
<td>Oct 28 &amp; 30, 2019</td>
<td>Physical Environments</td>
<td>Designing for air and water quality&lt;br&gt;Urban heat islands&lt;br&gt;Extreme weather events</td>
<td>Assn 2 Due November 1st (20%)</td>
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<tr>
<td>9</td>
<td>Nov 4 &amp; 6, 2019</td>
<td>Planning for Vulnerable Groups</td>
<td>Age-based planning&lt;br&gt;Gender-based planning&lt;br&gt;Reclaiming streets for play</td>
<td>Tutorial #4</td>
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<tr>
<td>10</td>
<td>Nov 11 &amp; 13, 2019</td>
<td>Indigenous Health Geographies</td>
<td>Urban Indigenous health&lt;br&gt;Indigenous health on-reserve&lt;br&gt;Reconciliation and energy production</td>
<td>Guest Lecture: SHARED Futures Project</td>
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<td>11</td>
<td>Nov 18 &amp; 20, 2019</td>
<td>Tools, Strategies, and Best Practices I</td>
<td>Health impact assessments&lt;br&gt;Urban growth management&lt;br&gt;Transportation demand management</td>
<td>Tutorial #5</td>
</tr>
<tr>
<td>12</td>
<td>Nov 25 &amp; 27, 2019</td>
<td>Tools, Strategies, and Best Practices II</td>
<td>Diversity through design&lt;br&gt;Climate action&lt;br&gt;Indigenous knowledge</td>
<td>Term Paper Due December 6th (25%)</td>
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</table>
READINGS

Week 1: Geography, Environments, and Human Health

Week 2: Place, Space, and Health

Week 3: Urbanization Patterns and Health
- Tutorial #1 Case Study

Week 4: Neighbourhood Environments

Week 5: Transportation Environments
- Tutorial #2 Case Study
Week 6: Housing Environments


Week 7: Food Environments

- Tutorial #3 Case Study

Week 8: Physical Environments


Week 9: Planning for Vulnerable Groups

- Tutorial #4 Case Study
Week 10: Indigenous Health Geographies


Week 11: Tools, Strategies, and Best Practices I

- Tutorial #5 Case Study

Week 12: Tools, Strategies, and Best Practices II

EVALUATION DETAILS

**Class Preparation Assignments, 20%**
The objective of this portion of the grade is to keep students engaged with the course material on an ongoing basis, and to incent them to come to class having read materials in advance. Preparation will be assessed through Class Preparation Assignments (CPAs) that will be administered through onQ each week (from weeks 2-11). CPAs involve questions that tap into the core concepts covered in the readings for the week ahead, and will be due by noon each Monday. Ten CPAs will be administered in total; your two lowest CPAs will be dropped. CPAs will be evaluated by your TAs as follows:

- 0/2 – no CPA submitted for the week
- 1/2 – a CPA was submitted, but the response was either inaccurate, lacked key insights, or suggest that student did not adequately engage with the readings
- 2/2 – a CPA was submitted, and the response effectively demonstrated that the student engaged with and grasped the reading material that was assigned for the week

**Lecture Participation, 10%**
Lecture participation will be captured through Top Hat from weeks 2 through 11 (i.e., 1% each week). If you are enrolled in GPHY 336, you should have already received an invitation to purchase a license to use Top Hat for the semester at a cost of $30. If you already have a license to use Top Hat in the Fall 2019 semester, then you do not need to purchase it again. You can use Top Hat on any electronic device that has a Wi-Fi connection. Once you have a Top Hat account, you can login and track your progress in the course online.

Expectations Surrounding Appropriate Use of Top Hat: You are expected to be professional in your use of Top Hat. Any abuse of the platform (e.g., inappropriate language, harassment, bullying, dishonesty) will result in an automatic zero on this portion of your grade. Abuses can be easily tracked since your responses are not anonymous to me. Additionally, while use of Top Hat does mean that electronic devices are permitted in the classroom, these devices must only be used for class-related work.

**Tutorial Participation, 10%**
Tutorial participation will be monitored and captured by your teaching assistant in each of the 5 tutorials over the duration of the semester (i.e., 2% per tutorial). Students are expected to come to tutorial having carefully reviewed the case study assigned for the week, and prepared with questions and points for discussion with the group. Tutorial participation will be evaluated by your TAs as follows:

- 0/2 – did not attend tutorial
- 1/2 – attended tutorial, was somewhat engaged in the discussion
- 2/2 – attended tutorial, was fully engaged in the discussion

If you wish to opt out of using Top Hat, the additional 10% of your grade will be allocated to your term paper, making it worth 35% instead of 25%. You must notify me by email by 4pm on Friday September 14th if you want to opt out of Top Hat.
Assignment 1: Socio-Spatial Disparities Assessment, 15%

Objective
The objective of this assignment is to apply, and critically analyze, a commonly used technique in the field of health geography to visualize socio-spatial disparities at the local level.

Assignment Procedures
You will begin by choosing a municipality (population > 50,000) within Canada with which you are familiar (e.g., Kingston, your hometown, a city you visit often). In week 3, we will review the Canadian Index of Multiple Deprivation (CIMD), a “census- and geographically-based index [that seeks to] show differences in marginalization between areas”. Using the CIMD and ArcGIS online, you will produce maps illustrating socio-spatial disparities in your selected municipality for one of the four dimensions of the index at two levels of geography: census tract (CT) and dissemination area (DA). You will compare and report on the findings from the two maps, and drawing from Schuurman et al.’s (2007) analysis of the modifiable area unit problem, you will critique the strengths and shortcomings of this technique and the implications of your findings. Detailed step-by-step instructions for the ArcGIS component of the assignment are provided in onQ.

Assignment Components, Formatting, and Submission
The assignment will be no more than 4 pages in length.

- Page 1. First, you will identify your selected municipality, and explain why you chose that location. Note that if you choose a large urban centre (i.e., population > 500,000), then you will likely need to focus on a particular region of that municipality in order to produce readable maps. Next, you will indicate which one of the four dimensions of the CIMD you selected (i.e., residential instability, economic dependency, ethno-cultural composition, situational vulnerability). Finally, you will provide support for the dimension you chose by drawing from 2-3 local sources and 2-3 scholarly sources that relate to that dimension.

- Page 2 will include two colour maps – one using CTs and one using DAs – of your selected municipality overlaid with the dimension of the CIMD that you selected. Each map requires a title and a legend.

- Pages 3-4. First, you will compare and report on the findings from the two maps, and offer an interpretation of the disparity findings. Then, you will offer an analysis of the implications of your findings, along with a discussion of the strengths and limitations of your findings with consideration of the modifiable area unit problem.

The assignment must be double-spaced, use 12-point Times New Roman font and 1” margins. Insert page numbers, your name, and student number on each page. A title page and reference list are not required for this assignment. The assignment must be submitted to the onQ dropbox by 4:30pm on Friday, October 4th, 2019. See onQ for grading rubric.


Assignment 2: Walkability Audit, 20%

Assignment Objective
The objective of this assignment is to develop skills in observational analyses of built environments and to build a critical awareness of the inherent subjectivities of these forms of assessment.

Assignment Procedures
For this assignment, you will assess the walkability of an area that you navigate on a regular basis. Using an audit tool that was introduced in Week 4, you will evaluate the walkability of a predefined route that connects two key points of interest. This assignment will be done in self-selected pairs from the same tutorial group. Please notify your TA by week 4 who you will be working with. The instructor or TA will match any unpaired students with another student by the end of week 5. The audit will include the following steps:

1) In collaboration with your partner, choose two points of interest (POIs) (i.e., an origin and destination) located roughly 1.5kms apart, or roughly 20-minute walk. These POIs can be anything (e.g., home, grocery store, bus stop, school, restaurant, bar, gym, etc.) and should have some relevance to you, or to some persona that your team is taking on for the assignment (e.g., parents of young children, seniors, people with mobility impairments).

2) Map out a walking route between the two points of interest that will be assessed for the assignment. If you have concerns about route safety, please see your TA before proceeding. Trace this route on a map that will be included in your assignment.

3) Choose one of the walkability audit tools that were introduced in week 4 to guide your assessment of the walkability of your defined route. Both auditors must use the same audit tool.

4) You will each independently evaluate the walkability of your defined route using the audit tool you’ve identified in Step 3. Ideally, conduct your assessments on different days and times of day, and if possible, under different weather conditions, to assess the route under different contexts. Supplement your evaluation with additional field notes, voice notes, and photos.

5) Once you have both completed your assessment, compare and contrast your findings. Note where your assessments converge and diverge, and from the photos, which elements of the built environment each of you were attentive to. Discuss the strengths and limitations of the audit tool that you used, and how you think it could be improved.

6) Make recommendations for how the walkability of your route could be improved.

Assignment Components and Evaluation
Each pair will submit one report. The report must be maximum 10 pages in length, not including a title page, reference list, or appendices. Pages 1-2 should include a literature-supported introduction to walkability, an explanation for the selected POIs and your route, and a large map detailing your route. Pages 3-4 should detail your methods, including identifying and justifying the audit tool you selected, and describing your audit procedures. Pages 5-8 should present your results, including a discussion of the areas of convergence and divergence between your assessments. Pages 9-10 should offer a discussion of the strengths and weaknesses of the tool, recommendations to improve walkability along your route, and priorities for improvement. Embed no more than 4 photos within the body of the report, and each photo should not take up more than 1/4 of a page. You should include at least 5 academic references to support your report, and attach your field notes, completed audit forms, and additional photos as appendices. Assignments must be double-spaced, use 12-point Times New Roman font, 1” margins, and include page numbers. APA referencing style must be used. One member of your group must submit the report to the onQ dropbox by 4:30pm on Friday, November 1st, 2019. See onQ for rubric.
Term Paper, 25%

Assignment Objectives
The objective of this assignment is to apply concepts learned throughout the course to make evidence-based recommendations for changes to the local conditions of daily living to improve health, well-being, and reduce socio-spatial disparities in a municipality that you know.

Component 1: Analysis of Current Conditions (3 pages)
In this component, you are expected to provide a status report on health, well-being, and socio-spatial disparities in a municipality of interest to you, and ideally one you are familiar with. This can be the same municipality you chose for Assignment 1, but it does not need to be. Local level data can be gathered from a range of sources, including reports by municipal governments and public health units, reports from local service providers (e.g., CHCs) or NGOs (e.g., United Way), local news media, blogs, photographs, etc. The marginalization index that you used for Assignment 1 would also provide valuable statistics at the census tract and dissemination area levels. Tables, figures and/or maps can be used to aid in synthesizing these data, but should not take up more than 2 full pages of this section. Be sure to appropriately cite all data and statistics that you gather.

Component 2: Health-Environment Linkages (3 pages)
After presenting this status report for your municipality, you will then provide an analysis of how local environmental conditions may be creating and/or reinforcing these outcomes. To do this, you will choose 3 of the 5 built environment domains that were covered in the course (i.e., neighbourhood design, transportation and mobility, housing, food environments, and natural environments), and critically analyze the health-environment linkages within the context of your selected municipality. Reflect on how these local environmental conditions may be putting vulnerable groups at increased risk for poor health in your municipality. Draw from at least scholarly sources published within the last 15 years to substantiate your arguments for these linkages.

Component 3: Recommendations (2 pages)
In this component, you will provide at least 3 well-specified evidence-based recommendations for improving the local environmental conditions in your selected municipality, and that relate to your 3 built environment domains of focus. Your recommendations should draw from best practices employed in other jurisdictions and, as such, be supported by at least 3 grey literature sources. These recommendations can be for policy changes, infrastructural improvements, enhanced local services, and/or programming interventions. For each recommendation, be sure to specify what it would entail, the stakeholders that would need to be involved in implementation, a general timeframe (i.e., short, medium or long-term), and the anticipated impacts on health, well-being, and/or disparities within the municipality.

Formatting and Submission Requirements
The body of your assignment must be no more than 8 pages in length. This page limit does not include your title page, reference list, and appendices (if necessary); note that appendices are used to present non-essential information. Reports must be double-spaced, use 12-point Times New Roman font and 1” margins, and have page numbers. APA referencing format must be used. See onQ for evaluation rubric. The term paper must be submitted to the onQ dropbox by 4:30pm on Friday, December 6th, 2019.
POLICIES, EXPECTATIONS, & STATEMENTS

Citation Style
Students are required to use APA referencing style for all written assignments, as outlined in Purdue University’s Online Writing Lab: https://owl.english.purdue.edu/owl/section/2/. Class discussions, lectures, and readings can be cited, but will not count towards the expected number of external sources for assignments. Do not double-space reference pages or bibliographies.

Email Policy
If you have a question about course material or assignments, I kindly request that you first contact your assigned TA for assistance. If your TA is unable to answer your question, he/she will email me your question, and ‘cc’ you to facilitate our direct correspondence.

Privacy Statement for Top Hat
This course makes use of Top Hat for capturing students’ participation during lectures. Your independent use of that site, beyond what is required for the course (for example, purchasing the company’s products), is subject to Top Hat’s terms of use and privacy policy. You are encouraged to review these terms before using the site: https://tophat.com/company/legal/privacy-policy/

Late Policy on Assignment Submissions, Deadlines, and Extensions
Late submissions will be penalized 1% per day off the assignment grade for up to one week past the due date, after which time late submissions will not be accepted. For example, if you submit an assignment worth 20% of your grade two days late, the maximum grade you can earn is 18%. If you require an extension, you must contact the instructor at least 24 hours in advance of the assignment deadline. Extensions are granted at the instructor’s discretion and are not guaranteed. Extensions will not be granted after the deadline has passed. Students are responsible for keeping back-up copies of all written work and assignments for this class. You should always have at least one updated hard copy of your work. Computer or disk problems will not be accepted as an excuse to hand in a late assignment.

Academic Integrity
Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions that contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Disability Accommodation and Accessibility Statements
Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may
GPHY 336 – Fall 2019 - Course Syllabus

need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcds/ds/

Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. This course syllabus is available in an accessible format or with appropriate communication supports upon request.

Academic Consideration for Students with Extenuating Circumstances
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor. Please use the following:
Instructor name: Dr. Patricia Collins
Instructor email address: patricia.collins@queensu.ca

Copyright Statement
This material is copyrighted and is for the sole use of students registered in GPHY 336. Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.
Grading Method
In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<table>
<thead>
<tr>
<th>Assignme</th>
<th>Numerical value for calculation of final mark</th>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tr>
<td>A+</td>
<td>93</td>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>75</td>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>72</td>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>65</td>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>62</td>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>55</td>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>52</td>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
<td>F</td>
<td>49 and below</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
<td></td>
<td></td>
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<tr>
<td>F0 (0)</td>
<td>0</td>
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</tbody>
</table>

Acknowledgement of Territory
Queen’s University is situated on traditional Anishinaabe and Haudenosaunee territory. It is a great privilege to be able to be live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualties were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.
COURSE OUTLINE

The purpose of this course is to examine the relationship between geography and urban politics, including different dynamics of power and inequality in cities. Students will discover how politics, planning, and the ways that different actors interact with governing arrangements influence processes and actions that shape cities. Geography is integral to this understanding because urban politics makes reference to different issues studied at neighbourhood, city, and regional scales. This course is intended to address the needs and interests of geography students to gain scholarly and practical experience to apply skills in theory development, research, policy analysis and writing to contemporary issues in urban political geography. Students will learn how to express their ideas, arguments and opinions with different audiences that influence urban policy and planning. This course will benefit undergraduate students interested in the fields of urban and regional planning, government, and public policy.

INTENDED STUDENT LEARNING OUTCOMES

At the successful completion of this course, students will be able to:

1. apply key concepts of power and governance to the context of urban political geography.
2. describe and explain how (i.e., the process by which) cities are shaped and developed by spatial and political processes.
3. distinguish between different individuals, groups, communities, and institutions that connect urban politics with social and spatial geographies.
4. formulate their own opinions and justify connections between issues in geography and urban politics.
5. evaluate issues and decision-making processes in urban political geography by combining skills in research and critical thought to effectively communicate to academic peers and policy/planning practitioners

REQUIRED TEXT AND READINGS

Required Text:

We will read the entire text and it is required for you to be able to complete Assignment #5 – Reading Synthesis. Start reading the book from Week 1 and pace yourself. Chapters are assigned as weekly readings in order illustrate key concepts and ways of understanding political histories in relation to land and Indigenous rights; however, by Week 10, students are expected to have completed reading the book and have submitted the reading synthesis by Week 12.

In addition to the Required Text, we will also draw on readings that are posted on onQ. It is critical that you read the assigned articles and book sections which correspond to each class
lecture or seminar to allow you to participate in class discussions and seminars, to provide you with a stronger grasp of issues raised during the course, and to provide you with initial background material for your course assignments.

**Readings available on onQ**

The material posted on onQ is designed for use as part of GPHY 338 Fall 2019 at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: [http://library.queensu.ca/copyright](http://library.queensu.ca/copyright).

**Recommended Text**


**GRADING SCHEME**

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing; combination of attendance and participation at lectures; completion of response sheets in class; completion of work before and during seminars.</td>
</tr>
<tr>
<td>Assignment #1: Brief Response Paper</td>
<td>5%</td>
<td>Due Week 3 – Friday, September 20, 2019</td>
</tr>
<tr>
<td>Locate yourself in relation to territory, treaty, and place</td>
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<tr>
<td>Assignment #2: Brief Response Paper</td>
<td>5%</td>
<td>Due Week 5 – Friday, October 4, 2019</td>
</tr>
<tr>
<td>Identify your position as an urban actor</td>
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<tr>
<td>Assignment #3:</td>
<td>25%</td>
<td>Due Week 6 – Friday, October 11, 2019</td>
</tr>
<tr>
<td>Current Issue Research Log and Synthesis Paper</td>
<td></td>
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<tr>
<td>Assignment #4:</td>
<td>35%</td>
<td>Due Week 10 – Friday, November 8, 2019</td>
</tr>
<tr>
<td>Stakeholder Analysis and Briefing Memo</td>
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<tr>
<td>Assignment #5:</td>
<td>20%</td>
<td>Due – last class Friday. November 29, 2019</td>
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<tr>
<td>Cities on Indigenous Lands</td>
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<td><strong>TOTAL</strong></td>
<td>100%</td>
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<tr>
<td>Bonus: Field Assignment</td>
<td>+ 5%</td>
<td>For a bonus of 5%, attend a Kingston City Council meeting or two public lectures (2.5% each) at Queen’s or in the city – instructions provided</td>
</tr>
</tbody>
</table>
GRADING METHOD

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>87</td>
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<td>A-</td>
<td>82</td>
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<tr>
<td>B+</td>
<td>78</td>
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<td>B</td>
<td>75</td>
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<tr>
<td>B-</td>
<td>72</td>
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<tr>
<td>C+</td>
<td>68</td>
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<td>C</td>
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<td>F48 (F+)</td>
<td>48</td>
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<td>F24 (F)</td>
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<td>F0 (0)</td>
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</table>

POLICY ON SUBMITTING ASSIGNMENTS

Please submit all completed assignments via onQ on the date and time that they are due. Feedback on the assignments and evaluation will be provided via onQ.

POLICY ON LATE SUBMISSIONS

Late assignments will be accepted without penalty only if I have been given a suitable reason well in advance of the due date or in the case of an unforeseeable medical emergency or one that leads to a longer term absence, please provide proof of a medical certificate.
If you anticipate having difficulty completing your assignments, you must talk to your teaching assistant (TA) or to the instructor as soon as possible to request an extension. Extensions are not given without good reason. All requests for extensions must be made by email at least 24 hours before the due date to the TA or the instructor. For example, if your assignment is due at 11:30pm on Friday, then you must request your extension in writing by e-mail to your TA or your instructor by 11:30am on the day before (i.e., Thursday). Your teaching assistant might consult with the instructor before deciding whether or not to grant an extension. Granting an extension is at the discretion of the teaching team.

Where no prior or suitable explanation is given for a late submission, there will be a 5 percent reduction in the achievable grade for each day that exceeds the stated submission date within a seven-day period. Assignments submitted after this period will not be accepted.

**ATTENDANCE POLICY** – Regular attendance is mandatory

**ACADEMIC INTEGRITY**

Queen’s students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [http://www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at [Academic Integrity @ Queen's University](http://www.queensu.ca/studentwellness/accessibility-services/), along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

**HEALTH AND DISABILITY ACCOMMODATION**

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see [https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf)). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

Students are then encouraged to bring forward their disability accommodations for assignments, attendance, and materials to the course instructor in confidence and for implementation as soon as possible.
Academic Consideration for Students with Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Leela Viswanathan
Instructor/Coordinator email address: leela.viswanathan@queensu.ca

COURSE FORMAT

Lectures

This course consists of two 1.5 hour lectures or seminars per week. The lectures are held in the Macdonald Hall Room 3.

Seminars

There are four seminars that will assist students with their four assignments and will give students an opportunity to examine and explore key ideas and concepts from the course. These seminars are held during the same timeslot as lecture. Seminars will be run by the Teaching Assistant and will be held in the same classroom as lecture unless otherwise indicated. Look at the weekly schedule for lecture and seminar dates.

COURSE TOPICS AND SCHEDULE

<table>
<thead>
<tr>
<th>ACTIVITY &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>Introduction</td>
<td>• Watch interview of Arthur Manuel by Leena Minifie of Ricochet <a href="https://www.youtube.com/watch?v=BP9iaVjvH-c">https://www.youtube.com/watch?v=BP9iaVjvH-c</a></td>
</tr>
<tr>
<td>ACTIVITY &amp; DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Lecture 2B</td>
<td>Place, Scale, and Power: Themes, and Perspectives</td>
<td>• Re-read Magnussion (2014) from Week 1</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td></td>
<td>Introducing Assignment #3</td>
<td>• Chapter 16 (pp.209-222) in Manuel, Arthur and Grand Chief Ronald M. Derrickson. (2015). <em>Unsettling Canada: A national wake-up call</em>. Toronto: Between the Lines</td>
</tr>
<tr>
<td>Seminar 1</td>
<td>Hand in Assignment #1 Short response (5%) Locate yourself in relation to territory, treaty and place via onQ @11:30am EST</td>
<td></td>
</tr>
<tr>
<td>Friday Sept 20 (Leela)</td>
<td>Seminar: Research and discussion</td>
<td>• Making the case for what is an urban issue and finding research sources</td>
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<tr>
<td></td>
<td>Ways to participate at the seminar: discussion and response sheets (upto 1 point in participation)</td>
<td>• Begin research for Assignments #3 – working in small groups to brainstorm ways to find research resources in chosen urban issue.</td>
</tr>
<tr>
<td></td>
<td>Overall introduction to the course text – how to read it throughout the semester.</td>
<td>• Discussion topic: Is incremental equality for First Nations compatible with reconciliation? Prepare a response after viewing One on One interview with Cindy Blackstock <a href="https://www.youtube.com/watch?v=ahGQ0WBd0ng">https://www.youtube.com/watch?v=ahGQ0WBd0ng</a>.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>ACTIVITY &amp; DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
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<tr>
<td>Lecture 4B</td>
<td>Power and changing urban landscapes – Part 1: Case Examples</td>
<td>• Catch up on course readings and please read Assignment #3 and Assignment #4 instructions before coming to class to make the most of the class.</td>
</tr>
<tr>
<td>Fri Sept 27</td>
<td>How do urban actors transform landscapes? What challenges and</td>
<td>• In this interactive lecture: you will learn about three different case examples of power and changes in urban landscapes and the related debates. We will identify key urban actors. This will be a foundation to Lecture 5 as well.</td>
</tr>
<tr>
<td></td>
<td>opportunities influence development?</td>
<td>Silicon Docks, Dublin, Ireland.</td>
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<tr>
<td></td>
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<td>Public Toilets in Montreal and Winnipeg</td>
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<td>Calgary LRT and new arena development</td>
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<td></td>
<td>The intention is this lecture will inspire and assist with</td>
<td>Assignment #3 and #4.</td>
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<td>Assignment #3 and Assignment #4.</td>
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<tr>
<td>Week 5</td>
<td>Seminar Discussion Topics:</td>
<td></td>
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<tr>
<td>Seminar 2</td>
<td>Review of Weeks 3 and 4: Neoliberalism, hegemony, urban actors and</td>
<td>• Review of Weeks 3 and 4: Neoliberalism, hegemony, urban actors and growth coalitions.</td>
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<tr>
<td>Weds Oct 2</td>
<td>growth coalitions.</td>
<td>• Where do you locate yourself as an urban actor?</td>
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<tr>
<td></td>
<td>Athletics and urban actors</td>
<td>• What does it mean to be an urban leader? What is an urban regime in relation to the role of a mayor? Viewing: Video and response – Mayor of Bogota;</td>
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<td><strong>Ways to participate at the seminar:</strong></td>
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<td>• Hand in a newspaper article and one sentence reflecting your research/topic for Issue/research log/synthesis report (receive upto 1 point for participation) – instructions on onQ.</td>
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<td>• Hand in response to video in class for (upto one point for participation).</td>
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<td></td>
<td></td>
<td>• Final questions and support for Assignment #3</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>Power and changing urban landscapes – Part 2: Case Study</td>
<td>• <strong>Hand in Assignment #2 (5%) Short Response:</strong> Identifying yourself as an urban actor via onQ @11:30am EST</td>
</tr>
<tr>
<td>Friday Oct 4</td>
<td>Developing pre-mortem; drawing from urban actor/stakeholder list in</td>
<td>• Working on three case examples from Lecture 4B we will and consider what needs to/needed to happen to make the projects successful. What might be the standpoints of the different urban actors? What might influence their points of view. Helps with Assignments #3 and 4.</td>
</tr>
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<td></td>
<td>Lecture 4B and Conducting a ‘Who-Do-Through’ assessment of</td>
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<td>ACTIVITY &amp; DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
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<tr>
<td>stakkeholders;</td>
<td>Develop pre-mortem map.</td>
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<tr>
<td>and identifying</td>
<td><a href="https://www.innovationgames.com/remember-the-future/">https://www.innovationgames.com/remember-the-future/</a></td>
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<tr>
<td>and next steps.</td>
<td>Answer ‘Who’ and ‘Do’. Establish what each stakeholder has to do in order to take that action (the 'Do').</td>
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<tr>
<td>week 6</td>
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<tr>
<td>Lecture 6A</td>
<td>Politics of Public Participation</td>
<td><strong>Hand in Assignment #3 Research Log &amp; Synthesis (25%) via onQ @11:30am EST</strong></td>
</tr>
<tr>
<td>Weds Oct 9</td>
<td><strong>How and why do we/should we participate in city decision making?</strong></td>
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<tr>
<td>Lecture 6B</td>
<td>Power vs. Interest: Approaches to Stakeholder Analysis</td>
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<tr>
<td>Friday Oct 11</td>
<td><strong>How to conduct a stakeholder analysis?</strong></td>
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<td>Helps with Assignment #4 Indigenous people are not stakeholders – inherent rights in the city?</td>
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<td>• Review Hand out – information sheet on how to do a power-interest grid</td>
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<td>• Issue Test Case: Noise bylaw exemptions in the construction of Richardson Stadium</td>
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<td>Read these newspaper articles</td>
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<tr>
<td>Week 7</td>
<td>Workshop: Politics of Communication</td>
<td>Reviewing Stakeholder Analysis &amp; Preparing a Briefing Memo</td>
</tr>
<tr>
<td>Seminar 3</td>
<td><strong>Ways to participate:</strong> Attend this workshop and problem solve one of two scenarios (introduced in class) in small groups. Helps with Assignment #4. Receive up to one point for participation.</td>
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<tr>
<td>ACTIVITY &amp; DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
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https://www.tvo.org/article/dont-you-be-my-neighbour-ontarios-new-nimbyism?utm_source=TVO&utm_campaign=7dc12aa140-EMAIL_CAMPAIGN_1_17_2019_10_56_COPY_01&utm_medium=email&utm_term=0_eadf6a4c78-7dc12aa140-24180197 |
| Friday Oct 18   | What is NIMBY and why is it relevant to housing and development? |  
 https://www.tvo.org/article/dont-you-be-my-neighbour-ontarios-new-nimbyism?utm_source=TVO&utm_campaign=7dc12aa140-EMAIL_CAMPAIGN_1_17_2019_10_56_COPY_01&utm_medium=email&utm_term=0_eadf6a4c78-7dc12aa140-24180197 |
| Lecture 8       | What does it mean to assimilate or to integrate, and what is the difference? |  
| Weds Oct 23     | NO CLASS – FALL BREAK | |
| Lecture 9A      | What role if any does business and economic development play in truth and reconciliation?  
Guest: Shyra Barberstock and Rye Barberstock, CEOs, Okwaho Equal Source |  
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<th>ACTIVITY &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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**Week 10**

| Weds Nov 6 Seminar 4 | Workshop: Paths of Reconciliation / Assignment troubleshooting | Activity #1 – Discussion Paths of Reconciliation (see onQ for handouts)  
Activity #2 - Troubleshooting Assignment #4 |

| Lecture 10 Fri Nov 8 | Ethics, Planning and Progress: | Hand in Assignment #4: Stakeholder Analysis and Briefing Memo (35%) via onQ @11:30am EST  
- Viewing of: ‘Chavez-Ravine’ |

**Week 11**

| Lecture 11A Weds Nov 13 | Possible (Urban) Futures: Rights to the City  
To whom does the city belong?  
John Haffner – guest lecture  
Indigenous futurity and political agency |  
- Chapters 14 to 17 (pp.179-228) in Manuel, Arthur and Grand Chief Ronald M. Derrickson. (2015). *Unsettling Canada: A national wake up call.* Toronto: Between the Lines  

| Lecture 11B Fri Nov 15 | DIY Economies and Asset-based community development  
How can a city survive without services? |  
- Chapter 1 (pp.23-42) and Chapter 5 (pp.119-141)  

**Week 12**

| Seminar 5 Weds Nov 20 | Seminar: Review and Discussion of Assignment #5  
Review Weeks 8 to 11  
Review of Unsettling Canada  
Troubleshooting Preparation for Assignment #5  
1. What has struck you the most about what you have read so far in “Unsettling Canada: A national wake up call?”  
2. What course themes are relevant to helping you to answer the assignment question? |
<table>
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<th>ACTIVITY &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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</table>
| Week 13 | Designing Possible Futures | • Human-Centred Design.  
• Future visioning through design thinking  
• Reverse Journey Mapping (materials provided on onQ) |
| Lecture 13A Weds Nov 27 | Geographies of Hope | • *Hand in Assignment #5 (20%) by via onQ @11:30am EST*  
• Final Review and Last lecture |
GPHY 352 – Gender and the City

WINTER 2019

Lectures and Seminars: Monday 8:30-10:00 am and Thursday 10:00-11:30am
Location of Lectures: Kinesiology and Health 101
Location of Seminars: Botterell Hall B129 & Kingston Hall 308

Course Instructor: John Haffner
Email: j.haffner@queensu.ca
Office: Mackintosh-Corry D303 Office Hours: Wednesday 10:30am - 12:00 pm; Thursday 1:00-2:30pm

Teaching Assistants:
Hilal Kara
Email: hilal.kara@queensu.ca
Office: Mackintosh-Corry D310 Office Hours: Monday 1:30 – 2:30pm

Tesfa Peterson
Email: 15tap1@queensu.ca
Office: Mackintosh-Corry D306 Office Hours: Thursday 11:30am – 2:00pm

COURSE OUTLINE
The course examines social constructions of gender in contemporary cities around the world. It explores assumptions about gender implicit in the physical fabric and the layout of urban environments, the ways in which these urban environments are planned, the policy that informs urban governance, the economies folded into urban processes, and the social responses to urban realities. In doing so, the course demonstrates how a critical gender analysis informed by principles of feminist urban geography illuminates the expression of certain social relationships in urban landscapes. The consequences of these relationships are examined, and attention is drawn to the importance of differences within as well as between gender categories. Differences associated with class, race, age, embodiment and sexual orientation are considered in this context. The course considers the ways in which particular groups are constrained or disadvantaged by urban life, and the ways in which cities offer scope for redefining and diversifying understandings of gender.

INTENDED LEARNING OUTCOMES
• to provide a grounding in the broad field of gender and the city
• to develop critical analytical skills and research techniques for examining the role of gender constructions in the city
• to interrogate the problematic nature of inter-related conceptual dichotomies including male/female, femininity/masculinity, city/country, urban/rural, public/private, home/work, sex/gender
• to reflect on how personal standpoints of urban experiences are situated within the complex and varied context of global urban life
• to appreciate the perspectives provided by a feminist urban geographic framework
REQUIRED TEXT AND READINGS

Required Text:

Readings available on onQ:
In addition to the Required Text, we will also draw on readings that are posted on onQ. It is critical that you read the assigned articles and book sections which correspond to each class lecture to participate in class discussions, to provide you with a stronger grasp of issues raised during the course, and to provide you with initial background material for your course assignments. The material posted on onQ is designed for use as part of GPHY 352 Winter 2019 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright.

GRADING SCHEME

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Field Observation and Report</td>
<td>20%</td>
<td>February 14th</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>20%</td>
<td>March 28th or April 4th</td>
</tr>
<tr>
<td>Term Paper</td>
<td>35%</td>
<td>April 12th</td>
</tr>
<tr>
<td>Course Reflections</td>
<td>20% (5 worth 4% each)</td>
<td>Ongoing; Last chance to submit is April 9th</td>
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<tr>
<td>Seminar Participation</td>
<td>5%</td>
<td>Ongoing</td>
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</table>

An overview of each assignment is provided in the “Evaluation” section of this syllabus. Complete and detailed instructions for each assignment (including rubrics) will be posted in OnQ in the “Assignments” section under the “Content” tab.

GRADING METHOD
In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).
**Arts & Science Letter Grade Input Scheme**

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
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<tbody>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
</tr>
<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
</tr>
<tr>
<td>C</td>
<td>65</td>
</tr>
<tr>
<td>C-</td>
<td>62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
</tr>
<tr>
<td>D-</td>
<td>52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
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<tr>
<td>F24 (F)</td>
<td>24</td>
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<td>F0 (0)</td>
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**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<td>D+</td>
<td>57-59</td>
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<td>D</td>
<td>53-56</td>
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<td>D-</td>
<td>50-52</td>
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<td>F</td>
<td>49 and below</td>
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**POLICY ON LATE SUBMISSIONS**

Late submissions of assignments will be accepted if the instructor and assigned TA are notified 24 hours prior to the due date. Please email both the instructor and assigned TA at least 24 hours before the given assignment is due to request an extension.

Where no prior request of extension is made for a late submission, there will be a 5 percent reduction in the achievable grade for each day that exceeds the stated submission date within a seven-day period. Assignments submitted after this period will not be accepted.

**STATEMENT ON ACADEMIC INTEGRITY**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science
Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

ACCOMMODATIONS FOR DISABILITIES
Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: John Haffner
Instructor/Coordinator email address: j.haffner@queensu.ca
EVALUATION

SEMINAR ATTENDANCE & PARTICIPATION (5% OF FINAL GRADE)
Your active participation in and contribution to each seminar constitutes a crucial component of this course. With the exception of your own presentation (see below) there will usually be no need to prepare for seminars in advance. However, please do bring notes and questions to class as appropriate and expect to share your thoughts on course materials with the group. Seminars should be seen as an opportunity to develop your own academic voice in an atmosphere conducive to constructive debate and to learn to think critically about issues relating to gender and the city. Crucially, seminars will also provide time for you to achieve a positive working dynamic within your presentation groups, and time to develop your presentation topic.

COURSE REFLECTIONS (5, WORTH 4% EACH)
You will be expected to turn in five course reflections by the end of the term (final due date is April 9th). Each reflection will be on a lecture and the assigned readings of that lecture. You will be responsible for critically engaging with the content of the lectures and readings and articulating your thoughts in a half-page to full page hand-written reflection. You will turn in your reflection no later than 1 week after the lecture/readings that you are reflecting on.

These reflections are meant to be rough and informal. Think of them as opportunities to develop your own thoughts and opinions about the content of the course. The reflections will also be useful for developing a topic for your final term paper (see below). The point is not to demonstrate expertise of course content, but to instead show that you are asking questions, thinking critically, engaging in a dialogue with lecture and readings, and ultimately developing your own understanding of the course content.

Direct reference to lectures and readings should be made, although you do not need to formally cite the readings. Instead, try to refer to readings and lectures through reflective statements (e.g. “the authors make an interesting argument about gender and urban planning in Chapter 8 of the textbook”; or “I was intrigued, but a bit confused by the themes discussed in the lecture on infrastructure; how could a road or a sewer system take on gendered characteristics?”). Do not stress about what is right or wrong, or how you will be evaluated. Full marks will be given if you demonstrate that you are taking the time to think critically and reflect on the course content.

To summarize:

1. Pick a lecture and the assigned readings of that lecture to reflect on.
2. Write a half-page to full-page hand-written response.
3. Directly reference ideas, themes, and topics from the lectures/readings in your responses
4. Hand in your responses to the instructor no later than 1 week after the lecture you will be reflecting on (e.g. at the beginning/end of another lecture, or during office hours).
5. Try to enjoy this reflective practice and use it as an opportunity to develop your final paper!
FIELD OBSERVATION & REPORT (20% OF FINAL GRADE, Due February 14th)
The field observation and report (approximately 1000 words) will consist of a self-guided field to an urban public space, public event, or other space of recreation or consumption. An example of an urban public space might include a city square, waterfront boardwalk, city park, or outdoor exhibition space. Public events might include parades, regattas, and music and visual art festivals. Other spaces of recreation or consumption include pedestrian malls, farmers markets, public transportation depots, public gardens, and art galleries. Examples of spaces not suitable for this assignment include a home or university residence; a bar or club; a public or private gym such as the ARC.

You are encouraged to talk to the instructor or your teaching assistant if you have questions or concerns regarding making your choice of site/event. A more detailed description of this assignment with complete instructions will be posted to OnQ by January 24th.

SEMINAR PRESENTATION (20% OF FINAL GRADE, Due March 28th or April 4th)
Participants in this course will be required to prepare and deliver a seminar presentation to their seminar group (of around 35 students) with a small group of approximately 5 students. The presentation will be based around an urban case study (e.g. a development, a public works project, a piece of legislation/policy, a social movement/organization). Your group will collectively decide the case study with support and examples provided by the teaching team. You should incorporate themes from readings/lecture into your case study analysis and presentation. You will be expected to provide your TA with the presentation topic by the end of the 2nd seminar (January 31st). A more detailed description of this assignment with complete instructions will be posted to OnQ by January 24th.

TERM PAPER, (35% OF FINAL GRADE, Due April 12, 2019)
The term paper (approximately 2500-3000 words) will focus on a thematic area of the course of your choosing. It should present an in-depth, critical engagement with the relevant academic literature, and through clearly constructed argument, should demonstrate a firm grasp of your chosen topic. It is important to remember that this is a 300-level academic paper, and that it requires you to develop and demonstrate an appropriate level of academic skill and ability. Plan ahead and be sure to discuss any concerns you may have with the course instructor or TA well in advance of the due date. You will be expected to include sources from both course readings as well as additional readings located from your own research. A more detailed description of this assignment with complete instructions will be posted to OnQ by February 25th.

COURSE OVERVIEW

- SECTION ONE – Foundations in Feminist Urban Geography
- SECTION TWO – The City as Feminist Praxis
- SECTION THREE – Feminist Urban Political Economy
- SECTION FOUR – Urban Social Movements and Feminist Liberation
## SECTION ONE: FOUNDATIONS IN FEMINIST URBAN GEOGRAPHY

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<thead>
<tr>
<th>ACTIVITY &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS/NOTES</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Monday 7 January: Lecture 1</td>
<td>Course Overview</td>
<td>• Syllabus</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>Monday 14 January: Lecture 3</td>
<td>Introducing a Gender Analysis into Urban Processes</td>
<td>• Chapters 2 &amp; 3 in <em>Cities and Gender</em></td>
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<tr>
<td>Thursday 17 January</td>
<td>NO LECTURE!!!!</td>
<td>• Catch up on readings!</td>
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<td><strong>Week 3</strong></td>
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<td>Thursday 24 January: Seminar 1</td>
<td>Form Student Presentation Groups</td>
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## SECTION TWO: THE CITY AS FEMINIST PRAXIS

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<th>ACTIVITY &amp; DATE</th>
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<th>READINGS/NOTES</th>
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<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td></td>
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<tr>
<td>Thursday 31 January: Seminar 2</td>
<td>Finalize Student Presentation Case Study Topic</td>
<td>• Come to a consensus in your group and inform your TA of your case study topic.</td>
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<tr>
<td><strong>Week 5</strong></td>
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</table>
| Monday 4 February: | Feminist Urban Planning | • Chapter 8 in *Cities and Gender*  
• Sandercock, L., & Forsyth, A. (1992). A Gender Agenda: |
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<tbody>
<tr>
<td>Thursday 7&lt;br&gt;February: Lecture 7</td>
<td>Uneven Development and Planning at an International Scale</td>
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<tr>
<td>Week 6</td>
<td>Monday 11&lt;br&gt;February: Lecture 8</td>
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**SECTION THREE – FEMINIST URBAN POLITICAL ECONOMY**

| Thursday 14<br>February: Lecture 9 | Introduction to Feminist Urban Political Economy |
| Field Reports Due!!! | |

*** NO CLASSES – READING WEEK ***

| Week 7 | |
| Monday 25<br>February: Lecture 10 | Social Reproduction |
| Thursday 28<br>February: Lecture 11 | Reproductive Bodies/Reproducing Bodies<br>Guest Lecture from Dr. Carolyn Prouse |
### Week 8

<table>
<thead>
<tr>
<th>Monday 4 March: Lecture 12</th>
<th>Transnational Gendered Economies and Economic Mobility Guest Lecture from Hilal Kara</th>
<th>• Chapters 4 &amp; 6 in <em>Cities and Gender</em></th>
</tr>
</thead>
</table>
Thursday 21 March: Lecture 16
The Combahee River Collective & Black Feminism in the City
Guest Lecture from Tesfa Peterson


**Week 11**

Monday 25 March: Lecture 17
Masculinities and Men’s Liberation from Patriarchy
Guest Lecture from Dr. Laura Pascoe


Thursday 28 March: Seminar 4
Student Presentations

- First 3 groups (out of 6) will present

**Week 12**

Monday 1 April: Lecture 18
Reflections on Urban Feminist Action

- Chapter 10 in Cities and Gender

Thursday 4 April: Seminar 5
Student Presentations

- Final 3 groups (out of 6) will present
Course Goals and Objectives
This course will survey the geographies of human migration from ancient times to the present day: How is migration fundamental to the development of human societies? How has migration been influenced by technology, politics, warfare, climate change, and cultural and economic practices? What is the relationship between the migration of people, things and ideas? What role does migration play in the contemporary world? The second half of the course will focus on recent experiences of immigration to Canada, including public policy issues.

Student Learning Outcomes: Strong emphasis is on research skills, reading, writing, critical thinking, and listening skills.

Course Assignments
- Assignment 1: Short assignment
- Assignment 2: Term Paper proposal & bibliography
- Two in-class tests
- Term paper
- Attendance

All assignments must be submitted both in hard copy (in class on the due date) and electronically. Electronic copies should be submitted to the teaching assistant and will be subject to Turn-It-In for plagiarism detection.

Assignment 1: Short Assignment (due 3 October 2019) Value: 15%
Write a short paper (approximately five pages) relating the historical geography of migration of a social group, commodity (thing), or idea, using the relevant concepts and theories developed in lectures and readings. This paper should show that you have the ability to obtain relevant, reliable, high quality information (both on-line and in the library) and can synthesize that information to provide an accurate and compelling account, showing the human significance of the movement of people, things, or ideas across the world. NOTE: This paper must follow Chicago B format (author date). No other referencing system (e.g., MLA, APA) will be accepted. This assignment is in part an exercise in following a style guide, an important skill. The entire Chicago Manual of Style is available on-line at Stauffer, and a shortened version is available at: http://www.chicagomanualofstyle.org/tools_citationguide
Assignment 2: Term Paper Proposal and Bibliography (due 31st October 2019) Value: 15%

The proposal should specify a research question (not just a vague topic), your methodological approach, and your anticipated results, plus a short bibliography of academic references, including both primary and secondary materials for the term paper. The bibliography must conform to the Chicago B referencing system.

In-Class Tests (21 October and 5 December 2019) Value 15% each

Tests will consist of short answers based on lectures (take good notes) and readings. Please note that power point presentations do not contain most of the information required to write the tests. Power point provides only an outline and links to sources. Do not rely solely on memorizing lecture slides.

Term Paper (due 2 December 2019) Value 30%

This assignment is a major paper on a topic of relevance to recent immigration issues in Canada. Choose a topic based on its relationship to the course, your own interests and skills, and the availability of primary sources of information. The paper should have a clear focus, and should identify an analytical problem to be addressed. Marking criteria will include the quality of writing and argumentation, and the focus and clarity of the problem. Length should be approximately 10–15 pages, but the length will also depend upon your ability to write clearly and concisely (a well written paper often takes fewer words). It is a good idea to visit the Writing Centre early in the term for assistance. You should discuss your ideas with the teaching assistant and a librarian, or the professor, early in the term, and especially seek assistance in developing a bibliography as early as possible. Group projects will be considered, as long as the amount of work is commensurate with the number of participants. Group projects must be approved in advance. NOTE: This paper must follow Chicago B format (author date). No other referencing system will be accepted. This assignment is in part an exercise in following a style guide, an important skill.

Late Policy

All assignments are due in class on the due date, hard copy format. The electronic copy should be sent to the teaching assistant. Late assignments will receive a 1% (of your overall mark) reduction per day, unless accompanied by an appropriate note provided by a health care practitioner or equivalent, and permission through academic consideration. In the case of group assignments, the late penalty will be applied to all members of the group, should the group assignment be submitted late.

Reading

The required reading for this course is quite light, as each student will be reading materials related to their own interests. The amount and quality of reading will be strongly reflected in your assignments. It is necessary to complete assigned readings before attending class. The first additional assigned reading is the Stephen Johnson chapter, which is on electronic reserve at the library.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).
Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1, on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Accommodation Policy**

*Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: [http://www.queensu.ca/hcds/ds](http://www.queensu.ca/hcds/ds)*

**Grading System**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
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<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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</tbody>
</table>

**Accessibility**

The Queen’s University Equity Office has shared the following statement on their webpage for your use in ensuring that all course elements are fully accessible ([http://www.queensu.ca/equity/accessibility/policystatements/accessibility-statement](http://www.queensu.ca/equity/accessibility/policystatements/accessibility-statement)):

All accommodation requests will be addressed.
Copyright of Course Materials
All material designed for use as part of Geography 362, including material posted on OnQ, is the property of the professor unless otherwise stated. Third-party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Please be aware that obtaining notes from commercial postings is not a guarantee that you will do well. In addition, such sites are often in violation of copyright (i.e., they break copyright law), and if you use them you will also be in copyright violation.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: http://library.queensu.ca/copyright

How to do well in this course
- Early in the term, make a work plan with realistic target dates, and stick to it.
- Prepare for each class by doing the reading, if any, ahead of time. Take light notes on the reading.
- Take careful and extensive notes on each lecture. (Take notes on lecture content and discussions. DO NOT merely copy the text of lecture slides presented in-class. You will have access to lecture slides before/after class—they will be posted on OnQ).
- Remember that Power Point slides are NOT a substitute for good lecture notes. They contain supportive material and sources only. NOTE: You can only access the links on the lecture slides via downloading the entire Power Point presentation via OnQ.
- Review your notes along with the downloaded Power Point slides as soon as possible after each lecture.
- Keep abreast of the news (on reliable journalistic sources) and set your Google feed to alert you of events relevant to course content.
- Take advantage of the additional material that can be accessed through the Power Point slides. This material will not necessarily be addressed in lectures.
- Engage in meaningful discussion with your classmates.
- See the professor and teaching assistant during office hours. They will help you with brainstorming for your paper topic.
- Finish your assignments early enough that you have time for proof reading and editing. Make sure you are using Chicago B citation correctly.
- Get started early on your term paper by visiting the library and talking to a librarian.
- Visit the Writing Centre (note that it can take a while to get an appointment).
- Check OnQ regularly. All the information on OnQ is subject to change when appropriate.
- Stay healthy: keep hydrated; eat healthy food; get plenty of rest; get a flu shot.
- Think deeply and creatively, but have fun.
GPHY 365
FALL 2019
GEOGRAPHY, DEVELOPMENT, AND ENVIRONMENT IN THE ‘THIRD WORLD’

Tues. 1:00 p.m.-2:30 p.m. & Thurs. 11:30 a.m.-1:00 p.m. Dunning 12
Course Instructor - Beverley Mullings Email: mullings@queensu.ca
Office: D302 Macintosh-Corry Hall, Phone: 533-6000 xtn 78829
Office hours: Weds 8:30-10:30am; or by appointment.
Teaching Assistants: Tesfa Peterson 15tap1@queensu.ca and Kasmine Forbes kdf1@queensu.ca

COURSE OVERVIEW
This course draws upon a number of geographical theories, debates and case studies to explore the geographical implications of an increasingly interconnected global capitalist economy for interactions among the people and environments in places that are defined as part of the ‘third world’. Focusing largely on the period from the end of the Second World War until today, this course examines the evolution of discourses of development and their relationship to western (Anglo-American) notions of progress and modernity.

Throughout the course we will pay particular attention to the role that neoliberal development approaches are playing in the human-environmental interactions that are unfolding in the global South. Viewed through the lens of climate change, we will take the opportunity to re-examine deeply held concepts such as progress, modernity and civilization that continue to govern how, and what, we value as humans. Drawing on case studies we will examine the impacts of contemporary development policies on long standing issues such as poverty, food security, income, race and gender inequalities. In each case we will examine the relationship between the contemporary functioning of the world capitalist system, local patterns of uneven development and human-environmental interactions. While emphasis will be placed upon issues relating to climate change and human environmental interactions, another objective will be to help you to hone the written and interpretative skills that you are currently developing.
COURSE TEXTS & READINGS
It is critical that you read recommended articles and book sections which correspond to each class lecture to allow you to participate in class, to provide you with a stronger grasp of issues raised during the course and to provide you with initial background material for your own essay writing. Because we deal with a diverse range of theoretical debates and an even greater range of case studies it is difficult to refer to any one text book. Links to articles and links to journal articles will be placed on onQ. You should not simply rely on your lecture notes if you aim to participate and do well in this course.

In this course we will read from the following texts:
Klein, Naomi. 2014. This Changes Everything: Capitalism vs, the Climate. Toronto: Knopf Canada.

In addition to these texts we will also draw on readings that will be posted on onQ where you will be able to download them. You will need to use your NetID and password to access onQ.

COURSE EVALUATION
Component Value Date
--- --- ---
In-class writing assignment 20% Thurs. Oct 3rd
Three page paper proposal 25% Sat. Oct 26th @ midnight
Course Essay Due 40% Sat. November 30th @ midnight
Attendance and Participation 15%

This course stresses the importance of writing and research skills. Evaluation is divided among an in-class written exam, an essay proposal and a research paper. Fifteen percent of your final grade will be based on your attendance and participation in this course. In this course, your midterm and final exams will receive numerical percentage marks. Your essays will receive letter grades, which for the purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to the Queen’s Official Grade Conversion Scale (see below).

| Arts & Science Letter Grade Input Scheme | Queen’s Official Grade Conversion Scale |
| Assignment mark | Numerical value for calculation of final mark | Grade | Numerical Course Average (Range) |
| A+ | 93 | A+ | 90-100 |
| A | 87 | A | 85-89 |
| A- | 82 | A- | 80-84 |
| B+ | 78 | B+ | 77-79 |
| B | 75 | B | 73-76 |
| B- | 72 | B- | 70-72 |
| C+ | 68 | C+ | 67-69 |
| C | 65 | C | 63-66 |
Academic Integrity
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RESEARCH PROPOSAL & PAPER COMPONENT
The research proposal is the first step towards writing your research paper. It is an extremely important first step for laying out your ideas. The research proposal should be no more than 3 pages in length (single spaced) and should be typed or word processed. The following elements should be included in the proposal.
1. A Research Title:
2. Statement of the research objective, thesis statement/argument
3. Outline of a central theme/theory to be explored in your project and some basic information on the topic. Be sure to refer to relevant literature.
4. An outline of your approach, the sources you will use, the theoretical framework that you feel may be most applicable to your study, and a discussion of the timing of various stages of the work.

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<th>Grade</th>
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5. An annotated bibliography with four relevant books or published articles that you will use.

Your TAs and I will be available during office hours should you need help structuring and formulating your question, argument and layout. I would encourage you to start working on your three page proposal fairly early on in the semester. A guide to writing your proposal can be found in OnQ.

The research paper component is designed to provide experience in researching and writing a substantial piece; it also allows you to focus on areas of the course that interest you. The paper must be chosen from one of the themes addressed in the course but you will have the freedom to choose individual case studies. Your essay should present a good coverage of your chosen topic. Papers should have on average 14 double spaced pages (excluding bibliography, tables and figures) and should not exceed 20 pages. Your paper should be typed/word-processed, and should use either the APA or the Chicago referencing style.

Place particular emphasis on presenting your arguments in a logical fashion. Begin with a clearly indicated introduction to the essay and end with a substantial conclusion that synthesizes the various points you have made. Include a bibliography and refer to sources of information as often as possible in the text. During the term there will be one session devoted to helping you acquire the skills you need to write a research proposal and to organize a research project. Useful information on writing a research paper can be found at the following web site:

http://library.queensu.ca/inforef/strategyide.htm
http://www.library.csi.cuny.edu/dept/history/lavender/researchessay.html
http://library.concordia.ca/help/howto/researchpaper.html

POLICY ON LATE SUBMISSIONS
Late assignments will be accepted without penalty only if I have been given a suitable reason well in advance of the due date or in the case of an unforeseeable medical emergency, with a medical certificate. Where no prior or suitable explanation is given, there will be a 5 percent reduction in the achievable grade for each day that exceeds the stated submission date within a seven day period. Assignments submitted after this period will not be accepted.

STATEMENT ON LEARNING AND PHYSICAL DISABILITIES
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodation, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/. There is a
dropbox on OnQ where you will be able to upload any accommodation forms that you would like us to be aware of. Please upload this information (and let me know that you have done so) as soon as you can.

ATTENDANCE POLICY – Regular attendance is mandatory, attendance will be taken every week and this will form the basis of your participation and attendance mark.

COURSE TOPICS

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Thurs Sept 5 Tues Sept 10</th>
<th>Course Introduction (online message) Nature, Modernity and the racialized roots of ‘Development’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Thurs Sept 12 Tues Sept 17</td>
<td>Locating the ‘3rd world?’ Theories of third world development: Modernization &amp; Dependency</td>
</tr>
<tr>
<td>Week 3</td>
<td>Thurs Sept 19 Tues Sept 24</td>
<td>Theories of third world development: Neoliberalism Neoliberalism and uneven development: A Political Economy approach</td>
</tr>
<tr>
<td>Week 4</td>
<td>Thurs Sept 26 Tues Oct 1</td>
<td>Neoliberalism, Dispossession and Climate Change Tutorial Session</td>
</tr>
<tr>
<td>Week 5</td>
<td>Thurs Oct 3 Tues Oct 8</td>
<td>In-class written essay The Environmental Cost of Economic Growth: China case study</td>
</tr>
<tr>
<td>Week 6</td>
<td>Thurs Oct 10 Tues Oct 15</td>
<td>Extractivism: the renewed face of dispossession? Export agriculture and dispossession. Case: Brazil</td>
</tr>
<tr>
<td>Week 7</td>
<td>Thurs Oct 17 Tues Oct 22</td>
<td>Proposal Writing Sessions with TAs Ethnicity and Uneven Development: Case Oil and conflict in Nigeria (Three page proposal completion and submission)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Thurs Oct 24 Tues Oct 29</td>
<td>Mid-term break no class Food Insecurity</td>
</tr>
<tr>
<td>Week 9</td>
<td>Thurs Oct 31 Tues Nov 5</td>
<td>Planetary Urbanization: Our common future? Race, Gender and Uneven Development: Hurricanes Katrina &amp; Maria and aftermath</td>
</tr>
<tr>
<td>Week 10</td>
<td>Thurs Nov 7 Tues Nov 12</td>
<td>Capitalism vs. the Climate Capitalism vs the Climate</td>
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<tr>
<td>Week 11</td>
<td>Thurs Nov 14 Tues Nov 19</td>
<td>“Is Earth f**ked”? Tutorial Review Session</td>
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<tr>
<td>Week 12</td>
<td>Thurs Nov 21 Tues Nov 26</td>
<td>Surviving the Anthropocene</td>
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| Thurs Nov 28 | Film & Conversation |

Thurs Nov 28 | Film & Conversation |
# COURSE READINGS

<table>
<thead>
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<tr>
<td>Thurs Sept 5th</td>
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<tr>
<td><strong>Tues Sept 10th</strong></td>
<td>Nature, Modernity and the racialized roots of ‘Development’</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td>Thurs Sept 12th</td>
<td>Locating the ‘3rd world’?</td>
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<tr>
<td>extra reading***</td>
<td></td>
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<tr>
<td>Sumner and De Baggio 2011. Rethinking the Future of Ontario’s North The Star.com</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.youtube.com/watch?v=6abZoLF5CQ">http://www.youtube.com/watch?v=6abZoLF5CQ</a></td>
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<tr>
<td><strong>Tues Sept 17th</strong></td>
<td>Theories of third world development: Modernization &amp; Dependency</td>
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<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td>Thurs Sept 19th</td>
<td>Theories of third world development: Neoliberalism</td>
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<tr>
<td><strong>Tues Sept 24th</strong></td>
<td>Recap and Neoliberalism</td>
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<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td>Thurs Sept 26th</td>
<td>Neoliberalism, dispossession and Climate Change</td>
</tr>
<tr>
<td><strong>Tues Oct 1st</strong></td>
<td>Spatializing Neoliberalism: A Political Economy approach to uneven development</td>
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<tr>
<th>Week 5</th>
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<tbody>
<tr>
<td>Thurs Oct 3rd</td>
<td>Tutorial Session</td>
</tr>
<tr>
<td><strong>Tues Oct 8th</strong></td>
<td>In-class written essay</td>
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</table>
### Week 6
**Thurs. Oct 10th** Extractivism the new face of dispossession?

**Tues Oct 15th** Export agriculture and dispossession. Case: Brazil

### Week 7
**Thurs. Oct 17th** Proposal Writing Sessions with TAs

**Tues Oct 22nd** Ethnicity and Uneven Development: Case Oil and conflict in Nigeria

(Three page proposal completion and submission Saturday Oct 26th)

### Week 8
**Thurs Oct 24th** Mid-term break no class

**Tues Oct 29th** Food Insecurity

### Week 9
**Thurs Oct 31st** Planetary Urbanization: Our common future?

**Tues Nov 5th** Race, Gender and Uneven Development: Hurricane Katrina, Hurricane Maria and aftermath

### Week 10

**Thurs. Nov 7th  Capitalism vs. the Climate**

**Tues Nov 12th  Capitalism vs. the Climate**

### Week 11

**Thurs Nov 14th  “Is Earth f**ked”?**


**extra reading**
[http://www.hmtreasury.gov.uk/independent_reviews/stern_review_economics_climate_change/sternreview_index.cfm](http://www.hmtreasury.gov.uk/independent_reviews/stern_review_economics_climate_change/sternreview_index.cfm)  Summary and Chap 4

**Tues Nov 19th  Tutorial Review Session**

### Week 12

**Thurs Nov 21st & Nov 26th  Surviving the Anthropocene**


**Thurs Nov 28th  Film and Conversation**

"This material is copyrighted and is for the sole use of students registered in GPHY365. This material shall not be distributed or disseminated to anyone other than students registered in GPHY365. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement."
Course Description
In the global urban hierarchy of cities, global cities are those considered to be integral to the world economy. New York City, London, Paris, Tokyo and Shanghai are classic examples of global cities. Implicit in this understanding of cities is that some cities are unproductive, inefficient and non-functional. These cities are often considered to contain many poverty-stricken places. The movie *Slumdog Millionaire* is a perfect example. In this course, we will devote the majority of our time to rethinking the global urban hierarchy. In doing so, we will examine: 1) how cities are imagined, produced and experienced; 2) the relationship between cities and globalizing processes; and 3) colonial and neo-colonial influences in the shaping of contemporary cities. We will also examine the social-spatial, gendered and environmental implications of the neoliberal aspirations of some cities to move up on the global urban hierarchy.

Intended Student Learning Outcomes
By the end of this course, students should be able to:

- Describe the connection between globalization and urban life;
- Apply various theoretical and analytical approaches to socio-cultural, economic and political issues in cities;
- Critically reflect on the competing interests of different urban dwellers;
- Produce a power analysis of cities that accounts for intersectional identities;
- Think critically about the on-going project of colonialism in global urban development processes;
- Reflect on their positionality and locate themselves in globalization processes that contribute to the production of urban space; and
- Connect popular culture to course theories and concepts.

Required Text and Readings
All course readings are available on Ares through the onQ site for this course. Students are responsible for getting and reading the material. They are expected to engage with the material, take notes and come prepared for class/seminar discussions and activities.

The material posted on onQ is designed for use as part of GPHY 370 Winter 2020 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyrighted
Grading Scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>5%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Seminar dates: Jan 30th, Feb 6th, Mar 12th and Mar 26th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film Response</td>
<td>15%</td>
<td>Colonization Road: Jan 30th</td>
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<tr>
<td></td>
<td></td>
<td>Dirty Pretty Things: Mar 19th</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Global Cities Portfolio</td>
<td>50%</td>
<td>1) Feb. 25th</td>
</tr>
<tr>
<td>1) All students are required to complete the following (20%): Gentrification Assignment</td>
<td></td>
<td>2) April 2nd</td>
</tr>
<tr>
<td>2) Students are asked to choose one of the following (30%):</td>
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<tr>
<td></td>
<td></td>
<td>• In the city of Kingston OR</td>
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<tr>
<td></td>
<td></td>
<td>• Amazon HQ2</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>Quiz dates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feb 6th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mar 12th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• March 31st</td>
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</table>

Assignment requirements will be discussed further in lecture during weeks 1 and 2 and during the class seminar in Weeks 4 and 10. Instructions and guidelines will also be posted on onQ. All assignments are due by the beginning of class and must be submitted via the onQ Dropbox as a Microsoft Word document. Please Note: The Global Cities Portfolio 2A assignment does not need to be a soft copy if your chosen assignment format cannot be a soft copy.

Grading Method
In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).
### Arts & Science Letter Grade Input Scheme

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
</tr>
<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
</tr>
<tr>
<td>C</td>
<td>65</td>
</tr>
<tr>
<td>C-</td>
<td>62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
</tr>
<tr>
<td>D-</td>
<td>52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
</tr>
<tr>
<td>F0 (0)</td>
<td>0</td>
</tr>
</tbody>
</table>

### Queen’s Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

### Course Website

This course is registered on onQ. onQ will be used to post any news items pertaining to the course. These posts will be automatically sent to students’ email accounts, so please be sure to regularly check your university e-mail account.

In addition, we will be using the **Top Hat** (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation has been sent to you by email, but if you didn’t receive this email, you can register by simply visiting our course website: https://app.tophat.com/students/803436. **Note: our Course Join Code is 803436.**

Top Hat may require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

### Course Policies

**Late Assignment Policy**

Each assignment will have a 3-day grace period. That is, your assignments are due on the due date in onQ but will be accepted, without penalty, up to 72 hours afterwards. Assignments submitted after this grace period will be penalized **5% per day** (including weekends). Please note that assignments more
than two weeks late will not be accepted and will receive an automatic grade of zero. Exceptions will be made with appropriate documentations.

**Plagiarism and Academic Offences**
Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artssci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artssci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [https://www.queensu.ca/artsci/students-at-queens/academic-integrity](https://www.queensu.ca/artsci/students-at-queens/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- [https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating](https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating)
- [https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing](https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing)

**Copyright of Course Materials**
Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

**Emails**
I will answer e-mails from my official Queen’s University address within 48 hours (excluding weekends and holidays). Please include your full name, student number and course code in the e-mail. Please refrain from using informal language.
Privacy Statement
This course makes use of Top Hat classroom response system. You are encouraged to familiarize yourself with Top Hat’s privacy policy: https://tophat.com/company/legal/privacy-policy/

Health and Disability Accommodations
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Considerations for Students with Extenuating Circumstances
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Grace Adeniyi-Ogunyankin
Instructor/Coordinator email address: grace.adeniyiogunyankin@queensu.ca

Course Format
This course consists of two 1.5 hour lectures or seminars per week. The lectures will be held in Jeffrey 126. The class will be split into two seminar groups; they will be held in Jeffrey 126 and 118. You will receive information about your seminar group and TA by week 3. The seminar dates will take place on Jan 30th, February 6th, March 12th and March 26th. These seminars will be held during the same timeslot as lecture.
The professor reserves the right to make changes with regard to the readings and topics schedule. If modifications are necessitated during the course, the professor will immediately notify students of such changes via onQ. ***

<table>
<thead>
<tr>
<th>Tuesdays</th>
<th>Thursdays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Framing the Course</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>Jan 7: Introduction to the Course</td>
<td>Jan 14: Colonialism and urban development</td>
</tr>
<tr>
<td>No assigned readings.</td>
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<tr>
<td></td>
<td>Jan 9: Thinking about Cities</td>
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<td></td>
<td>No assigned readings.</td>
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<tr>
<td></td>
<td>Jan 16: Maps and Colonial Settlement</td>
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<td></td>
<td>Guest Lecture: Francine Berish</td>
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<td></td>
<td>• Watch Colonization Road:</td>
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<td><a href="https://gem.cbc.ca/firsthand/season-2/episode-9/38e815a-00b9abca4fc">https://gem.cbc.ca/firsthand/season-2/episode-9/38e815a-00b9abca4fc</a></td>
</tr>
<tr>
<td></td>
<td>• If you do not know much about colonialism, please read the following teen vogue article as background reading:</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
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<tr>
<td>Jan 21: Political Economy of Cities</td>
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<td></td>
<td>Jan 23: What is a Global City?</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>Jan 28: Urban Development and Renewal</td>
<td>Jan 30: Seminar #1</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 4: Urban Entrepreneurialism and Competition</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------</td>
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<tr>
<td></td>
<td>• Michel, B. (2010). Going Global, Veiling the Poor: Global City Imaginaries in Metro Manila. <em>Philippine Studies</em>, 58(3), 383–406.</td>
</tr>
<tr>
<td></td>
<td>No assigned readings.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Feb 18: Reading Week</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Globalization and Urban Lives</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Feb 25: Global Cities Portfolio #2 Day</td>
</tr>
<tr>
<td>No Class</td>
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</tbody>
</table>
| Week 9 | Mar 3: **Commodifying Bodies: Gender, Class Struggles and Power in the City**  
No assigned readings. |
| --- | --- | --- |
| Week 10 | Mar 10: **Diaspora, Identity, and Place-making**  
No assigned readings.  
- Quiz #2 (Weeks 5-6 & 9 content)  
- Discussion/activity on the relationship between globalization and everyday urban lives  
- Opportunity to ask questions about Global Cities Portfolio #2 assignment |
| **Disasters, Fear, and the City** | Mar 17: **The “Other” in the City: Anxiety, Fear and Border Panics**  
**Guest Lecture: Dr. Elsa Koleth (York University)**  
| Week 11 | Mar 24: **Environmental Racism, Climate Change and Disaster Capitalism**  
No assigned readings.  
- Global Urban Futures: Challenges and Possibilities  
  - *This seminar will provide an opportunity for students to apply everything they’ve learned in the course to* |

Conclusions

| Week 13 | Mar 31: Urban Futures/Urban Justice Part I  
- Quiz #3 (Weeks 10-12 content)  
|------------------|------------------------------------------------|
| Apr 2: Urban futures/Urban Justice Part II  
No assigned readings. |
HIST 206
The United States in the Gilded Age and Progressive Era
Winter 2016
Tuesdays, 4:00-5:30 & Thursdays, 2:30-4:00
Ellis Auditorium

Professor Rosanne Curarrino
Office: Watson Hall 201
Office Hours: Wednesdays, 11:00-12:00
2:00-3:00, and by appointment
rc16@queensu.ca

Teaching Assistants:
Matthew Barrett
Deirdre McCorkindale
Nicole Mosely
Chris Neudorf
Rebecca Smith
Zane Yager

Requirements:
This is primarily a lecture course, but your enthusiastic participation in the form of
questions and comments is strongly encouraged. The exams and longer paper will be
based on both lecture material and the readings. It is in your interest to attend each and
every lecture. If you cannot attend, it is your responsibility to get notes from a colleague.

Assignments:
Two exams, one short paper, one longer paper.

There will be two in-class exams in this course. The exams will be held on the following
dates and are worth the percentages of the final mark noted just below. Each exam will
concentrate on the material from the weeks immediately preceding it. Exam 1 will cover
material from January 7 through January 21; Exam 2 will cover material from March 1
through March 29. Though exam questions will not be cumulative and will not focus on
material outside of the weeks they cover, it will be assumed that you retain a general
knowledge of earlier material.

Exam 1: January 26, worth 30% of final mark
Exam 2: March 31, worth 20% of final mark

In addition you will write two papers for this course. The first paper is a short document
analysis (two pages, double-spaced, 580 words max) due via Moodle by the beginning of
class on February 11. It is worth 15% of the final mark. You will write a close analysis
of one of two primary documents from Fink. More information will be posted to the
course website by January 29. Building on the kind of work you will do in the short paper,
you will also write a longer paper (no more than 2500 words, double-spaced) based on
documents from Major Problems in the Gilded Age and Progressive Era and the novel
Looking Backward. The assignment will be posted to the course website before reading
week. The paper will be due at the start of class on March 15. Any paper handed in after
the start of class will lose 3% per day. Please remember to back up your work frequently. Computer crashes, breakdowns, or failures are not reasons for extensions.

**Document Analysis: Due Feb 11, worth 15% of final mark**
**Paper: Due March 15, worth 35% of final mark**

**Grading Scheme:**
All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale.

**Academic Integrity:**
All **academic work at Queen’s, including your work in this course, must conform to the University’s Policy on Academic Integrity.** As the University describes it, “Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the ‘freedom of inquiry and exchange of ideas’ essential to the intellectual life of the University (see the Senate Report on Principles and Priorities:
http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1: http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.”

If you have any questions *at all* about this policy, please ask me immediately.

**Copyright of Course Materials:**
This material is copyrighted and is for the sole use of students registered in HIST 206. This material shall not be distributed or disseminated to anyone other than students registered in HIST 206. Similarly, the material on the HIST 206 Moodle site is copyrighted and is for the sole use of students registered in HIST 206. The material on
this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in HIST 206.

**Disability Accommodations:**
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen’s Student Accessibility Services and register as early as possible. For more information, including important deadlines, please visit the QSAS website at
[http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

The student request form for using a computer for midterms is available here:
The form is due a minimum of 10 working days prior to the exam.

If you need accommodation for the midterms *other than the use of a computer* please come talk to me as soon as possible so we can make suitable arrangements.

**Fine Print:**
You are expected to consult the course website (Moodle) for announcements and assignments.

Please send emails from your Queen’s account and identify the course in your subject heading. And please identify yourself by your full name.

Finally, it should go without saying (but alas, it does not): please, be courteous to those around you in lecture. Turn off your cell phone. Refrain from surfing. Do not engage your neighbors in conversation. You may imagine that you are being discreet, but we can all see and hear you. No audio or visual recording of this class is permitted.

**Readings:**
These are all available in the campus bookstore and on reserve at Stauffer Library.

Horatio Alger, *Ragged Dick: Or, Street Life in New York with the Boot Blacks*
Leon Fink, ed., *Major Problems in the Gilded Age and the Progressive Era, 3rd Edition*
Edward Bellamy, *Looking Backward, 2000-1887*

You can also find both *Ragged Dick* and *Looking Backward* on-line, though you may well want to look at the intro to the Oxford University Press edition of *Looking Backward* (ordered via the campus bookstore); it is quite useful. If you find a used copy of Fink, *Major Problems*, check which edition it is. If it’s an earlier edition, you will need to supplement the readings (both primary and secondary sources) with the copy on reserve in the library. The book has changed substantially. All page numbers here refer to the third edition.
In addition to these books, there are a number of overviews of the Gilded Age and Progressive Era on reserve in the library.

January 5: **Introductions**  
Horatio Alger, *Ragged Dick* (begin)

January 7: **Self-Made Men**  
Alger, *Ragged Dick* (continue)

January 12: **Facing West**  
Fink, *Major Problems*  
Documents: Chapter 3: Documents 1, 2, 3, 4  

Alger, *Ragged Dick* (continue)

January 14: **Industry**  
Fink, *Major Problems*  
Documents: Chapter 2: Document 1; Chapter 4: Documents 2, 3  

Alger, *Ragged Dick* (continue)

January 19: **Depression**  
Fink, *Major Problems*  
Documents: Chapter 2: Documents 2, 4, 5, 6

Alger, *Ragged Dick* (finish)

January 21: **The New South**  
Fink, *Major Problems*  
Documents: Chapter 4: Document 1; Chapter 8: Document 1

Read pages marked 3-12 (not available on Moodle)

Read pages 1-14 (Letter #1)  
Also available as PDF on Moodle site under this week

January 26: EXAM (in class)
January 28: Populisms
Fink, Major Problems
Documents: Chapter 6: Documents 1, 2, 4, 6
Essay: Charles Postel, “Revisiting the Populists,” 223-229

February 2: Crisis of the 1890s
Fink, Major Problems
Documents: Chapter 7: Documents 1-6

February 4: Making America Corporate
Fink, Major Problems


February 9: Highbrow/Lowbrow
Fink, Major Problems
Documents: Chapter 5: Documents 1, 3

February 11: Realism and Reform
DOCUMENT ANALYSIS DUE
Fink, Major Problems
Documents: Chapter 10: Document 1; Chapter 12: Document 3; Chapter 14: Document 1
Essay: Alice O’Connor, “Poverty Knowledge in the Progressive Era,” 332-341

Edward Bellamy, Looking Backward (begin)

February 16-18: Reading Week!

February 23: Production: Chicago
Fink, Major Problems
Documents: Chapter 4: Document 6, 7; Chapter 14: Document 2

Photos from the Library of Congress
Go here: http://www.loc.gov/pictures/ And then search for “LOT 11985” (there are 54 photos in this lot) and for “LOT 5786” (there are 20 photos in this lot) Do not do this before dinner.

Bellamy, Looking Backward (continue)

February 25: NO CLASS (I’m at a conference)

March 1: Consumption: New York
Fink, Major Problems
Documents: Chapter 11: Documents 1-5
Essay: George Chauncey, “The Bowery as Homosexual Haven,” 354-364

Bellamy, Looking Backward (finish)

March 3: The Jim Crow South
Fink, Major Problems
Documents: Chapter 8: Documents 2,6,7
Essays: David Blight, “The Long Reach of the Lost Cause,” 257-268

March 8: Immigration
Fink, Major Problems
Documents: Chapter 5: Documents 2, 4-8

March 10: Progressives and Democracy
Fink, Major Problems
Documents: Chapter 10: 2, 3, 4; Chapter 12: Documents 1, 2, 6

March 15: Progressives and Society
PAPER DUE
Fink, Major Problems
Documents: Chapter 8: Documents 3, 4, 5; Chapter 12: Documents 4, 5; Chapter 14: Documents 1, 2

March 17: Imperial Dreams
Fink, *Major Problems*
Documents: Chapter 9: Documents 1-6
Essays: Matthew Jacobson, “Children of Barbarism, the Culture of Empire,” 295-304; Julie Greene, “Panama Silver and Gold,” 304-309

March 22: *Progressives and the State*
Fink, *Major Problems*
Documents: Chapter 13: Documents 3-5

March 24: *World War I and 1919*
Fink, *Major Problems*
Documents: Chapter 15: Documents 1-6

March 29: “Rebirth” of a Nation
Fink, *Major Problems*

March 31: **FINAL TEST (in class)**
Syllabus

Course Description

An on-line course that will survey various case studies that explore the causes, conflicts, and consequences that have occurred wherever indigenous peoples have encountered colonizing invaders. Significant questions of study will include who is indigenous?, who is not?, what common themes characterize the histories of indigenous peoples around the world?, what factors make the experiences singular?, and can one speak of a global indigenous history?

Today indigenous issues, problems, and assertions comprise one of the globe's most intractable, pained, and politicized conversations. Modern indigenous groups press, both individually and collectively, for rights to land, water, resources, political sovereignty, treaty rights, government recognition, and various forms of autonomy. Of course, the indigenous present bears witness to lo histories of colonialism and post-colonialism, typically beginning with the Age of European Exploration (15th to 19th Centuries), which could also be counted as the Age of European Invasion. But, at the same time, it is important to understand that not all colonization flowed from Europe and not all indigenous situations can be defined in reference to “the West.”

The course will seek to draw together modern indigenous issues with relevant historical case studies and new methodological approaches to the subject. At its most basic level, the course will force students to grapple with the idea of indigeneity, how we define it, how it works, and how it might be interrogated. As well, the course will seek to explore cases outside of the conventional narrative of European expansion to explore the Roman invasion of Gaul, the Han occupation of Taiwan, and the current crisis in Darfur.

OnQ discussions within the class and a large summative role-playing exercise will ensure that active learning is a substantial component of the overall student experience in the course. Students’ participation in such activities will be underwritten by deep immersion in the assigned readings and pointed engagement with each unit’s learning objectives. As well, students will have two written assignments, a conventional short research paper and a short critical essay. A final exam will provide a summative test of students’ encounters with the subject matter, the readings, and each other as engaged through the interactive activities.

University Operating Dates

Jan 7    Classes start
Learning Outcomes

After completing HIST 207, students should be able to:

1. Acquire general knowledge about theoretical issues involving concepts of indigeneity and specific knowledge about certain specific case studies
2. Demonstrate understanding of the idea of indigeneity and how the concept has changed over time
3. Apply knowledge gained in the course to other courses and to one's engagement with the world
4. Develop critical thoughts and comparisons with various definitions of indigeneity as well as historical case studies
5. Synthesize competing definitions of and claims to indigeneity
6. Assess whether or not one can speak of global indigeneity

Course Materials

The following material is available from the Queen's Campus Bookstore:

- Jeffrey Sissons, First Peoples: Indigenous Cultures and Their Futures (London: Reaktion Books, 2001), 171 pp. (For purchase through bookstore)
- Linda Tuhiwai Smith, Decolonizing Methodologies: Research and Indigenous Peoples, chs. 1-4, 95 pp. (For purchase through bookstore)
- Allan Downey, The Creators Game: Lacrosse, Identity and Indigenous Nationhood (UBC Press, 2018). (For purchase through bookstore)

Other readings are listed with each unit and are available on the web.

Suggested Time Commitment

Jan 10  Tuition due
Jan 18  Last day to add courses
        Last day to drop courses without financial penalty
Mar 1   Last day to drop without academic penalty
        Last day to submit exam accommodation (if applicable)
        Last day to change exam centre
Apr 5   Classes end
Apr 11-27 Exam period
Students can expect to spend, on average, about 10-12 hours per week completing relevant reading assignments, and course activities.

Weighting of Assessments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion 1</td>
<td>5%</td>
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<tr>
<td>Discussion 2</td>
<td>5%</td>
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<tr>
<td>Discussion 3</td>
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<tr>
<td>Discussion 4</td>
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<tr>
<td>Research Paper</td>
<td>20%</td>
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<tr>
<td>Book Review Paper</td>
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<tr>
<td>Role-Play Exercise</td>
<td>20%</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Final Proctored Exam**

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. Students living in the Kingston area will write their final exam on Queen’s campus. Students writing off campus will receive an email to their Queen’s email account with full details of date/time/location of their exam. Please note: off campus exams will be held on the same day as Kingston exams, but the start time may vary slightly due to the requirements of the off-campus exam centre.

When you registered for the course, you indicated the exam centre location. If you do not remember the exam location you chose, or if you wish to change your exam location, please email: asc.online@queensu.ca or call 613-533-3322. The deadline for changing your exam centre can be found on the Queen’s Arts & Science Online website. You must request the change prior to this deadline or you will be subject to a non-refundable administrative fee of $100.00 per exam.

**Location and Timing of Final Examinations**

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.

**Late Policy**

Although this is an online course, you are expected to submit your assignments by the stipulated deadline. Indeed, it is in both your interest and that of the instructor that you do so. It is a frequent and unfortunate occurrence that students who allow themselves to fall behind in their coursework
later find that they are unable to catch up again before the course ends. In addition to this, instructors and graders commonly set aside a block of time to grade all of the essays for a particular assignment together, because this allows them to do the marking in an efficient manner. You should be aware that when you hand in something late, you are taking away time that the instructor or grader has scheduled to do other work.

Assignments that are posted after the deadline will be penalized 1% per day late, including weekends and holidays.

The absolute last day to submit a late assignment in this course is two weeks after its due date. An essay that arrives after this will not be marked and will receive a grade of zero, unless permission has been sought from the instructor and granted.

The issue of extensions is a difficult one for both instructors and students. On the one hand, unforeseen events that are not the students’ fault arise from time to time. On the other hand, a small number of students abuse the instructor’s good will by frequently requesting extensions for trivial reasons. It is hoped that the foregoing policy will strike the correct balance between leniency and fairness.

Grading

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<td>A-</td>
<td>80-84</td>
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<td>B+</td>
<td>77-79</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
<td>67-69</td>
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<td>C</td>
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<td>D-</td>
<td>50-52</td>
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<td>F</td>
<td>49 and below</td>
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</tbody>
</table>
Contacting the Teaching Team

The teaching team contact information is located on the Homepage of the course (see “Teaching Team”).

For general questions about the course, please post to the Course Questions Forum.

Feel free to help answer your peers’ questions on this forum. Most questions are answered within hours.

Please use your Queen’s email for inquiries that are more personal in nature, or for issues such as academic accommodations or marking. If you need to have a more detailed conversation, please contact your instructor.

Course Feedback

At various points during the course, students may be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the course. All surveys are anonymous, and directly related to activities, assessments, and other course material.

Netiquette

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.

2. Assume the best of others and expect the best of them.

3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.

4. Recognize and value the experiences, abilities, and knowledge each person brings.

5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.

6. It's ok to disagree with ideas, but do not make personal attacks.

7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.

8. Encourage others to develop and share their ideas.
Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Copyright

The material on this website is copyrighted and is for the sole use of students registered in HIST 207. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in HIST 207. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Course material (for example, course outlines, teaching materials, lectures, PowerPoint slides, drawings, study aids, tests and exams) are copyright-protected works. They are the intellectual property of academic staff like faculty, instructors and teaching assistants (TAs). Academic staff design course materials for your private study. These materials may not be posted, shared, broadcasted, circulated or otherwise disseminated beyond the confines of the course. Sharing, distributing, or posting course materials to note-sharing websites or providing them to commercial study prep services is not permitted, unless you have obtained the instructor’s or author’s express permission. Unauthorised uses of these materials are an infringement of the author’s copyright and can result in academic sanctions, as a departure from Academic Integrity.

Accessibility/Accommodations

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website.

Students with course accommodations should contact ASO immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

Academic Considerations for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing
extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/sci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator.

Please use the information provided on the Teaching Team page.

Academic Integrity

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage.

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Computer Requirements

**Microsoft Windows Client**
- Windows 8.1 or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard with speakers and microphone or preferably a headset
- Webcam

**Mac Client**
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Internal, USB or external iSight microphone or preferably a headset
- Webcam

**Supported Browsers**
- Chrome (preferred - latest version)

**Internet Connection**
- Wired high speed access: Cable or better
• Firefox (latest version)  
• Safari is not recommended as it causes several known issues in onQ

Students Studying or Travelling Abroad

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from access certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.
The Civil War is the defining moment in American history. Divided over the issue of slavery – Should slavery spread to new territories and states? Should there be slavery at all? – the United States entered into a prolonged and bloody battle, from which it has never completely emerged. This lecture course examines the political, cultural and social origins of the conflict, looks that experiences of the war itself for both soldiers and civilians, studies the unfinished revolution of Reconstruction, and considers the legacy of the Civil War and Reconstruction in the contemporary United States.

Requirements:
This is primarily a lecture course, but your enthusiastic participation in the form of questions and comments is strongly encouraged. The exams will be based on both lecture material and the readings; it is in your interest to attend each and every lecture. If you cannot attend, it is your responsibility to get notes from a colleague.

Assignments:
There will be two exams in this course, both in class. Exam 1 will be held on October 2. Exam 2 will be held on November 29. Each exam will concentrate on the material from the weeks immediately preceding it. So Exam 1 will cover material from September 11 through September 27. Exam 2 will cover material from November 14 through November 27. Though Exam 2’s questions will not be cumulative and will not focus on material covered by the first exam, it will be assumed that you retain a general knowledge of earlier material including material you have used for your paper (see below).

In addition, you will write two papers for this course. The first paper is a short document analysis (two pages, double-spaced) due via onQ by the start of class on October 18. It is worth 15% of the final mark. Any paper handed in after the start of class will lose 3% per day, beginning that day and including weekends. You will write a close analysis of
one of two primary documents from *Major Problems in the Civil War and Reconstruction*. I will post those documents by September 30. More information on the assignment will accompany the documents. Building on the kind of work you will do in the short paper, you will also write a slightly longer paper (no more than 2500 words, double-spaced) again based on documents from *Major Problems in the Civil War and Reconstruction*. You will have a wide choice of documents on which to focus. The assignment will be posted to the course website by October 7. The paper will be due via onQ at the start of class on **November 13**. Any paper handed in after the start of class will lose 3% per day, beginning that day and including weekends. We will hold extra office hours the week before the paper is due. Office hours will be posted ahead of time.

**Exam 1: October 2, worth 30% of final mark**  
**Document Analysis, due October 18: 15% of final mark**  
**Paper, due November 13: 35% of final mark**  
**Exam 2: November 29, worth 20% of final mark**

**Grading Scheme:**
All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale.

**Academic Integrity:**
All academic work at Queen’s, including your work in this course, must conform to the University’s Policy on Academic Integrity. Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage ([www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [https://www.queensu.ca/artsci/students-at-queens/academic-integrity](https://www.queensu.ca/artsci/students-at-queens/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions.
that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

If you have any questions about how to cite or use someone else’s work (and it’s often not clear how to do so!) please ask. The University also suggests that these websites might be helpful:

https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Copyright of Course Materials
Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodations for Disabilities
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Consideration for Students with Extenuating Circumstances
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and
Science protocol and the portal where a request can be submitted at: 
[http://www.queensu.ca/artsci/accommodations](http://www.queensu.ca/artsci/accommodations). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Rosanne Currarino
Instructor/Coordinator email address: rc16@queensu.ca

**Fine Print:**
You are expected to consult the course website for announcements.

Please send emails from your Queen’s account and identify the course in your subject heading. And please identify yourself by your full name.

Finally, it should go without saying (but alas, it does not): please, be courteous to those around you in lecture. Turn off your cell phone. Refrain from surfing. Do not engage your neighbors in conversation. You may imagine that you are being discreet, but we can all see and hear you. No audio or visual recording of this class is permitted.

**Readings:**
These are all available in the campus bookstore and on reserve at Stauffer Library except where noted.

Donald Herbert Donald, Jean Harvey Baker, and Michael F. Holt, *The Civil War and Reconstruction*
This book is strongly recommended but not required. It is an excellent source of greater detail, helpful for clarification of lecture material. It also contains additional information on the political and military aspects of the war and its aftermath. There are several copies on reserve as well as copies – new and used – in the bookstore.

Michael Perlman and Amy Murrell Taylor, *Major Problems in the Civil War and Reconstruction* Pages numbers refer to the third edition.
This volume contains primary documents from the periods we are studying as well as a selection of essays from historians working today. We will read both documents and the essays, but the assignments for this course place more emphasis on the documents. Read them with especial care, preferably before the relevant lecture. The essays provide some context, but more usefully they present arguments about the topics and primary sources at hand. (A primary documents are sources of information – evidence, we might say – from the historical period under consideration. Primary documents can include: newspapers, laws, legislative debates, tax records, letters, diaries, census records, photographs, drawings, physical artifacts such as tools or jewelry or toys, data sets, literature – the list goes on and on. Secondary sources are historians’ analyses of the past usually using primary sources as evidence.)
Frederick Douglass, *Narrative of the Life of Frederick Douglass* I strongly recommend the Bedford/St Martin’s edition with introduction by David Blight, but not it is not specifically required. You may use any edition of the *Narrative* you wish, though I suggest you look at Blight’s excellent introduction. You are only responsible for the *Narrative* itself, not for the additional documents that are included in this edition.

Charles Chesnutt, “Peonage, or the New Slavery,” *Voice of the Negro* 1 (September, 1904): 394-97. Electronic version available here:  
http://www.chesnuttarchive.org/Works/Essays/peonage.html

http://www.chesnuttarchive.org/Works/Essays/whiteblack.html  
(Please ignore slight repeat of text in the middle. Apparently there was a glitch while scanning the original.)


**COURSE SCHEDULE:**

**September 6: Introductions**

**September 11: North and South**  
Donald, Baker, and Holt, *Civil War and Reconstruction*, 1-49  

*Major Problems*, 2-14, 30-33  

**September 13: Slavery**  
Donald, Baker, and Holt, *Civil War and Reconstruction*, 50-73  

*Major Problems*, 41-64  

Begin Douglass, *Narrative of the Life of Frederick Douglass* (also read the introduction by David Blight)

**September 18: The Rise of Anti-Slavery**  
*Major Problems*, 38-39  

Continue Douglass, *Narrative of the Life*

**September 20: The Southern Defense of Slavery**  
*Major Problems*, 33-38, 39-40
Finish Douglass, *Narrative of the Life of Frederick Douglass*

**September 25: The Compromise of 1850**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 74-98

*Major Problems*, 74-86 (also for Friday)

**September 27: Crisis of the 1850s**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 99-109

*Major Problems*, 66-73, 86-98

**October 2: EXAM (in class)**
The exam is in Walter Light! Do not confuse lecture halls today of all days!!

**October 4: The Election of 1860**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 109-124

**October 9: Secession**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 125-182

*Major Problems*, 101-134

**October 11: The Beginning of the War**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 183-224

*Major Problems*, 140-144, 150-161, 212, 218-219, 248

**October 16: The Emancipation Proclamation**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 325-346

*Major Problems*, 177-187, 199-209, 286-321

**October 18: 1863**
**DOCUMENT ANALYSIS DUE**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 271-324, 347-369

*Major Problems*, 212-214, 215-216, 231-244

**October 23: Soldiers’ Lives**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 225-246

October 25: **Fall Break**

October 30: **1864**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 370-427

*Major Problems*, 144-148, 162-176

November 1: **Battle**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 428-448

*Major Problems*, 148-149 and review 137-148, 186-187

November 6: **1865**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 449-477

November 8: **EXTRA OFFICE HOURS FOR PAPER**
TAs hours TBA
RNC hours: 8:30-11:00 (today only!)

November 13: **Reconstruction**
**PAPER DUE**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 477-535

*Major Problems*, 324-354

Begin Chesnutt and Du Bois essays

November 15: **Reconstruction, 2**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 536-555

*Major Problems*, 357-391

November 20: **Reconstruction, 3**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 556-592

*Major Problems*, 394-423

November 22: **“Redemption”**
Donald, Baker, and Holt, *Civil War and Reconstruction*, 593-644

*Major Problems*, 426-461

Finish Chesnutt and Du Bois essays

November 27: **Causes Lost, and Not Yet Lost**
*Major Problems*, 462-499
November 29: EXAM (in class)
    The exam is in Dupuis! Don’t go to Walter Light!!
HIST 252 - Africa in the Modern World Read Me First

Term Dates and Exam

Winter Term: Jan 4 – Apr 1, 2016

Examination Period: Apr 7 – 23, 2016

Course Description

An examination of Africa's involvement in modern world history. Course covers material from the slave trade to the crumbling of European empires. Major topics include: Pre-colonial African states, slavery, imperialism, the colonial state, African protest and resistance, and women's issues, among other topics.

Course Introduction

Throughout much of the last four or five hundred years European and North American thinkers considered Africa to be a place without history. It is therefore an irony that one of the earliest writers about historiographical methods was an African. The great scholar, Ibn Khaldun, lived in Tunis, in what is present-day Tunisia. Khaldun defined history, in the fourteenth century, as:

> the record of human society, or world civilization; of the changes that take place in the nature of human society... of revolutions and uprisings by one set of people against another; with the resulting kingdoms and states with various ranks; of the different activities and occupations of men, whether for gaining their livelihood or in various sciences and crafts; and in general, of all transformations that society undergoes by its very nature. (Prolegomena 1, 56)

Historians of Africa are today well aware that far from being absent of history, the continent is in fact the birthplace of humanity. In this course you will learn that Africa is also very much a part of the modern world. It is both a product of it and an agent within it. Thus to fully understand it we must consider it as ‘Africa in the Modern World'.

Key Dates

<table>
<thead>
<tr>
<th>Jan 4</th>
<th>Winter Term classes begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 10</td>
<td>Winter tuition due</td>
</tr>
</tbody>
</table>
| Jan 15 | Last day to add courses  
Last day to drop courses without financial penalty |
| Feb 26 | Last day to change exam centre location  
Last day to drop courses without academic penalty  
Last day to submit accommodations to CDS |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Apr 1</td>
<td>Winter Term classes end</td>
</tr>
<tr>
<td>Apr 7 – 23</td>
<td>Examinations</td>
</tr>
</tbody>
</table>

**Suggested Time Commitment**

To complete the readings, assignments, and course activities, students can expect to spend on average, about **15 - 18** hours per week on the course.

**Students Travelling Overseas**

For students who will be out of Canada for the duration of the term, please note that we have had instances in the past where certain Web sites that are required to complete the online courses, including Moodle, have been blocked intermittently in some countries (e.g. China). If the course you enroll in requires the completion of online tests or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It is your responsibility to make sure that you will have adequate high speed Internet coverage for the entirety of the term.
Required Materials

Available from Queen's Campus Bookstore (http://www.campusbookstore.com/).


Recommended Text

- Bill Freund, *The Making of Contemporary Africa*

Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Forum Discussion Posts (2.5% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1: Book Review</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Evidence-based Opinion Piece</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
</tbody>
</table>

See timeline for due dates. Please note that all times are in Kingston local time.

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
</tbody>
</table>
Exams

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. Students living in the Kingston area will write their final exam on Queen’s campus. Students writing off campus will receive an email to their Queen’s email account with full details of date/time/location of their exam. Please note: off campus exams will be held on the same day as Kingston exams, but the start time may vary slightly due to the requirements of the off-campus exam centre.

When you registered for the course, you indicated the exam centre location. If you do not remember the exam location you chose, or if you wish to change your exam location, please email: cds@queensu.ca or call 613-533-3322. The deadline for changing your exam centre can be found at http://www.queensu.ca/artsci_online/e-learning/completing-your-course. You must request the change prior to this deadline or you will be subject to a non-refundable administrative fee of $100.00 per exam.

All special needs students should contact CDS, immediately following registration to inform them of any special accommodations which may be required for proctored exams.

For further information regarding exams, see: http://www.queensu.ca/artsci_online/e-learning/completing-your-course

Arts and Science Calculator Policy (If Applicable)

Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the Casio 991 series calculator is permitted and is the only approved calculator for Arts and Science students. This inexpensive calculator sells for around $25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies.

Accessibility/Accommodation

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:
Resources Available to You

**The Library** is here to help you make the most of your time at Queen’s. It offers many great services to enhance your learning while at Queen’s.

- [http://library.queensu.ca](http://library.queensu.ca)

**Writing Services**

- [http://sass.queensu.ca/writingcentre/](http://sass.queensu.ca/writingcentre/)

**Student Wellness Services** supports the personal, academic and social development of students at Queen's University by providing a range of programmes and services appropriate to their needs, and by participating in associated activities.

- [http://www.queensu.ca/studentwellness/](http://www.queensu.ca/studentwellness/)

**Career Services** offers students, faculty, employers and alumni various services including workshops.

- [https://careers.sso.queensu.ca/home.htm](https://careers.sso.queensu.ca/home.htm)

**Academic Integrity**

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see [http://www.queensu.ca/artsci/students-at-queens/academic-calendar](http://www.queensu.ca/artsci/students-at-queens/academic-calendar)), and from the instructor of this course. For current policy updates visit: [http://www.queensu.ca/artsci/students-at-queens/academic-integrity](http://www.queensu.ca/artsci/students-at-queens/academic-integrity)

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.
Moodle Announcements and News

The instructor will use the Announcements forum to post news to the class. Copies of the announcements are also sent to your Queen’s email account.

Moodle Question and Answer Forum

You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum. Copies of the forum posts are also sent to your Queen’s email account.

Timeline and Calendar

The link to the Course Timeline is located in the top right corner of the table on the course homepage and shows the dates for all of the assessments used in this course as well as provides links to other important course information. Please check the Timeline each time you enter the course.

The calendar located in the top right corner of the course Moodle homepage shows important course dates, such as assignment due dates and quiz due dates. Please check the calendar frequently.

If there are discrepancies between dates in the course Moodle site, the Timeline will be considered accurate.

Computer Requirements

<table>
<thead>
<tr>
<th>Microsoft Windows Client</th>
<th>Mac Client</th>
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<tbody>
<tr>
<td>Vista/Windows 7/Windows 8</td>
<td>OS X 10.8 or higher</td>
</tr>
<tr>
<td>Intel Core 2 Duo processor</td>
<td>Intel i5 processor</td>
</tr>
<tr>
<td>2GB RAM</td>
<td>2 GB RAM</td>
</tr>
<tr>
<td>Soundcard with speakers and microphone or preferably a headset</td>
<td>Internal, USB or external iSight microphone or preferably a headset</td>
</tr>
<tr>
<td>Webcam</td>
<td>Webcam</td>
</tr>
</tbody>
</table>

Browser

Firefox version 40 or higher (recommended)
Internet Explorer version 8 or higher
Safari version 7 or higher (browser plug-in supported on 64-bit Intel processors only)

Java

Version 1.8 or higher (32-bit or 64-bit)

Internet Connection

High speed access: ADSL, Cable or better

Media Player

Flash 11 or higher
Queen's Email

The university communicates with students by Queen's email. Please check your email regularly to ensure you do not miss out on important information.

Email and Moodle Help - Monday To Friday

Contact CDS: cds@queensu.ca or phone 613-533-3322

OR

Submit your problem to ITS: https://www.queensu.ca/its/forms/itsc/helpform/ or phone 613-533-6666.
HIST 258: Slavery in North America from the Colonial Era to 1865
Winter Term

Instructor: Heena Mistry
Office Hours:
Wednesdays 8:30 am – 9:45 am in Watson Hall 110
Lectures: Wednesday, 10:00 – 11:30 am, Friday 8:30-10:00 am

Teaching Assistants:
Jade Caldwell 19jac6@queensu.ca
Alanna Loucks
Nyah Hernandez 14ntah@queensu.ca

COURSE DESCRIPTION
This course examines the history of slavery from the colonial era to the mid-nineteenth century. Although this course focuses on the history of slavery in the United States and Canada, it will touch on how slavery within these local contexts both inform and are informed by larger histories of slavery, anti-slavery, race, gender, labour, violence, imperialism, and global capitalism. This course uses primary and secondary source literature, film, and fiction to introduce students to core themes in the history of slavery in North America.

Learning Outcomes:
1. Develop an understanding of core themes in the history of slavery in North America and its relationship to global capitalism and imperialism.
2. Gain an understanding of the context in which structural racism in North America developed.
3. Apply these themes while developing and strengthening primary and secondary source research, critical analysis, and writing skills.

COURSE MATERIALS
PDFs or links to online course readings are all on OnQ.

ASSIGNMENTS, TESTS, AND EXAMS

Primary Source Analysis (15%) – Due January 31st
Find a primary source on the history of slavery created between 1450 and 1900. Use the various online databases accessible through Queen’s University’s library resources. The primary source can be any item of your choice (published or unpublished written document, artefact, artwork, speech, oral history/recording, film, etc.). Write a primary source analysis exploring the significance of your topic to some of the central themes raised in this course. The assignment should be between 1200-1500 words. Cite 2 secondary sources that helped you contextualize the document.
You cannot use a primary source that is assigned on this syllabus. That being said, you can find other works by the same author.
See OnQ for a list of databases containing primary sources on slavery and anti-slavery.
See OnQ for more instructions on how to write a document analysis.

Queen’s databases on slavery, anti-slavery, and black diaspora:
https://guides.library.queensu.ca/black-and-african-diaspora-studies/primary-sources

Mid-Term Test – February 5th in class (20%)
This mid-term test will take place in class during Week 5. It will consist of 4 “Identify and State the Significance” terms and a short answer question.
4/6 ID + Sig + Short Answer Question

Essay Assignment (25%) – Due Friday March 13th
Write an essay addressing one of the themes raised in weeks 1-10. The final essay should be between 2700-3000 words. You may expand on the topic you wrote about in your primary source analysis assignment if you wish, or embark on a different topic.
During Week 6, we will discuss in class some of the expectations for this assignment. A staff member from the Writing Centre will speak to the class about how to write effective essays.

Final Exam (40%) 
7/12 ID and SIG + 1 long essay question.
The final exam is 3 hours long and will cover some material from the beginning of the semester but will focus more on material from the second half of the semester. Part I of the exam will consist of identify and state the significance questions. Part II of the exam will consist of an essay question.

Late Policy for All Assignments:
Late papers will be marked down by 5% the first day, and 1% for each additional day. Submit all written work electronically on OnQ. Late assignments will not be accepted after two weeks without documentation and arrangements made with the accommodations office. All assignments are due by 11:59 pm on the due date indicated.

Grading Schema
All course evaluations will receive letter grades. Your course average will be converted using the Queen’s Official Grade Conversion Scale. See here for more details:
http://www.queensu.ca/history/undergraduate/courseinfo/gradingscheme.html

Classroom Etiquette
You are required to keep cellphones switched off at all times. You are permitted to use laptops in class solely for note-taking purposes and to consult the readings. I will ask you to switch off your laptop if it distracts me or other students in the class.
The people in this classroom come from a variety of different backgrounds and hold diverse perspectives. I expect that everyone will be mature enough to engage in respectful conversation. We are here to learn from one another. If you are not respectful to others in the room, you will be
Emails
The instructor and Teaching Assistants will only communicate with students during office regular or other scheduled office hours or through your Queen’s University email account. When emailing the instructor or Teaching Assistants, please include the course number (HIST 258) in the subject line of the email.

Academic integrity
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org/ica/home.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Materials
All course materials are copyrighted and are solely for the use of students registered in HIST 258. These materials shall not be used for commercial purposes or reproduced without permission.

Academic Consideration for Students with Extenuating Circumstances
If you need to request academic consideration for this course, you will be required to provide the name of the instructor/coordinator and to use the history-specific email address provided below which the Program Associate for the departments of Classics, English, History and Philosophy will receive. The Program Associate will facilitate your considerations and will communicate with you.

Use the following:
Instructor/Coordinator Name: Heena Mistry
Program Associate (Tammy Donnelly) email address: hist.considerations@queensu.ca
Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Once you receive a Letter of Accommodation from QSAS, you should send it to the Program Associate at hist.considerations@queensu.ca. The Program Associate will facilitate your accommodation arrangements, liaise with your instructor and communicate directly with you.

COURSE SCHEDULE

WEEK 1: What is Slavery?
January 6-10
We will discuss slavery in the transatlantic context, and its connection to pre-transatlantic forms of slavery and forms of indigenous slavery that arose in the Americas.

Lecture 1: Introduction
*Housekeeping: class expectations, assignments, TAs, office hours, readings, etc.

Lecture 2: Beginnings of Transatlantic Slavery
*Discuss Primary Source Assignment

Readings:
Brent Rushforth, “‘A Little Flesh We Offer You’: The Origins of Indian Slavery in New France.” William and Mary Quarterly 60, no. 4 (October 2003): 777-808.
Stones Black History Walking Tour of Kingston: http://www.stoneskingston.ca/black-history/black-history-map/

WEEK 2: The Middle Passage: Dehumanization and Resistance
January 13-17
This week deals with the transatlantic networks which brought people from the African continent to different societies in the Americas. We will discuss processes of dehumanization and resistance along the middle passage.

Lecture 1: Slavery in Africa
*Discussion of online resources at Queen’s on slavery
Lecture 2: The Middle Passage
What is the middle passage?

Readings:
Slave Voyages Video: [https://www.slavevoyages.org/voyage/ship](https://www.slavevoyages.org/voyage/ship)

WEEK 3: Slavery and Global Capitalism
January 20-24
We will build an understanding of global capitalism and the industrial revolution. We will discuss who benefitted from and consumed the products of slave labour.

Lecture 1: Slavery and Global Capitalism

Lecture 2: Cotton and Sugar

Readings:

WEEK 4: Gender, Sexuality, and Family
*Primary Source Analysis Assignment due January 31st
January 27-31
This week offers an overview of gendered divisions of labour, gendered slave experiences, resistance, and white masculinity and femininity.

Lecture 1: Gender, Sexuality, and the Slave Family
Gendered division of labour, gendered slave experiences, and resistance.

Lecture 2: Whiteness, Blackness, and Class
Slavery and white masculinity and femininity.

Readings:

WEEK 5: Transatlantic Diaspora?
*Mid-term Test on February 5th
February 3-7
This week explores different perspectives on how enslaved people shaped their identities. We will have an extended discussion of the concept of diaspora.

Lecture 1: Mid-term Test in class (or accommodation room)
*Midterm Test will take place in our regular class unless you have an accommodation

Lecture 2: Diaspora, Identity, and Culture

Readings:

WEEK 6: Entangled Histories of Settler Colonialism and Slavery
February 10-14
While the inseparability of settler colonialism and slavery runs throughout this course, this week we will have a more focused discussion of the topic. We will explore different perspectives on the complicated positionality of enslaved peoples and indigenous communities under settler colonialism.

Lecture 1: Cherokee Rose Story
20 mins – Writing Centre Guest Talk

Lecture 2: Settler Colonialism and Slavery in Canada

Readings:
Bonita Lawrence and Enakshi Dua. “Decolonizing Anti-racism,” 233-262. In Cultivating Canada: Reconciliation through the lens of cultural diversity. Edited by Ashok Mathur, Jonathan
This syllabus is the property of the instructor. Do not distribute without permission.


Stephanie E. Smallwood. “Reflections on Settler Colonialism, the Hemispheric Americas, and Chattel Slavery.” *The William and Mary Quarterly* 76, no. 3 (July 2019): 407-416.

**READING WEEK – NO CLASS**

February 17-21

Enjoy the break!

**WEEK 7: Anti-Slavery - I**

February 24-28

We begin our two week discussion of antislavery with the Haitian Revolution and its lasting impact on slavery and antislavery in North America and elsewhere. We end the week with a focused discussion of different forms of resistance to slavery.

**Lecture 1: Haitian Revolution and its impact on Slavery in North America**

**Lecture 2: Resisting Slavery**

Readings:


Manisha Sinha, *Slave’s Cause*, 421-436. (Section on Slave Narratives).

Frederick Douglass. *Narrative of the Life of Frederick Douglass*. Ch 1-5.

**WEEK 8: Anti-Slavery – II**

March 2-6

We continue our discussion of antislavery by looking at the experiences and writings of fugitive slaves in Canada and the United States.

**Lecture 1: Black Fugitive Experience in Canada and the Underground Railroad**

**Lecture 2: Black Antislavery in the USA**

Readings:


Frederick Douglass. *Narrative of the Life of Frederick Douglass*. Ch 6-11, Appendix.

**WEEK 9: Abolition**
This syllabus is the property of the instructor. Do not distribute without permission.

**Essays Due on Friday March 13th**

**March 9-13**
This week looks at how the abolition of slavery came into fruition across the British Empire and the United States. We will spend some time discussing the transnational scope of abolitionism beyond these local contexts as well.

**Lecture 1: Transnational Abolition**

**Lecture 2: The American Civil War**

Readings:
Manisha Sinha “Chapter 12: The Abolitionist International.” In *Slave’s Cause.*

**WEEK 10: Post-Abolition Aspirations and Struggles**
This week focuses on aspirations and struggles in the immediate aftermath of abolition. We will focus on themes raised in conversation between Booker T. Washington and W.E.B. DuBois in their aspirations and struggles post-emancipation.

**Lecture 1: The Reconstruction**

**Lecture 2: Jim Crow and White Supremacy**

Readings:

**WEEK 11: New Forms of Unfree Labour and Migration**
**March 23-27**
This week we take up a wider lens to look at how the abolition of slavery did not end unfree labour regimes or unfree labour migration. We will have a focused discussion on emigration movements which sought to move free people of colour instead of granting them civil and political rights.

**Lecture 1: Unfree Labour Migration**

**Lecture 2: Liberia and Sierra Leone**
Readings:

**WEEK 12: Legacies and Public History**
March 30-April 3
*Last day of classes – April 3*
We end this course with a discussion of the legacies of slavery and how it is remembered, discussed, and depicted.

*Lecture 1: Slavery and Public History*
*12 Years a Slave – First Half*

*Lecture 2: Legacies of Oppression and Resistance*
*Exam review – 30 minutes*
*12 Years a Slave – Second Half*

Readings:

April 4-8 = Exam Study period
April 9-25 = Exam period
April 10 – Good Friday – no exams held
April 30 – Winter Term ends
Islamophobia: Crusades to the Present
HIST 259
Fall 2019

Instructor: Adnan Husain
Instructor Contact Information: ah28@queensu.ca
Office Hours: TBD
TA: TBD
TA Contact Information: TBD
Office Hours: TBD

Intended Student Learning Outcomes

1. Approach issues and problems of religious and racial prejudice in historical context
2. Develop an understanding of the historical interrelationships between forms of prejudice in European and North American societies
3. Pursue analysis of a range of primary sources both pre-modern and contemporary
4. Learn to read and analyze historical scholarship
5. Learn to articulate and structure historical observations into clear written argument using appropriate supporting evidence

Textbooks/Readings

Required books ordered for this course, available at the Campus Bookstore and on 3hr Reserve at Stauffer Library:

All other readings and course materials are available electronically via Stauffer Library, links to web resources, or posted in OnQ.

Grading Scheme and Course Assignments*[See Section 2]*

Attendance-10%
In-Class Midterm Exam, Week 4—25%
1250 word (approx.) Essay, Week 8—25%
Final Exam—40%

Grading Method:
Each assignment will be assessed on a percentage basis for individual marks and the final grade will be calculated on the weighted average of assignments according to the Queen’s Official Grade Conversion Scale.

<table>
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<th>Queen’s Official Grade Conversion Scale Grade</th>
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<td>D-</td>
<td>50-52</td>
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<td>49 and below</td>
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</table>

Late Policy: Assignments will not be accepted after the due date except by prior notification or a verified medical excuse.

Academic Integrity:
Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.
Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.
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Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.

Statement of the Location and Timing of Final Examinations [See Section 11]

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

Course Outline

Week 1: Introduction; What is Islamophobia?

In class: Mira Nair, September 11
Readings: Green, Fear of Islam, pp. 1-33.

Week 2: ABC’s of Islam(s): Sociological and Theological Approaches

Readings:
Adnan Husain, “Islam: A Practical, Doctrinal and Historical Overview” (OnQ, word document)


**Week 3: Was there ever an Islamic State? The Caliphate and Muslim Political Order then and now**


Ira M. Lapidus, “State and Religion in Islamic Societies,” *Past and Present* 151 (1996), pgs. 3-27 (OnQ pdf)


**Week 4: Gendered Debates on Islam**


Kecia Ali, “The truth about Islam and sex-slavery is more complicated than you think,” *Huffington Post* Aug. 19, 2016 (OnQ link)

Elizabeth Thompson, “Beyond the Veil: Male- Public and Private Middle Eastern Women's History,” *Journal of Women’s History* 15 (2003), pgs. 52-69 (OnQ pdf)


Ziba Mir-Hosseini, *Divorce Iranian Style* (doc film, 78mins; You Tube link OnQ)
Week 5: Muslims and Non-Muslims: Conversion and Coexistence in Islamicate Polities


Week 6: What did Muslims ever do for Civilization?: Narratives of Islam in World History


Week 8: The Formation of a Persecuting Society: Latin Christendom’s Transformation 950-1250CE


Week 9: Crucible of the Crusade: Constructing the Muslim Enemy in Europe’s Wars of Expansion


Jean Marteilhe, The memoirs of a protestant, condemned to the galleys of France: for his religion. Written by himself...(1765) eBook accessible via QCAT or Summon in Queen's Library

Pope Nicholas V, Romanus Pontifex, January 8, 1455

Week 10: From al-Andalus to Spain/Religion to Race: Pluralism and its Demise in the Western Mediterranean


Francisco Nunez Muley, A Memorandum for the President of the Royal Audience and Chancery Court for the City and Kingdom of Granada, (highly recommended to read entire text), pgs. 55-62, 66-77, 87-88, 92-97. Memorandum of Nunez Muley.pdf

Arthur Gobineau, The Moral and Intellectual Diversity of Races (Philadelphia, 1856) American Introduction (pp. 13-37); Chapter XIV. “MUTUAL RELATIONS OF DIFFERENT MODES OF INTELLECTUAL CULTURE.” (pp. 439-460)


Read for discussion this short and nearly unknown speech by Martin Luther King Jr. in 1067, MLK Jr.-The Three Evils Speech or better yet listen: MLK Jr. Audio of The Three Evils Speech

Week 11: Decolonization and Immigration

Vijay Prashad, The Darker Nations, pp. 31-50 "Bandung"; 51-61 "Cairo"; 75-94 "Tehran"


Franz Fanon, The Wretched of the Earth, pp. 1-62, 235-239:
Adam Shatz, "Where Life is Seized: Écrits sur l’aliénation et la liberté by Frantz Fanon", *London Review of Books*

Green, 153 –203

John Berger, *The Seventh Man*. (excerpts)

Tayeb Salih, *A Season of Migration to the North*

**Week 12: The Veil: Gender and Exclusion in Europe and North America Today**

Joan Scott, *The Politics of the Veil*

This course explores the post-emancipation history of African Americans in the United States from 1865 to the contemporary period. The course studies how deep divisions in U.S. society and culture foreshadowed a renewed order of white Southern supremacy in the wake of African American freedom. By the 1890s, “Jim Crow” appeared as this region’s dominant legal and cultural practice thereby denying the very notion of “freedom” to these Americans. As it explores African American history on the long road from “Freedom” to “Freedom Now,” the course examines the long roots of African American resistance to racial subjugation by studying the long movement for civil rights and the ongoing movement for Black Liberation. Positioning the African American perspective at its center, this course highlights the diverse range of experiences that help constitute any understanding of this history. Specific topics to be covered include: Reconstruction and the rise of Jim Crow; the Great Migration; the Harlem Renaissance; the long Civil Rights Movement; Black Power and Black Feminism; Liberation.

Teaching:
This is a lecture course. It is taught exclusively in the lecture format and all content is delivered online. Readings are assigned to complement the lectures and consist of secondary and primary source materials that can be found in the main textbook for this class. Two live sessions will complement asynchronous lectures to allow for discussion and feedback.

Office Hours:
Regular office hours are held online, Wednesday, 10:00am -11:00am. These are live sessions and students are welcome to “drop-in” to discuss academic work during this hour. Students who cannot make this time are welcome to arrange another meeting time by appointment. Teaching Assistants set their own office hours; you will learn about these during the first week of the course. We are always happy to see you.

Required Texts: (available for purchase in the campus bookstore and On Reserve in Stauffer)

Highly Recommended Texts:

Online Materials: See the course website, OnQ.
**Learning Objectives:** Over the course of the semester, students will:

1. Obtain a groundwork understanding of the history of African Americans from the antebellum era to the late twentieth century.
2. Gain knowledge of African American history through learning about the diversity of experiences among African-descended people in the United States. In particular, students learn how socio-cultural understandings including gender, class, orientation, religion, region and other variables shaped the African American experience in the post-emancipation years.
3. Comprehend this history from perspectives of African American people.
4. Be able to situate African Americans as subjects in their own history.

**Course Assignments:**
Your final grade will be based on your performance on three quizzes, a paper and a reflective journal.

1) **Quizzes:** Four quizzes, 15% each; best of three marks for 45% of final grade.

There are four quizzes to be written at set dates during Weeks 4, 7, 9 and 11. Each quiz will test your knowledge and understanding of the material covered in the course as it moves chronologically through the study of African American history. Collectively, these four quizzes cover all material on the syllabus but no quiz is cumulative. Rather, each quiz covers the span of time covered within the weeks that proceed them. This means that students will not be tested on content covered over the weeks that fall after the date of the last quiz. Each quiz will test knowledge on key events, people, and other phenomena in African American history. Each quiz is worth 15%, and the best three quiz marks will be taken to count for 45% of your final grade. Students will find the Quiz online at the OnQ course website, and all quizzes are timed (60 minutes), although the quiz should take approximately 30 minutes to complete. Extra time has been built-in for those who need it. A five-day grace period is built into each quiz assignment meaning that if the quiz is set, for example, for Monday 30 September at 9 am, you will have **5 days to complete the (timed) quiz.** I recommend completing the quiz well in advance of the deadline in case you experience as technological issues immediately before the deadline. All expectations of academic honesty are in force, and students are asked not to share details of the quiz for at least one week after writing it. More details on this, and all assessments, will be discussed in Lectures, and Live Sessions.

2) **Paper:** Due OnQ, Thursday 26th October, 11:59pm; 25% of the final grade. 

This assignment invites you to build and develop an argument and sustained analysis of one major aspect in African American history, post-emancipation. You will be provided with a list of topics from which you will choose to write a paper based on relevant materials on the syllabus and on independent research on the topic. Your paper must show critical engagement with the course material and research that expands beyond the class readings. For research purposes, a full list of Recommended Readings will be available OnQ. The paper should be four to five pages in length (double-spaced). It must observe all formal conventions of essay writing, including scholarly references and a full bibliography. Paper topics and further instructions will be posted on the course website after the midterm. The deadline for this assignment is Thursday 26th October, but students will have a 5 day grace period, meaning assignments will be accepted until Monday 2nd November, 11:59pm.
3) **Reflective Journal**: Due OnQ, Thursday 10th December, 11:59pm; 30% of the final grade.

This assignment asks you to keep a reflective journal on the weekly readings, topics, and lectures, and to do so throughout the semester. This assignment asks students to engage in ongoing critical reflection of major themes, topics, and issues in African American history. In this journal, you are asked to reflect on any six weekly topics. Each journal entry should be one- two pages long (double-spaced), and should offer critical and engaged reflection on the topic/theme/issue or concern at hand. You are not expected to summarize the assigned readings nor cover everything for that week; it is up to you what you would like to highlight in your journal entry. Please note this is not a personal diary nor a blog; your personal reflection should demonstrate your overall comprehension of the historical topic and a grasp of the main arguments and concerns raised by historians. Your task here is to engage with reading and lecture materials, to develop your own ideas, and to make connections that will help deepen your knowledge and understanding of African American history. Students are expected to keep a single-document journal throughout the semester, writing as they please as the course progresses. All students are welcome to check-in with their Teaching Assistant for periodic (and unofficial) feedback on the journal entries. This assignment is submitted at the end of the semester. Each of the six journal entries is worth 5% for a total of 30% of the final grade. The deadline for this assignment is Thursday 10th December. Students will have a 5 day grace period for submission. This means that assignments will be accepted until Thursday 17th December, 11:59pm.

**Grading Method:**
All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

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Academic Integrity:
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Turnitin: Queen’s University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Academic Consideration for Students with Extenuating Circumstances:
The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools should refer to the protocol for their home Faculty.
If you need to request academic consideration for this course, you will be required to provide the name of the instructor/Coordinator and to use the history-specific email address provided below which the Program Associate for the departments of Classics, English, History and Philosophy will receive. Tammy Donnelly, the Program Associate, will facilitate your considerations and will communicate with you. Program Associate email address: hist.considerations@queensu.ca
Accommodations for Disabilities:
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/
Once you receive a Letter of Accommodation from QSAS, you should send it to the Program Associate at hist.considerations@queensu.ca. The Program Associate will facilitate your accommodation arrangements, liaise with your instructor and communicate directly with you.

Schedule

**WEEK ONE**  September 10th – 13th
Lecture:  Introduction to African American History
*Required Reading:*  History 275 Syllabus, in full.

**WEEK TWO**  September 14th - 20th
Lecture:  Slavery and its Legacy
*Required Reading:*  

Lecture:  Freedom and Reconstruction
*Required Reading:*  

Documents: (in *Major Problems in African-American History*)
- The Brownies’ Book Encourages Black Children to Know Their History, 1920, p. 3.
- Carter G. Woodson and His Goals for Black History, 1922, pp. 3-4.

Lecture:  The Rise of Jim Crow and the New South
*Required Reading:*  
Documents: (in *Major Problems in African-American History*)

- Black Southerners Look Toward Kansas, 1877, p. 89.
- David C. Barrow Jr., a Georgia Planter’s Son, Describes the Emergence of Sharecropping, 1890, pp. 90-91.
- Ida B. Wells Urges Self-Defense, 1892, p. 158.

**WEEK THREE**  September 21st- 27th

**Lecture:**  Jim Crow and the Nadir

**Required Reading:**

**Documents:** (in *Major Problems in African-American History*)

- A Public Library Opens in Louisville, Kentucky, 1908, pp. 101-102.
- Nate Shaw Aims to Make a Living Farming, 1907-1908, pp. 92-93.

*Live Session*

**WEEK FOUR**  September 28th – October 4th

**Quiz 1:** Online, OnQ. 60 minutes.

**Lecture:** The Great Migration

**Required Reading:**

**WEEK FIVE**  October 5th – 11th

**Lecture:** The “New Negro”: Black Nationalism and the Diaspora

**Required Reading:**

**Documents:** (in *Major Problems in African-American History*)

- The Messenger Urges Black and White Workers to Organize, 1919, p. 168.
- Marcus Garvey Assesses the Situation for Black People, 1922, p. 169.

**Lecture:** The “New Negro” & The Harlem Renaissance

**Required Reading:**

**Documents:** (in *Major Problems in African-American History*)
- Langston Hughes, Poet and Writer, Critiques His Critics, 1940, pp. 194-196. Screening the Race, 1925, p. 197.

**WEEK SIX**  
October 13th – 18th  
**Lecture:** “New Negro” Woman  
**Required Reading:**  
Documents: (in *Major Problems in African-American History*)  

**Lecture:**  
**Blame it on the Blues**  
**Required Reading:**  

**WEEK SEVEN:**  
October 19th - 25th  
*Live Session*  
**Quiz 2 Online, OnQ. 60 minutes.**

**WEEK EIGHT**  
October 26th – November 1st  
**Lecture:**  
The Great Depression, the New Deal, and the Black Cabinet  
**Required Reading:**  
Documents: (in *Major Problems in African-American History*)  
- Ella Baker and Marvel Cooke Describe Exploitation of Black Women Workers During the Depression, 1935, p. 252.

**Paper Due**

**WEEK NINE:**  
November 2nd – November 8th  
**Lecture:**  
African Americans and World War Two  
**Required Reading:**  
Documents: (in *Major Problems in African-American History*)
- A Call to March on Washington, 1941, p. 259-261
- Quiz 3. OnQ. 60 minutes

WEEK TEN  November 9th – 15th

Lecture: The Long Civil Rights Movement  
Required Reading:  
Documents: (in Major Problems in African-American History)  

Lecture: The Civil Rights Movement  
Required Reading:  
Documents: (in Major Problems in African-American History)  
- Martin Luther King Jr., Writes from His Jail Cell, 1963, p. 289-291.  

WEEK ELEVEN  November 9th – 15th

Lecture: Black Power & Black Feminism  
Required Reading:  
Documents: (in Major Problems in African-American History)  

Quiz 4, OnQ. 60 minutes.
**WEEK TWELVE**       November 23rd – 29th

**Lecture:**    Popular Culture & Black Cinema

*Required Reading*

**Lecture:**    Conclusion

***END***
HISTORY 285 and HISTORY 302a, Fall 2019, Latin America to 1850: The Colonial Legacy.
Instructor: Nancy van Deusen, office: Watson Hall 227, ph. Ext.# 74365, dnev@queensu.ca
Lecture: Tuesday, 4:00-5:20 and Thursdays, 2:30-3:50, in Watson Hall 217. Office Hours: Thursdays, 4:00-5:30. I do not access my e-mail frequently so if you would like your questions addressed immediately please ask me after the lecture on Thursday or during my office hours. 😊

TA
(for History 285 students) Nyah Hernandez, (e-mail to be provided); Iman Mansour (e-mail to be provided)
(for History 302A students) Nancy E. van Deusen, dnev@queensu.ca

COURSE OBJECTIVES
This lecture course (there will be no separate tutorials) examines the significance of pre-contact Mexica (Aztec) and Inca civilizations, Africa and Iberia in the late medieval period, the European invasion, colonialism as a historical “problem”, the Independence movements in the late-eighteenth and early nineteenth centuries, and the struggle of the new Latin American nations to build viable economic, political, and social institutions within the shadow of what some historians call the “colonial legacy”. We will focus primarily upon the Spanish Viceroyalties of Mexico and Peru, as well as the Portuguese colony of Brazil. Readings will emphasize biographical accounts to tease out the nuances and complexities of social relations and what it meant to be a colonial vassal, whether privileged or plebeian. This course is meant to increase your knowledge of Latin American history, enhance your analytical and critical-thinking skills, and help you gain a clearer sense of how to write a historical essay based on a primary source. Assignments include a 6-page essay, a take-home mid-term, and a take-home final. Always submit your assignments as Word documents. No pdfs, please. 😊

REQUIREMENTS
- One 6-page essay (double-spaced, 12 pt. Calibri or Times New Roman font only; six complete pages; no extra space between paragraphs) 40%
- Take-Home Midterm exam: 30%
- Take-Home Final exam: 30%

IMPORTANT DATES**
18 Oct. Essay submission on On-Q, before 3 p.m. No extensions permitted without viable medical or family emergency.
29 Oct. Take-Home Midterm due on On-Q, before 3 p.m. No extensions permitted without viable medical or family emergency.
10 Dec. Take-Home Final Exam due on On-Q, before 3 pm. No extensions permitted without viable medical or family emergency.

**Papers, the mid-term and the final exam are due at the designated time. My policy is that any late paper automatically loses 5 points for every 24 hr. period that lapses (weekends count!!!).
Students seeking accommodations due to ongoing health conditions or illnesses of longer
duration will be asked to provide medical documentation up to 24 hours before the paper or
exams are due. Students who require extra time on exams or papers must provide
documentation at the beginning of the term. Please see the university policy on extenuating
circumstances,
https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies
/ExtenuatingCircumstancesPolicyFinal(1).pdf

**Turnitin**
This course makes use of Turnitin, a third-party application that helps maintain standards of
excellence in academic integrity. Normally, students will be required to submit their course
assignments through onQ to Turnitin. In doing so, students’ work will be included as source
documents in the Turnitin reference database, where they will be used solely for the purpose of
detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of
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Instead, it gives instructors the information they need to determine the authenticity of work as a
part of a larger process.

Please read [Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal(1).pdf), which governs users’
relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking
technologies; however, in its service contract with Queen’s Turnitin has agreed that neither
Turnitin nor its third-party partners will use data collected through cookies or other tracking
technologies for marketing or advertising purposes. For further information about how you can
exercise control over cookies, see [Turnitin’s Privacy Policy](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal(1).pdf):

Turnitin may provide other services that are not connected to the purpose for which Queen’s
University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely
to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any
independent interaction you choose to have with Turnitin.

**Academic Integrity**
Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness,
respect and responsibility (see [http://www.academicintegrity.org/fundamental_values_project/index.php](http://www.academicintegrity.org/fundamental_values_project/index.php)). These values are
central to the building, nurturing and sustaining of an academic community in which all
members of the community will thrive. Adherence to the values expressed through academic
integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the
intellectual life of the University (see the Senate Report on Principles and Priorities)

Students are responsible for familiarizing themselves with the regulations concerning academic
integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/academic-integrity), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is like content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

In addition to following all University and Departmental rules, students in HIST 285 are required to preserve paper or electronic copies of all notes, outlines, etc. used in the preparation of their essays, and to produce those documents for inspection if requested.

**Return of Essays and Exams:** All assignments and exams will be returned electronically on On-Q. Final exams will not have any comments on them.

Computers and other electronic devices are only allowed in the classroom to take lecture notes.

**REQUIRED TEXTS:** Books are available at The Campus Bookstore.

1. Burkholder and Johnson. *Colonial Latin America. 10th ed.* (B & J) (the 7th edition is on reserve at Stauffer, but please note the page numbers do not correspond to the syllabus and material has been added.)
edition is on reserve, but the corresponding page numbers may be different, and some chapters have been added to the second edition.)


5. The syllabus and all assignments will be made available on On-Q.

COURSE SCHEDULE

Sept. 5 Introduction to the Course: What is Colonialism? (Note: a question on colonialism will be on your mid-term exam.)


Sept. 24 & 26 NO CLASSES, NO OFFICE HOURS


Oct. 3 Colonial State & Church 1550-1600, B&J, 88-113.

Oct. 8 Labour in Mining and Agriculture, 16th-17th c.

Oct. 10 Social Hierarchies and Mobility in Colonial Society
   B&J, 122-33; 191-206; Andrien, “The Mysterious Catalina” (Cook)

Oct. 15 Extra Office Hours to Review Drafts of Titu Cusi Essay. 1:30-3:30

Oct. 15 Indigenous Vassals
   B & J, 130-39, 210-12; Andrien, “Gaspar Antonio Chi” (Restall); Andrien, “Felipe Guaman Poma,” (Adorno).

Oct. 17 Women, Gender Relations, Family

Oct. 18 ESSAY due, electronic submission On-Q, before 3 p.m. Please see the late policy, stated above on syllabus and on the assignment.

Oct. 22 Africans in the Americas

Oct. 24 Fall mid-term break, no class, no office hours.

Oct. 29 No class, Upload mid-term on On-Q, before 3 p.m.


Nov. 5 Bourbon and Pombaline Reforms: Military, Fiscal, Social
B&J, 311-30, Andrien, “Pedro de Ayarza,” (Twinam); “José Antonio da Silva,” (Nazzari)

Nov. 7 Riots, Rebellion and Resistance: 1780s, Tupac Amaru, Comuneros and Tiradentes, B&J, 330-34.


Nov. 14 Mexican Independence Movements

Nov. 19 South American Independence Movements.
B & J, 363-66; Andrien, “Agustín Agualongo,” (Echeverri) and “Angela Batallas,” (Townsend)

Nov. 21 The Legacies of Colonialism, B & J, 376-86.

Nov. 26 The Complexities of Citizenship

Nov. 28 no class

10 December Final Exam, Due BEFORE 3 pm, e-submission on on-Q. Any exam submitted after 3 pm. loses 5 points for every 24-hour period that lapses.
HIST 288
THE RISE OF THE BRITISH EMPIRE
QUEEN’S UNIVERSITY
WINTER 2010

Instructor: Sarah Waurechen
Office: Watson Hall 233
Office Hours: Monday 1:00-2:00pm, Tuesday 10:30-11:30am
Lecture Time: Tuesday 8:30-10:00, Friday 10:00-11:30am, KIN 101
Email: sarah.waurechen@queensu.ca

Everyone is familiar with the phrase, "the sun never sets on the British Empire," but how was that empire built? What did early contact with the new world look like? Where and why were colonies planted? And how did the focus shift from west to east? This class will examine British endeavours in North America, the Caribbean, and the East Indies from the earliest voyages through to the American Revolution. Specific topics will include the rise of the great trading companies, pirates and privateers, the slave trade, Oliver Cromwell’s Western Design, international competition, the ideologies of empire and more. Students will be expected to read and analyze Raleigh’s Discovery of Guiana (1595) and write an essay on comparative experiences of empire, using the Bailyn & Morgan text as a starting point.

REQUIRED TEXTS:
Course Pack, available at the P&CC


ASSIGNMENTS AND GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Length</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Assignment</td>
<td>February 8</td>
<td>2 pages</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>March 1</td>
<td>N/A</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative experiences paper</td>
<td>March 25</td>
<td>8-10 pages</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>N/A</td>
<td>30%</td>
</tr>
</tbody>
</table>

LECTURE TOPICS AND ACCOMPANYING READING:

Jan. 11 Introduction to the Class

Jan. 14 The “Inner Empire"

Jan. 18 Crossing the Sea: The First Voyages and the idea of a Northwest Passage

Jan. 21 Thinking about Empire
Jan. 25  Competing with Spain: The Sea Dogs and the Lure of Spanish Wealth  
Course Pack Reading: Karen Ordahl Kupperman, “Errand to the Indies: Puritan  
Colonization from Providence Island through the Western Design,” William and Mary  

Jan. 28  The Rise of the Trading Companies and Dealings with the East

Feb. 1  Western Colonies Part 1: North America and Tobacco  
Course Pack Reading: Nuala Zahedieh, “Economy” in D. Armitage and MJ Braddock (eds.),  

Feb. 4  Western Colonies Part 2: The Caribbean and Sugar

Feb. 8  DOCUMENT ASSIGNMENT DUE!!!!  
Western Colonies Part 3: Slavery

Feb. 11  Engaging with the East

Feb. 15  The Home Front

Feb. 18  Revolution, Republicanism and the Empire

Feb. 21 – Feb. 25  READING WEEK – CLASSES CANCELLED

March 1  MID-TERM EXAM

March 4  Consolidating and Expanding Empire

March 8  The Start of the “Second Hundred Year’s War” with France  
Course Pack Readings: Jeremy Black, “Colonial Expansion and the Struggle for Maritime  
Dominance, 1650-1750,” in The British Seaborn Empire (New Haven: Yale University  

March 11  The Seven Years’ War

March 15  Enlightenment and Empire

March 18  India: Winning the Crown Jewel

March 22  Governing India  
Course Pack Readings: Nicholas Dirks, “Scandal,” in The Scandal of Empire: India and the  
Creation of Imperial Britain (Cambridge: Harvard University Press, 2006), 7-35.

March 25  COMPARATIVE EXPERIENCES PAPER DUE!!!!  
Ireland: Conditions for Crisis

March 29  Crisis in America

April 1 The American Revolution: an Imperial Civil War
April 5 Defeat
April 8 Recovery
April 9 - April 13 PRE-EXAM STUDY PERIOD
April 14 - April 30 FINAL EXAMS (Please note: Good Friday falls in the exam period but there will be no exams that day)

COURSE POLICIES:

1. Extensions. Requests for extensions for term work to a maximum of two weeks will only be granted in advance or for good reason (i.e. illness with a medical certificate). The press of work in other courses or the unreliability of the typing service are not legitimate reasons.

2. Late Assignments. Assignments submitted late without an extension or legitimate reason will lose 5 percent per day including weekends. Late submissions will only be accepted up until two weeks have elapsed from the assignment deadline, after which a mark of zero will be assigned unless an extension has been granted.

3. Plagiarism. In practice, plagiarism takes many forms. It may involve failure to cite another author’s work, paraphrasing without sufficient acknowledgement, and direct word-for-word copying. Queen’s defines plagiarism as "... presenting work done (in whole or in part) by someone else as if it were one's own." (Queen’s University, 1989). Some students plagiarize deliberately but others are unaware of what really constitutes plagiarism. No forms of plagiarism will be tolerated, and the detection of plagiarised material will result in an “F” (failing) grade. Students are encouraged to save all of their notes and draft material from writing assignments for up to 3 months after the completion of the course for presentation in cases of suspected plagiarism.

More generally, academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org/fundamental_values_project/index.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/academic-integrity), and from the instructor of this course.
Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**WRITING AIDS:**
1. TAs. TAs will hold office hours before assignments are due during which time you can consult them about your work.

   1. *Me.* I am always available during office hours or by appointment and willing to help you with questions or concerns. Please make use of this offer and come get help if you are having difficulties.

   2. *The Department of History.* The department has an online guide to writing and researching which can be found at [http://www.queensu.ca/history/undergraduate/courseinfo/prephistessays.html](http://www.queensu.ca/history/undergraduate/courseinfo/prephistessays.html)

   3. *The Writing Centre.* The Writing Centre offers a variety of free workshops and consultations and students are strongly encouraged to take advantage of them. More information about the Writing Centre and their services can be found at [http://www.queensu.ca/writingcentre/](http://www.queensu.ca/writingcentre/)

**STUDENTS WITH DISABILITIES:**
Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are strongly advised to discuss their needs with Disability Services so that appropriate steps can be taken to meet your needs. Information about Disability Services and their programs is available at [http://www.queensu.ca/hcds/ds/](http://www.queensu.ca/hcds/ds/)


**Final Paper (due a week after final session)**
### Course Name:

**HLTH 101/3.0**  
Social Determinants of Health

<table>
<thead>
<tr>
<th><strong>Course Instructor:</strong></th>
<th>Dr. Elijah Bisung</th>
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</table>

| **Contact Hours:** |  
|-------------------|-------------------|
| Lectures: 1 x 1 hr / 12 weeks |  
| Tutorials: 1 x 1.5 hr / 6 weeks |  
| Online Activity: 24 hours |  

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<thead>
<tr>
<th><strong>Prerequisite:</strong></th>
<th>NONE</th>
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<tbody>
<tr>
<td><strong>Exclusion:</strong></td>
<td>NONE</td>
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</table>

### Course Description:

This course introduces students to basic concepts in public and population health, and introduces social determinants of health, such as income, income inequality, colonialism, racism, and housing in the Canadian context. The founders of the Western medical tradition, Hippocrates and Galen, observed inequalities in health related to social circumstances over two thousand years ago. They noticed that some groups of people in ancient Greece had higher rates of sickness and died earlier than other groups. Similar observations can be made in Canada today, where, for example, people who are poor live shorter, sicker lives than those who are better off, and Indigenous people have much higher rates of almost all diseases and a significantly shorter life span than non-Indigenous Canadians. Whether the main causes of disease in countries are infectious (as in developing countries, or in Western industrialized countries in the past) or related to lifestyle, the poor contract those diseases more often and die of them sooner than those who are richer. When whole groups of people suffer a similar fate, we must look to explanations that are beyond the individual—instead we look to social, economic, political and historical explanations. The social determinants of health (SDOH) are social, political, economic and cultural conditions, forces and factors that influence how health is distributed among entire groups and populations. Like the field of public health, of which social determinants is a part, the study of the SDOH is an interdisciplinary field of study that draws on research and scholarship from many areas including sociology, anthropology, political science, policy studies, epidemiology, health studies and critical gender, race and disability studies. The course will introduce basic concepts in public health and then examine fundamental determinants of health, including income and colonialism, and will focus on selected specific determinants (e.g. housing). Throughout the course, we will consider the questions: What is the issue? What are the health consequences? What is being done — or might be done—about these problems? We will not explore in depth all the

### Course Texts:

- Social Determinants of Health: A Comparative Approach, by Alan Davidson
- lullabies for little criminals, by Heather O’Neill
- Glossary of Terms for Anti-Oppressive Policy and Practice
- A Healthy Society: How a Focus on Health can revive Canadian Democracy, by Ryan Meili
- Journal articles, book chapters and other reading materials available on onQ
social determinants of health, but the course will provide a strong foundation for understanding social determinants of health and how to approach studies of health and illness through a critical sociological lens. As a first year course in the first semester, HLTH 101 is also explicitly used to introduce students to basic skills and knowledge that will be useful throughout their university career and for the rest of their lives. These include critical thinking and writing skills, the concepts of academic integrity and academic misconduct and the purposes of the university and higher education.

### Intended Student Learning Outcomes:

- To define and apply key concepts in public and population health
- To critically analyze the social, political, and historical context in which the social determinants of health operate in the Canadian context
- To apply knowledge of how the social determinants of health operate by analyzing a novel using key course concepts
- To demonstrate effective written communication skills
- To implement knowledge of academic integrity
- To demonstrate skill in political advocacy to improve the social determinants of health

### Course Evaluation:

- Online plagiarism tutorial & quiz 3%
- Weekly online mini-quizzes 6%
- Online grammar tutorials 2%
- Tutorial writing, activities & quizzes 10%
- Advocacy letter 10%
- Novel Essay Thesis Statement & Outline 10%
- Novel Final Essay 24%
- Final Proctored Exam 35%

### Course Outline

<table>
<thead>
<tr>
<th>Introduction to the Social Determinants of Health</th>
<th>Colonialism as a determinant of health for Indigenous Peoples in Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health &amp; Population Health</td>
<td>Housing as a determinant of health</td>
</tr>
<tr>
<td>Poverty as a determinant of health</td>
<td>Smoking, public health and social justice</td>
</tr>
<tr>
<td>Childhood as a determinant of health</td>
<td>Climate change as a determinant of health</td>
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<tr>
<td>Income inequality as a determinant of health</td>
<td>War as a determinant of health</td>
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<tr>
<td>Racism as a determinant of health</td>
<td>Democracy as a determinant of health</td>
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</tbody>
</table>
**Course Name:**
HLTH 334/3.0
The Politics of Health and Illness

**Course Instructor:**
Dr. Samantha King

**Contact Hours:**
Lectures: 1 x 2 hrs/wk / 12 weeks
Tutorials: 1 x 1 hrs/wk/ 12 weeks

**Prerequisite:**
HLTH 101/3.0 or KNPE 167/3.0 or SOCY 122/6.0, and level 3 or above in a HLTH, KINE or PHED plan.

**Course Description:**
We tend to regard health and illness as biological phenomena, yet social, economic, political, and cultural conditions profoundly affect our body states and the way we perceive and categorize them. Even when we do acknowledge that human ideas and actions shape well being, we often locate responsibility for cause and prevention in the individual; rarely is our attention drawn to the ways in which social structures and discourses organize the distribution and experience of health.

This course draws on scholarly literature to explore the competing discourses that shape physical and mental wellbeing. Our attention will be focused on the subjective meanings of health and illness, the power dynamics through which these meanings are constructed, and related injustices in bodily experiences.

Questions we will discuss include: How are bodies and diseases conceptualized in the biomedical sciences? How do neoliberal economies and logics affect people’s experiences of health and illness? How do intersectionality and the social determinants impact health? Thus, in addition to learning a variety of theoretical and methodological approaches to the politics of health and illness, we will also consider a range of pressing social issues related to the body and biomedicine.

**Intended Student Learning Outcomes:**
By the end of this course, students will be able to
- Use critical thinking skills to analyze health and illness as social phenomena in order to explain how health and illness are unevenly produced, distributed and experienced.
- Integrate key theoretical and methodological approaches which conceptualize health and illness beyond biomedical frameworks.
- Explain, using materials from readings and discussion, the pressing social issues in the realm of health and illness in order to be informed and critical members of society.
- Develop writing and presentation skills through practice integrating information from a variety of sources through in order to communicate effectively.
- Apply course material to critique existing and emerging problems.

<table>
<thead>
<tr>
<th>Imagining Health Problems as Social Issues</th>
<th>Environment Links to Health</th>
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<tbody>
<tr>
<td>Theorizing Health</td>
<td>The Medicalization of Society</td>
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<tr>
<td>Health Inequality and Social Justice</td>
<td>Constructing Disability and Living with Illness</td>
</tr>
<tr>
<td>Women's Health in Context: Gender Issues</td>
<td>Aging, Dying and Death in the Twenty-first Century</td>
</tr>
<tr>
<td>Racialization, Ethno-cultural Diversity and Health</td>
<td>The Pharmaceutical Industry and Health Canada</td>
</tr>
<tr>
<td>Canada's Aboriginal People and Health</td>
<td>Complementary and Alternative Health Care</td>
</tr>
</tbody>
</table>
Course Name: HLTH 350/3.0  
Topics in Global Health

Course Instructor: Dr. Elijah Bisung

Contact Hours:  
Lectures: 2 x 1.5 hrs/wk / 12 weeks

Prerequisite:  
HLTH 101/3.0 and Level 3 in HLTH, PHED or KINE Plan or registration at the International Program Office – BISC.

Course Description:  
This course examines global health from a variety of perspectives, including anthropological, epidemiological, geographical, and sociological, to help understand the cultural and historical patterns shaping global health inequalities. With an emphasis on resource-poor countries, specific topics may include infectious and non-communicable diseases, global environmental change, and nutrition and maternal health.

Exclusion:  
None

Course Texts:  

Course Objectives:  
- Identify a range of perspective in health studies that contribute to the study of global health  
- Explain the appropriate application of qualitative and quantitative methods in addressing specific types of global health research questions  
- Critically discuss the basis for between- and within country inequalities in health  
- Critically discuss the issues and challenges associated with a range of global health topics at various levels

Course Evaluation:  
Position Paper 1 5%  
Country Media Updates 5%  
Project Proposal 30%  
Seminar Presentations 5%  
Mid Term 20%  
Final Exam 35%

Course Content

<table>
<thead>
<tr>
<th>Health disparities in a global context</th>
<th>Health for All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial medicine and its legacy</td>
<td>Infant and child health / Scaling up delivery</td>
</tr>
<tr>
<td>Principles of global health research and practice</td>
<td>Globalization/Political economy of health</td>
</tr>
<tr>
<td>Water and sanitation</td>
<td>Health emergencies</td>
</tr>
<tr>
<td>Climate change and health</td>
<td>Global response to HIV/AIDS and Neglected Tropical Diseases</td>
</tr>
<tr>
<td>Health systems resilience to climate change</td>
<td>Global health priorities in the 21st century</td>
</tr>
<tr>
<td>Hunger and nutrition</td>
<td>Global health partnerships and governance</td>
</tr>
<tr>
<td>Food and NCDS</td>
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</tbody>
</table>
INDG 301: INDIGENOUS WAYS OF KNOWING
Epistemologies of Resistance, Resurgence and Renewal

Fall 2018: September 6th to November 29th

Lecture: Thursdays 6:30 pm – 9:30 pm
Class Location: Kingston Hall 313
Office Location: TBD
Instructor: Geraldine King (I am not a Dr.)
Email: gmk3@queensu.ca
Office Hours: TBD

Course Description: Working from an Indigenous pedagogical framework, this course focusses on the ways that Indigenous peoples generate and mobilize epistemologies of resistance, resurgence and renewal. This course emphasizes and celebrates Indigenous ontologies that are centred in the land, cosmologies, and critical pedagogies that undermine mechanisms of epistemic oppression as sanctioned by the settler state. Through examinations of various Indigenous theoretical perspectives, this course aims to initiate an ontological summoning of ideas, gestures of rebellion, promising praxis and manifestos of sovereignty that honour and uphold Indigenous ways of knowing and being.

This course centres texts, ideas, ontologies, praxis and theorizing that summons academic and other-than academic ways of knowing. With respect to this course, I teach from an Anishinaabe-centred pedagogy that honours the multiplicities of epistemologies and ontologies. As a class, we will uphold other-than-academic texts and cosmologies that inform learning, teaching and ways of knowing from an Indigenous-centred perspective. We will question what is means to summon Indigenous knowledges in spaces and places that are sometimes epistemically rigid; can university classrooms be decolonized? Do Indigenous ways of knowing offer alternative epistemological pathways that make way for liberation? How can university learning reconcile with land-based concerns? These questions sit at the core of our inquiry as we move through the term.

Course Objectives:
• To foster academic skills that uphold critical pedagogies, including: responsible research practices; engaging meaningfully with Indigenous multimodal scholarship; citation skills;
working with your peers across multiple positions and locations; communication skills (writing, oral, artistic) and managing time and responsibilities.

- To archive historic and contemporary Indigenous epistemologies of rights, resistances, resurgence and refusals.
- To gain an understanding of the multiple sites of liberatory praxis, and how they contest the settler state as a governing body.
- To familiarize yourself with Indigenous worldviews (“theories”), and how they are activated as decolonial strategies.
- To generate your own ontological framework for decolonial politics.

**Intended Student Learning Outcomes:**
By the end of the course you will be able to:

- Demonstrate some understanding of indigenous worldviews and ways of knowing.
- Critically analyze how educational institutions intervene upon Indigenous ways of knowing.
- Engage meaningfully with various Indigenous theories, worldviews, activist practices, resistant narratives and manifestos of rebellion.
- Describe your own proximity in relation to decolonial/settler colonial structures.
- Deploy critical pedagogies, such as honouring story-work and other-than-academic texts.
- Use the concepts of decolonial aesthetics (rights, resurgence, resistance and refusal) in written and visual works.
- Express yourself effectively in the classroom and assignments.

**Your Responsibilities as a Student:**

- You will be evaluated based on the submission of your assignments, explained below.
- Should you wish to contest a grade for an assignment, I strictly enforce a 24-hour period before you can send me your rationale.
- Unless granted an extension at least one week prior to a due date (excluding extenuating circumstances), all late assignments will be deducted 5% per day.
- If you wish to record lectures or guest speakers, you must receive express consent otherwise the reproduction is an infringement upon intellectual property.
- Because learning about indigenous worldviews can be emotionally, politically and spiritually charging for some individuals, you are tasked with being mindful of other peoples' location and proximity to colonialism and settler colonial violence.
- Do not plagiarize. (See statement on “Academic Integrity” below)

**My Responsibilities as an Instructor:**

- To foster a safe ontological space. This means that I will not tolerate any form of oppression within the classroom including (but of course not limited to): racism, homophobia, transphobia, Islamaphobia, anti-Blackness, toxic masculinity, sexism, silencing or otherwise assuming power over another person.
- I will endeavor to the best of my ability to get assignments back to you within three (3) weeks of the due date. I will let you know if this is not possible.
• I will do my best to respond to emails within 48 hours, with the caveat that I only respond to emails between 9 and 5, Monday to Friday and I do not check emails on weekends.
• I instruct during the class times, and therefore will post slides on OnQ, but will not make it easy for people to miss classes by providing my notes.
• I will foster your growth as a scholar by providing feedback anchored in the premise of intellectual nourishment.

Required Course Material
• There is no textbook for this course. All readings will be available on OnQ (ARES) or by way of web link.

Course Structure and Evaluation

1. Reading Responses (posted on OnQ) 10% Weekly
2. Critical Reflection 15% October 19th
3. Group Infographic and Podcast 25% November 22nd
4. Final Research Paper 40% December 14th
5. Participation 10% Ongoing

1. Reading Responses (10% - Due Weekly)

Excluding the first class, every Wednesday before class, please post a journal entry on the course OnQ page (directly onto the page, and not as an attachment unless necessary). You will receive half a percent for posting on time for all readings and the other half for the content of your entry. They do not have to be long, in fact, I want to you to post the journal entry as though you are Tweeting about the readings (300 characters maximum). I want to get a sense of how you are digesting the readings and linking them Indigenous ways of knowing. **You must demonstrate in a meaningful way that you have read the readings.**

Some of the information that you can include:

- Questions about the readings (these may be posed in class);
- A snapshot of the readings, pretend you have to Tweet about the reading;
- A creative piece regarding the reading, such as a drawing or poem;
- Your general thoughts and feelings about the reading.

2. Critical Reflection (15% - Due October 19th)

For this assignment, I would like you to write a paper describing your own epistemological location and proximity to Indigenous worldviews. Using your own episteme (body of knowledge based on experiences) as an anchor, I want you to enter into a reflective conversation with at least three (3) of the assigned readings, two of which must be academic texts. **This paper is to be approximately 4-5 pages long, double-spaced, normal margins and 12-point font.** We will be workshopping early on in the course to think through thesis statements and the mechanics of a critical reflection. The main points I will be looking for are:
1. **Your assessment of the texts:** What is the point of the text? Is there a theoretical framework? What stood out to you? Are there any ideas that stand in opposition to other texts we have read?

2. **The development of your ideas:** What do you know about the topic? Where does this knowledge come from? What is your epistemological premise? What are your observations about this subject that shape what you come to know about it?

3. **Making connections:** How does this text reinforce/change your perceptions? Does this text challenge your pre-existing assumptions? How does the text help you to better understand the subject?

Some topics that you may consider (though, you can run any ideas by me):

1. Indigenous understandings of space, place, time
2. Land-based pedagogies
3. Indigenous modes of governance
4. Indigenous worldviews about a specific subject (Treaties, human and other-than-human relationships)
5. Indigenous considerations of kinship

3. **Group Infographic and Podcast (20% - Due November 22nd)**

In groups of four (to be decided in the first two weeks of class), this assignment consists of two parts:

1) Use [https://piktochart.com](https://piktochart.com) to produce an infographic that highlights a case study in one of the following areas of Indigenous ways of knowing. These are not limited and we will add to the list as the days go by. **Note: you can use one of the topics from the critical reflection assignment so long as nothing that content is not replicated.**

- Artistic Re-imaginings
- Land Defense
- Understanding Treaties
- Indigenous Language Learning

2) To accompany this, you will prepare a 5-minute audio clip (podcast) that highlights the key points of your infographic. All members of your group should participate equally in the podcast.

More details and a rubric will be available in class and on OnQ.

4. **Final Research Paper (40% - Due December 14th)**

For your final paper, I would like you to conduct a research essay that will be approximately 6-7 pages long. For this paper, you will be expected to engage with 3 assigned readings and 3 outside readings. Your citations must enter into conversation with one another and uphold various forms and ways of coming to know. Your final research paper should include:

1. A clearly defined topic
2. A very clear thesis statement
3. An annotated bibliography of your sources

More details regarded the assignment will be available in class and on OnQ.

5. Participation (10% - Ongoing)

I view lectures as a collaborative learning environment where everyone should feel compelled to contribute to discussions and co-facilitate learning. While physical attendance is important, I will also be weighing the quality of contributions in determining your grade. Everyone will start with 10% and the mark will be adjusted according to: lateness, leaving class early, not coming to class, disengaging through technology, and not actively participating in class discussions.

Please note that taking up too much space could also result in a diminished mark. That is, please be mindful of others who may experience anxiety around speaking in groups and be sure to leave space and encourage others to join in, this could mean posing questions to your peers and so on.

Course Schedule

Week 1: September 6 – Welcome and Introductions

- Welcome and introductions
- Syllabus review

Week 2: September 13 – Coming to Know (Epistemology, Ontology, Axiology)


Week 3: September 20 – Knowing Back to Self


Week 4: September 27 – Story-work as Critical Pedagogy and Radical Praxis


Week 5: October 4 – Lands Articulating Themselves: “Writing Through Colonial Fill”


Week 6: October 11 – Reflecting on the Self: “Two-Eyed Seeing” and Standpoint Theory

*CRITICAL WRITING WORKSHOP TO TAKE PLACE IN CLASS*


Week 7: October 18 – Cognitively Unsettling the Land(scapes)


Week 8: November 1 – Understanding Indigenous Land-Based Legal Orders


Week 9: November 8 – Articulating Corporeal Cosmologies: “Writing Through the Flesh”


Week 10: November 15 – Indigenous Feminist Thinking


Week 11: November 22 – Reimagining Intimacy

Christie-Peters, Quill. “Kwe becomes the moon, touches herself so she can feel whole again” [http://gutsmagazine.ca/kwe-becomes-the-moon/](http://gutsmagazine.ca/kwe-becomes-the-moon/)


Week 12: November 29 – Closing Thoughts

NO READINGS THIS WEEK

Academic Integrity

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Grading Method

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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</thead>
</table>
Accommodations

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Academic Consideration for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: [http://www.queensu.ca/artsci/accommodations](http://www.queensu.ca/artsci/accommodations). Students in other Faculties and Schools should refer to the protocol for their home Faculty.
Queen’s University  
Department of Languages, Literatures and Cultures

INDG 301-001  
Indigenous Activism and Grassroots Movements

Course Outline  
Winter 2019

Instructor: Natasha Stirrett  
Office: TBA  
Office Hours: TBA  
E-Mail: NS62@queensu.ca

Classroom Location: Kingston Hall 313  
Class Times: Monday 10:00-11:30am, Wednesday 8:30-10:00am

Course Summary:

Welcome to INDG 301-001. This course will explore Indigenous activism and grassroots movements within a North American context with some emphasis on the global sphere. It will provide students an opportunity to engage with the intellectual positioning of past, current and emergent indigenous activism and decolonial struggle. We will be examining concepts and theories informed by Indigenous, black, post-colonial, anti-racist, queer and feminist readings and discuss key moments within grassroots organizing such as IdleNoMore, Black Lives Matter, Standing Rock, Unist'ot'en and counter-responses to the Sixties Scoop. The course is divided into two subsections: the course begins with an overview of western imperialism, racialization, modernity and coloniality to provide students a socio-historical, cultural and conceptual introduction to gain a base knowledge to later apply this lens to understanding contemporary issues related to settler colonialism, land dispossession and racism. We will then turn to the intellectual work and praxis of feminists, activists and community groups to learn about indigenous mobilization and self-determination that envisions possibilities for liberation and just outcomes.

Learning Outcomes

- Understand key theories and concepts in indigenous studies, race and racialization, feminism and settler colonialism
- Understand the historical context of theoretical debates and that shape contemporary indigenous and anti-racist intellectual approaches to knowledge
- Critically engage with contemporary conversations about indigenous activism and grassroots movements
- Demonstrate the ability to evaluate and synthesize materials from multiple academic sources
Develop and practice close reading of academic texts for the purpose obtaining a deep, precise understanding of what is read.

Demonstrate an ability to revise written work through drafting and editing based on peer feedback

Practice critical thinking and analytical skills, including interpretation, summary and evaluation

Course Evaluations:

Response Papers 20%
Annotated Bibliography: 15%
Draft of Research Paper: no marks
Critiques of Draft Research Papers: 10%
Participation and Attendance 20%
Final Paper 35%

Please submit all assignments using the dropbox feature located in OnQ. Assignments are due by 11:59 pm on the due date

Response Papers: 20%
You will submit two (2-page double spaced 12 font Times Roman) response papers due January 28th and February 11th. The first response paper will be based on weeks 1 to 3 of the course. The second response paper will be based on weeks 4-6. You will do a close reading of a text. Do not only summarize the reading. You may choose to locate a quotation from the readings that appeal to you and explain the context and significance of the quote in relation to other course materials. Or you may focus on the central argument/themes of the text. You are required to take an analytical approach to the text. Your response paper should have a thesis statement and a solid argument/approach to your critical engagement with the text. Include proper in-text citations and reference the text. You should maintain a formal academic tone but you can write in the first person and use personal pronouns. The goal is to write a concise, organized and sharp analytical written piece.

Annotated Bibliography: 15%
You are expected to submit an annotated bibliography that provides a brief descriptive paragraph on 8-10 of the course readings and external sources due March 4th. You must include 7 of these annotations from the course materials. The goal is to practice breaking down a piece of writing into the topic, argument/main ideas and concepts. Annotated bibliographies are tools to keep track of scholarly sources you have closely read to help you develop your final paper.

Draft of Critical Analysis Paper no marks
You will submit a working draft of your paper on the topic of your choice related to the themes of the course drawing on course materials and external sources due March 18th. You should include an introduction, thesis statement, body and conclusion. Limit each paragraph to one main idea. This draft will not be graded. You are not required to submit a draft of your critical analysis
paper on OnQ but please bring a paper or electronic copy to class for our writing workshop on March 18\textsuperscript{th} and 20\textsuperscript{th}.

**Critiques of Draft Research Papers:** 10%
You will be responsible for reading, evaluating and providing feedback on a peer’s work and in turn you will receive feedback on your paper. I have allotted time in class for working on the critiques during two writing workshops on March 18\textsuperscript{th} and March 20\textsuperscript{th} Critiques will be due at the end of the second workshop March 20\textsuperscript{th} in-class.

**Participation:** This course is designed as a seminar based on discussion therefore your attendance and active critical engagement with the texts and in conversation during class is fundamental to the structure of the course. You are expected to come to class prepared to discuss the readings and make thoughtful contributions that advance the weekly conversation. You are expected to speak respectfully in conversation with your peers. Your participation will be accessed on the basis of your attendance, demonstrated interest in the discussion, depth and insightfulness of commentary in class as it relates to the weekly readings, course themes and concepts, and the frequency of this participation.

**Final Paper:** 35%
You will submit a (7-8 page double spaced 12 font Times Roman) critical analysis paper on a topic of your choice related to the themes of the course due April 3\textsuperscript{rd}. You will want to take this opportunity to edit and refine your completed draft based on peer feedback and for grammar, mechanics and organization.

**OnQ, Readings and other Resources:**

This course uses OnQ to provide all the required resources, including the required readings, course outline, announcements, dropbox for online assignment submission and other links to course materials.

The course will cover a wide range of topics, emergent and current issues related to the themes of the course. There is no textbook or a (couple of texts) that can address what we need on its own. Therefore, course materials will include a range of journal articles, book chapters, film and online resources.

**Late Assignments:**
All assignments are due on the specified date on OnQ by 11:59pm. Unless prior arrangements are made in advance of the due date, a late penalty of 5\% per day will be applied to all late papers. Students are encouraged to proactively manage their time and plan accordingly to submit their assignments prior to the due date in the case of other commitments, travel, events etc. Students who experience extenuating circumstances may request a one-time 48-hour extension by submitting a self-declaration for brief absence form. This must be received on or prior to the due date. Further information on the brief absence form is available at https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students

If you require accommodation beyond the 48-hour extension option available, please contact me to discuss. Note: documentation may be required.
Accommodations:
Your experience in this class is important to me. If you have established accommodations with Queens Student Accessibility Services (QSAS), please communicate your approved accommodations to me and provide a copy of your accommodations letter so we can discuss your needs in this course.

Grading Method:
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<td>A</td>
<td>85-89</td>
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Statement on Academic Integrity

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of
Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services.

Academic Consideration for Students with Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)

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If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following: Instructor Name: Natasha Stirrett  Instructor email address: NS62@queensu.ca

Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in INDG 301-001. This Material shall not be distributed or disseminated to anyone other than students registered in INDG 301-001. Failure to abide by these conditions is a breach of copyright, and may also
constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Course Schedule and Assigned Readings

Week 1 Introduction & Indigenous Ways of Knowing

(Jan 7) Readings: None


Week 2 Western Imperialism, Coloniality and Modernity


Week 3 Race and Racialization


**Week 4 Settler Colonialism (First Response Paper Due)**


**Week 5 Indigenous Feminisms, Colonial Critiques and Resistance**


Week 6 Centering Two Spirit Identity (Second Response Paper Due)


Feb 18 & 20 READING WEEK: NO CLASS

Week 7 IdleNoMore Movement


[website] IdleNoMore http://www.idlenomore.ca


Week 8  **IdleNoMore and Black Lives Matter  (Annotated Bibliography Due)**


Week 9 **Land, Water and Indigenous Resurgence**


[website] Unist’oten Camp: Heal the People, Heal the Land. [https://unistoten.camp](https://unistoten.camp)


Week 10 **Draft of Paper Due**

(Mar 18) Readings: None Workshop
(Mar 20) Readings: None Workshop (critiques due in-class)

Week 11 **Politics of Recognition**


Week 12 Sixties Scoop and Counter-Responses (Final Paper due)


Course Title: INDG 301: Contemporary Indigenous Art

Instructor: Sebastian De Line
Kingston Hall, room 313
snfd@queensu.ca
Office telephone: (613) 533-2119
Office: Kingston Hall, room 407
Office hours: Mondays 10:00-11:00; Thursdays 11:30-12:30

<table>
<thead>
<tr>
<th>INDG 301-002</th>
<th>Contemporary Indigenous Art</th>
<th>W</th>
<th>Mon. 8:30-10:00</th>
<th>Thu. 10:00-11:30</th>
</tr>
</thead>
</table>

February 18-22, 2019: Winter mid-term Reading Week

Course Description:
This course is geared towards students in Fine Arts, Art History, and Humanities departments or programs. We will look at works by Indigenous artists on Turtle Island and other areas in the Americas as well as internationally (Sápmi, India, Australia, and Palestine) through theoretical, art historical, curatorial, and art critique related texts. Week to week, we will cover various mediums and art practices such as: drawing, sculpture, installation, in-situ, performance art, video and film, sound, mixed media, poetics, and literature. The aim of this course is to introduce students to various Indigenous artistic practices and the contexts in which they operate, and how these contexts shift according to how and where they are exhibited. Examples of artists whose work we will cover in the course are: Rebecca Belmore, Marianne Nicholson, Edgard Heap of Birds, Maria Hupfield, Thirza Cuthand, Dayna Danger, Qwo-Li Driskill, Gwen Benaway, Laura Ortman, Leanne Betasamosake Simpson, Ogimaa Mikana (Susan Blight & Hayden King), Camille Georgeson-Usher, Postcommodity, Richard Bell, Khaled Jarrar, and the Pootoogook family.

Intended Student Learning Outcomes
To complete this course students will demonstrate their ability to:

1. Demonstrate an improvement in deepening their analyses of weekly course material
2. Learn how to develop more complex theoretical critique through weekly questions
3. Demonstrate research skills by researching artists on their own, in relation to the artists covered in the course, and describe these artists’ connections/parallels in class each week
4. Develop thinking/writing/making as a text-based artistic practice through the production of a series of text-based paintings individually and together as group (class art project)
5. Learn how to ground their thinking/writing/art making by speaking from their own positionalities
6. Learn how to write an exhibition review that draws upon decolonial critical theory

**Assignments:**

**Weekly assignments:**

Every Monday: Formulate two short critical analyses from the assigned readings. The first (maximum two paragraphs) will be an interpretive aspect of the art work (read the work and tell me what you see, interpret, and how it relates to another artist’s work or group of artists). The second will be a question focused on analysing the key discussion points in assigned reading. Your critical analyses will become the basis of our class discussions about the artworks and weekly readings on Monday and Thursday. The more interesting a question or critical analysis you have, the more interesting our discussions will be!

Every Thursday: Every Thursday from week 4 onward, you are asked to bring one text-based painting that you created at home. The idea is that by week 12, you should have 10 paintings completed (including the first one which you will make in-class on Thursday of week 3). We will install all the paintings together as one large, collective work on week 12 and look at them together as a whole, reflecting back on how they functioned as individual artworks (in past weeks when you first presented them), and how they function in the context of a collective work. Everyone will use the same colour (one colour) and same sized paper as a starting point.

**Weekly creative assignment:**

Every Thursday: Bring your artistic work to class and install it in the room. We will discuss the works together.

**Written assignment:**

End of term artwork or exhibition review (1500 words including bibliography and footnotes). Due week 11 on Friday, March 22nd at 5:00 pm (turn in paper using onQ).

Font: Times New Roman, size: 12, double-spaced, MLA citation system, use at least 5 reading sources from the syllabus.

The starting point/contextual question that will run as a thread through the exhibition/artwork review assignment: **Who is in this space right now, who was before, and who will be in the future?** Incorporate this question into your essay in your own words. The point of the exercise is to think about the positionalities of both the artist and critic/art historian (you) in relation to the work of art, the land where the work was made, and the land where it is exhibited.

**Creative project:**
Students will be asked to meet with the instructor in the early draft stages of writing their exhibition or artwork reviews during the middle of the term (schedule an appointment in weeks 7-8) in order to benefit from feedback while developing their writing before its final submission. Weekly reading and course material will be broken up in half (more or less, depending how far we get on Monday); students will be expected to read/review half of the material for Monday’s class, and the other half of the reading/course materials will be covered on Thursday’s class.

“Soundings” exhibition tour at the Agnes Etherington Art Centre:

On Thursday of week 2, there will be an excursion where we will visit the “Soundings” exhibition at the Agnes Etherington Art Centre. Artist, Camille Georgeson-Usher, will give us a tour of the exhibition, and answer questions about the various artworks and artists in the show. Class will be held at the Agnes, so meet there at the same time as class begins normally.

Grading:

Attendance per class = 25% in total for all 24 classes
25% Weekly class discussions, questions and comments in response to the readings Due: every week
20% artwork or exhibition review (1500 words) Due: draft: week 6
One-on-one appointments for feedback on drafts (15 mins.) Due: make appt. weeks 7-8
Final version of review paper Due: week 11
30% creative project Due: one painting per week

Reading list:


**Week 1: Brief Introduction to Methodology and Contexts**

Jan. 7 & 10

**Monday:**

-Introductions
- Go over the syllabus
- Discuss creative assignment

Art works to research:
- Kent Monkman’s paintings
  [http://www.kentmonkman.com/painting](http://www.kentmonkman.com/painting)

Thursday:
- Discuss assigned and recommended reading in class.
- Have your 2 questions ready. Write your name on the paper together with your questions and turn them into the instructor at the start of class. We will engage with a number of these questions in an in-class discussion.

Assigned Reading:


Recommended reading:


**Week 2: Contextualizing Decolonial Language in Art and the Canon**

Jan. 14 & 17

Art works to research:
- Camille Georgeson-Usher
  [https://camilleusher.com/#home-section](https://camilleusher.com/#home-section)
- Edgar Heap of Birds
http://heapofbirds.ou.edu/
-Ogimaa Mikana (Susan Blight & Hayden King)

http://ogimaamikana.tumblr.com/
-Cheryl L’Hirondelle’s “uronndnland”
-Lawrence Weiner

https://www.lissongallery.com/artists/lawrence-weiner

Watch:
“Late Shift Extra: Edgar Heap of Birds” (6.24)
https://www.youtube.com/watch?v=ieh-11JF7VI

Thursday:
-In class painting exercise. After week 2, painting assignments are to be done at home for the following weeks and presented in class.

Assigned reading:


Recommended reading:


**Week 3: Art in Relation to Land and Borders: Part 1**

Jan. 21 & 24

Art works to research:

- Postcommodity’s “A Very Long Line”

- Watch Postcommodity’s documentary on their work, “Repellent Fence” (2015)
  https://youtu.be/SZBNqwNMkQE
  https://www.youtube.com/watch?v=Or0nsRZoFyw&feature=youtu.be
  https://www.youtube.com/watch?v=M9kPE-4qnBw

**Assigned reading:**


Tate article on Richard Long:


**Recommended reading:**


**Week 4: Art in Relation to Land and Borders: Part 2**

Jan. 28 & 31 (AWAY: SUBSTITUTE INSTRUCTOR)

**Art works to research:**

- Bush Gallery by Tania Willard

- Video of Marianne Nicholson’s work, Cliff Painting.
  http://www.themedicineproject.com/marianne-nicolson.html

- 1960s and 1970s Land Art by Robert Smithson, Richard Long, etc.

**Assigned reading:**


Recommended reading:


**Week 5: Indigenous, Black, and POC Performance Art: Bodies in Relation to Lands and Territories**

Feb. 4 & 7

Art works to research:
- Cheryl L'Hirondelle’s 2001 performance, "Cistemaw iyiniw Ohci"
  http://hemi.es.its.nyu.edu/journal/2_1/hopkins.html
- Rebecca Belmore’s 2002 performance, “Vigil”
  http://www.rebeccabelmore.com/video/Vigil.html
- Ayumi Goto’s 2013 performance, “in sonorous shadows of Nishiyuu”
  https://www.youtube.com/watch?v=ynTd1Ei2clY
- Carrie Mae Weems’s 2006 performance in Rome, “Roaming”
  https://www.youtube.com/watch?v=TI0R2qIRfps

Assigned reading:


Recommended reading:


**Week 6: Embodiment, Disability, Queerness, Racialization, and Land**

Feb. 11 & 14

Art works to research:
- Watch short film, “The Hearing” (2013, 5 mins) by Russel Ratt Bascoupé
  https://vimeo.com/156457724
- Watch video interview with Dayna Danger, “In the Studio with Dayna Danger.”
- Carl Beam’s 1991 work, “Burying the Ruler”, photo emulsion and acrylic on canvas.
  https://artsandculture.google.com/asset/burying-the-ruler-1/FwGDEnFO0S5WOQ
  https://resilienceproject.ca/en/artists/shelley-niro

Assigned reading:


Recommended reading:


**Week 7: Stories, Sound, Poetics & Songs**
Feb. 18 (Feb. 18-22 is READING WEEK)

Art works to research:

- Rebecca Belmore’s 1991, “Ayum-ee-aawach Oomama-mowan: Speaking to Their Mother”:

- Listen to/Watch Cecilia Vicuña’s “Torn Sound” (2006):
  https://www.youtube.com/watch?v=sxvE67MKW-A&feature=youtu.be

- Cecilia Vicuña’s “Semiya” (seed song, 2015):
  https://vimeo.com/130776458

- Cecilia Vicuña’s “Cantos del Agua” (water songs, 2015):
  https://vimeo.com/121079249

Listen to music tracks:

- Leanne Simpson’s album, “Islands of Decolonial Love”:
  http://arpbooks.org/islands/

- Laura Ortman (1:15:00):
  https://www.youtube.com/watch?v=rtBUYt7sSKA

- Tanya Tagaq:
  https://www.youtube.com/watch?v=xNYTA6SV6tM
  https://www.youtube.com/watch?v=pFHL341OpHU&pbjreload=10
  https://www.youtube.com/watch?v=4wKRz562MY8

- Jeremy Dutcher:
  https://www.youtube.com/watch?v=pJKOaVjfHus
  https://www.youtube.com/watch?v=7wtB-XN3pql

- Maxida Märak:
  https://www.youtube.com/watch?v=g0V1Kt4JDF4
  https://www.youtube.com/watch?v=wYv2WRCHY64

Assigned reading:
Belcourt, Billy-Ray:
https://nakinisowin.wordpress.com/category/poetry/
Week 8: Film & Video Art

Feb. 25 & 28

Art works to research:

Karrabing Film Collective’s “Wutharr, Saltwater Dreams” (excerpt, 2016):
https://www.youtube.com/watch?v=kOnDyRSc3r8&feature=youtu.be

Karrabing Film Collective’s “When the Dogs Talked” (2014):
https://www.youtube.com/watch?v=t3ot-KKIjZA&feature=youtu.be

-Maree Clarke:
https://vimeo.com/95463725

-Maree Clarke & Susan Forrester’s “Sistas United in Sorrow” (2015):
https://vimeo.com/255676126
https://vimeo.com/260324248

-Thirza Cuthand’s “Two-Spirit Introductory Special $19.99”:
https://vimeo.com/139510194

Assigned reading:


Assigned video-recorded lecture:

Watch lecture: “Elizabeth A. Povinelli and Vivian Ziherl— Wutharr: Saltwater Dreams – conversation – 07.10.2017” on the work of Karrabing Film Collective in local Aboriginal contexts (in Australia) and international contexts:

https://www.youtube.com/watch?time_continue=586&v=z-s3qJgUcIo

**Week 9: Contextualizing Lands, Cultures, and Contemporary Politics: Inuit Qaujimajatuqangit in Relation to Contemporary Inuit Art Praxis, and Saami Manifesto 15 in Sápmi**

Mar. 4 & 7

Art works to research:

-The drawings of Annie Pootoogook:
http://www.dorsetfinearts.com/annie-pootoogook/

-Napachie Pootoogook:
https://www.metmuseum.org/art/collection/search/694465

-Pitseolak Ashoona:

-Kablusiak’s “Uyarak//Stone” series:
https://cargocollective.com/nasogaluakcarpenter/Uyarak-Stone

-Pangnirtung Tapestry Studio:
http://www.uqqurmiut.ca/TapComm1.html

-Watch Tanya Lukin Linklater’s video *Slay All Day* (2016):
https://www.tanyalukinlinklater.com/video/slay-all-day-2016

-Watch video documentation of “Sáami Protest 2015”:
https://www.youtube.com/watch?v=K9W_uJS6R2A

Assigned reading:


Recommended reading:


**Week 10: Subalterneity and Warli Art Practices: Gill & Vangad and Jivya Soma Mashe**

Mar. 11 & 14

Art works to research:

-Gauri Gill and Rajesh Vangad’s “Field of Sight” (2013- ongoing)

https://granta.com/another-way-of-seeing/

-Look at the work of Jivya Soma Mashe’s “Coal Mining Process” (2011) and Hervé Perdriolle’s comparison between Jivya Soma Mashe and Richard Long (in dialogue with Aurogeeta Das’ article in the assigned reading)


Assigned reading:


Week 11: Re-contextualizing a work; different times and different places

Mar. 18 & 21

Art Works to Research:
- Various Iterations of Richard Bell’s “Tent Embassy” (1972 – ongoing)
- Rebecca Belmore’s 2003 performance, “Tent City”:
  http://www.rebeccabelmore.com/video/Tent-City.html
- Rebecca Belmore’s 2017 work at documenta14 sites in Athens, Greece and Kassels, Germany entitled, “Biinjiya'ing Onji (From Inside)”.
- Emily Jacir’s Memorial to 418 Palestinian Villages which were Destroyed, Depopulated and Occupied by Israel in 1948 (2001):

Assigned reading:


Recommended reading:
https://electronicintifada.net/content/exhibiting-politics-palestinian-american-artist-emily-jacir-talks-about-her-work/5295

Week 12: Shifting contexts
Mar. 25 & 28

Art Works to Research:

-Palestinian contemporary art and re-contextualizing art works from Australia within art works in Palestinian territories. Look at the works of Khaled Jarrar in Palestine and Mexico, and Richard Bell’s Embassy in Palestinian territories also known as Israel.

-Look at Khaled Jarrar’s website and video documentation of the wall.

http://www.ayyamgallery.com/artists/khaled-jarrar/videos

-Watch video on Khaled Jarrar’s work on the Mexican-U.S. border wall.


-Watch lecture: “Elizabeth A. Povinelli and Vivian Ziherl—Wutharr: Saltwater Dreams – conversation – 07.10.2017” on the work of Karrabing Film Collective in nationalized (Australian) contexts and international contexts:

https://www.youtube.com/watch?time_continue=586&v=z-s3qJgUcIo

Assigned reading:


Appendix

Grading Scheme and Grading Method

Queen’s Official Grade Conversion Scale

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<thead>
<tr>
<th>Grade</th>
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</table>

**Location and Timing of Final Examinations**

There is no final examination for this course.

**Statement on Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters,
actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Turnitin Statement**

The following statement must be included on the syllabus for any course using Turnitin. It has been preloaded on all new onQ courses, but may have to be added by the instructor to courses created before this academic year:

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service](http://turnitin.com/), which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin’s Privacy Policy](http://turnitin.com/):

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

**Privacy Statement for Instructors Who Use External Software in Their Course**

This course makes use of Turnitin for INDG 301-002, “Contemporary Indigenous Art.” Be aware that by logging into the site, you will be leaving onQ, and accessing [http://turnitin.com/](http://turnitin.com/) and Turnitin. Your independent use of that site, beyond what is required for the course (for example, purchasing the company’s products), is subject to [name of company’s] terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site.
Links to the most common websites used by instructors are listed below:

- Crowdmark - https://crowdmark.com/privacy/queens/
- Coglab - https://coglab.cengage.com/info/privacy.shtml

**Accommodations for Disabilities**

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**Academic Consideration for Students with Extenuating Circumstances**

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at:
Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Sebastian De Line
Instructor/Coordinator email address: snfd@queensu.ca
INDG: 301
Indigenous Ways of Knowing: Indigenous Hip Hop as Reclamation

Wednesdays
6:30 PM – 9:30 PM
Kingston Hall 313

Camille Usher
Office hours by appointment
Kingston Hall Room 404

Figure 1 Princess Nokia, 1992, 2017
COURSE DESCRIPTION
For decades, hip hop has shaped generations. For many, it responds to intergenerational traumas, notions of class, space and identity. Finding inspiration from the history and impact of the hip hop movement in New York City, Indigenous artists and youth have similarly used hip hop as a way of making their mark on a society that has disregarded their voices for centuries. For many Indigenous peoples in North America, hip hop has been an integral component of resistance and reclamation, pointing to the power and truths of what it means to be Indigenous today. Indigenous hip hop has spoken about persisting issues of colonisation, insurmountably high suicide rates, living in urban centres, being alone, being a part of community, speaking across oceans, the 60’s scoop, the millennial scoop, residential schools, and the list goes on.

This course will look briefly at a history of hip hop in the United States to Indigenous-Black solidarity movements and the proliferation of Indigenous hip hop’s multiple forms today. For many, hip hop is a way to connect to culture, history, politics, confidence, and alternative ways of communicating that importantly shift how we are building the future.

Please note that this class will contain course language and intense subject matter, students may at any time leave the room if they are uncomfortable with the particular language of a song being played.

INTENDED LEARNING OUTCOMES
1. Students will engage in discussion-based learning throughout each course, pulling key points from each week’s readings and listening playlists;
2. Students will demonstrate research skills by investigating an artist’s history and trajectory;
3. From this research, students will then work on public speaking and response skills through weekly artist presentations;
4. Students will learn about preparing and presenting project proposals and implementing an event, exhibition, or creative project of their choosing; and finally,
5. Students will engage in positioning themselves in relation to the academic work they do.

EVALUATION
Attendance 10%
Event Write Up 5%
Participation in class discussions 20%
Artist Research Presentation 25%
Final Major Project 40%

ASSIGNMENTS
Event Write Up (5%) 
DUE ANYTIME BEFORE APRIL 1
Students are invited to attend either Ursula Johnson’s talk at the Agnes Etherington on February 6th from 6-8pm or visit the exhibition Inuugatikka: My Dear Relations as it works best with schedules. Following either of these events, students will write a 150-word informal response.
**Artist Research Presentations (25%)**
Each week there will be presentations where students will deeply research the history of one Indigenous hip hop artist and present their findings to the class. The presentations should:

1. Be no longer than 15 minutes and no shorter than 10 minutes (This time also includes playing one song);
2. Describe a history of the chosen artist – if there is no written history to cite for the artist then the student may choose to present on their personal impact from the music and what they interpret from the lyrics;
   *Note that this MUST be original content, it cannot be copied from a website or another essay*
3. Engage in a 5 – 10 minute question period at the end of their presentation with questions from a respondent as well as the rest of the class; and
4. The student must include a properly formatted bibliography for their research and will need to hand in this bibliography along with a 500 – 800 word write up outlining their presentation.

*All assignments can be either handed in in physical copy or by email to c.usher@queensu.ca*

**Final Project: Creating a Hypothetical Event Featuring Indigenous Hip Hop (40%)**
For the final assignment, students will prepare a full event proposal and plan for hypothetically implementing a creative project of their choosing. Projects could include, but are not limited to: a music festival, an art exhibition, a panel discussion, a concert, an artistic project, a community event, etc.

The idea is for students to learn about how to research, prepare, and outline implementation for a creative event that features the work and history of Indigenous hip hop.

1. Draft Proposal (8%)
   **DUE FEBRUARY 26**
   a. An Event Title
      50 words max
   b. Brief Overview of Proposed Event
      250 words max
   c. Location of Event including a description of the significance of this location to the project
      150 words max
   d. Importance or Significance of this Event/Project
      200 words max
   e. List of proposed artists to include

2. Final Project Presentations (12%)
   **MARCH 25 AND APRIL 1**
   a. 10-15 Minute Public Presentation to Class – Outlining the Hypothetical Event
      i. This presentation may include watching/listening to media, but students must present their project/event in detail to the class
      ii. There will be 5 minutes at the end for questions from fellow students

3. Final Project Research Paper (20%)
   **DUE APRIL 15**
   a. An updated version of the draft proposal
      i. Event Title
ii. Brief Overview

iii. Location

iv. Importance

v. List of Artists

b. 1,000 word research paper outlining your process of developing this project/event

All assignments must have a title page that include the students name, student number, the date of submission, and the title of the assignment. Assignments should be done in Times New Roman font, size 11, 1.5 spacing.

SCHEDULE

WEEK 1 - January 8, 2020
Introduction to Indigenous hip hop as reclamation and a brief history of Indigenous peoples in Canada.

WEEK 2 – January 15, 2020
Literary influences and a small history of hip hop in the United States

Read
There are two books available at the library or you can access the full text version through Queen’s Library online.

Listen

WEEK 3 – January 22, 2020
A place to start on Indigenous histories and “reading” hip hop

Read


Listen
CBC has a weekly show called *Reclaimed* hosted by Jarrett Martineau (Cree/Dene) which we will listen to as we progress through the semester. You are welcome to listen to any and all episodes but try to listen to the specific episodes before each class. Each episode runs for about an hour.

Reclaimed: May 1, 2019 – Beats, Rhymes and Native Life
https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music

Playlist:
Travis Thompson, "Eyelids"
Kobie Dee, "This Life" ft. Bea Moon
Snotty Nose Rez Kids, "Creator Made an Animal" ft. Boslen
Young Dene, "Frost Moon"
KnoX, "Overcast"
Supreme Flows, "Honest"
Purple Cats In Slacks, "Dahiltihii" ft. Asdzaa Ha'ho'aa
Tchutchu, "faulty no. nine"
Jeremy Parkin, "face"
Jae-Krnxnalege & Mike Lawrence, "Where The Soul Lives"
Jacob Hoskins, "Renegades"
Dakk’one, "Expire"
Casey Koyczan, "Longing"
Edzi’u Music, "What Does Nation Mean?"

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**WEEK 4 – January 29, 2020**
*No class, we instead will meet individually over skype to go over ideas for your final Event Project – There will be a sign-up sheet to select a time.*

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**WEEK 5 – February 5, 2020**
Exhibitions and Art that changed the world

**Read**


**Listen**
Reclaimed: Jan. 23, 2019 – Beats & Electronics
[https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music](https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music)
Playlist:
Northern Touch All Stars, "Northern Touch (A Tribe Called Red Remix)"
Antoine Edwards Jr, "Down"
Sebastian Gaskin, "Without U"
SoccerPractise, "Kaua E Mate Wheke"
Elisa Harkins, "Cate Owis (I Am Red)"
Once A Tree, "Phoenix (Wolf Saga Remix)"
Tomahawk Bang & Coflo, "The Bus Ride"
Classic Roots, "From Spirit With Love (Original Mix)"
Robbie Robertson, "The Lights"
Jeremy Parkin, "Don’t Let Go"

WEEK 6 – February 12, 2020
No Class
In place of today’s class, students are invited to either attend Ursula Johnson’s talk at the Agnes Etherington on February 6th from 6 - 8pm or visit the exhibition Inuuqatikka: My Dear Relations as it works best with schedules.

Read

WEEK 7 – February 19, 2020
Reading week, no class

WEEK 8 – February 26, 2020
Indigenous hip hop generation

Read


Listen
Red Cloud - Krylon Teardrops/Guns and Roses
Drezus - Warpath
Supaman - Prayer Loop Song (for the culture)
Frank Waln - Aboriginal
Litefoot - My Land
Winnipeg's Most Wanted - Northside Connection mixtape/All I Know IS DOPE
WEEK 9 – March 4, 2020
Indigenous Women Warriors

Read

Watch

Listen
Reclaimed: March 6, 2019 – International Women’s Day
https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music
Playlist:
Women’s Warrior Song
Renata Flores, "Tijeras"
Ladi6, "Outta Time"
Daytrvp, "Back to Me"
Eekwol & T-Rhyme (F.W.B.W.), "Revitalize"
Chhoti Maa, "Wetbacksoulmusic"
Leanne Betasamosake Simpson, "Under Your Always Light"
Bear Fox, "Four Beings"
Amanda Rheaume, "Return to the Water"
Beatrice Deer, "My All To You"
Alena Murang, "Re Lekuah (Pepper Jam Remix)"
Kardajala Kirridarra, "Ngabaju (Grandmothers Song)"

WEEK 10 – March 11, 2020
Arctic history and sounds

Read


**Watch**

**Listen**
Reclaimed: Feb. 6, 2019 - The North
[https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music](https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music)

Playlist:
The Trade-offs, "Qaumariaq" ft. Luke Doucet
Agaaqtoq, "Imuugiaqarama"
Sumé, "Nye Tider (Pivfit Nutat)"
Northern Haze, "Qainna"
Willie Thrasher, "Spirit Child"
Elisapie, "Wolves Don't Live By The Rules" ft. Joe Grass
Hyper-T, "It's Like" ft. Mec Rezarek & Skyler
Nuuk Rap, "Taallanik Naammattunik"
PIQSIQ, "Akuglugu (Then You Stir)"
Riit, "Kina"
Kelly Fraser, "Sedna"
Leela Gilday, "One Drum"
William Tagoona, "Anaanaga"

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**WEEK 11 – March 18, 2020**

**Game changers**

**Read**


**Listen**
Reclaimed: Feb. 20, 2019 – Protectors
[https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music](https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music)

Playlist:
John Trudell, "Of Many Realities"
Kristi Lane Sinclair x Vancouver Cantata Singers, "Woman (choral)"
Kristi Lane Sinclair, "Woman (original)"
Raye Zaragoza, "Fight for You"
A Tribe Called Red, "Unist'ot'en Camp - Stadium Pow Wow"
Super Drum Group of Singers, "Mi'kmaq Honour Song (Live at Listuguj)"
Jeremy Dutcher, "Honor Song"
Drmngnow, "Ancestors"
Snotty Nose Rez Kids, "The Warriors"
Supaman, "Godly Warriors" ft. Passionate MC
Def-i, "Water Is Life"
Iskwé, "Healers"
Quantum Tangle, "Freeze Melt Boil"
DKD Dancers, "X’asheeyi"
Black Lodge Singers, "War Paint / Soldier Boy"

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**WEEK 12 – March 25, 2020**

Indigenous Poetics – A New Generation

**Read**

Billy-Ray Belcourt
Lindsay Nixon
Leanne Betasamosake Simpson
Arielle Twist

**Listen**

Reclaimed: Sept. 26, 2018 – The Renaissance
[https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music](https://www.cbcmusic.ca/posts/19690/listen-to-every-episode-of-reclaimed-on-cbc-music)

Playlist:
Jeremy Dutcher, "2018 Polaris Acceptance Speech and Performance"
Lido Pimienta, "La Capacidad"
Buffy Sainte-Marie, "Working for the Government (A Tribe Called Red Remix)"
Tanya Tagaq, "Split Tooth" (excerpt)
Tanya Tagaq x Damian Abraham, "Run to the Hills"
Yamantaka // Sonic Titan, "Yandere"
The Handsome Savages, "Decay"
Saní Scarves, "In A Different Light"
Kristi Lane Sinclair, "Starlite & Dust"
Bonnie Couchie, "Things That Make Me Go Hmmmm" ft. Binaeshee Quae Couchie-Nabigon
William Prince, "Bloom"

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**WEEK 13 – April 1, 2020**

*Final class*

**Listen**
Appendix

Grading Scheme and Grading Method

Queen’s Official Grade Conversion Scale

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Location and Timing of Final Examinations

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If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor Name: Camille Usher
Instructor Email Address: c.usher@queensu.ca
Indigenous Migration and Urbanization
INDG 301 002

Winter 2020
Monday: 1:00pm-2:30pm
Wednesday: 11:30am-1:00pm
JEFF 115

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory. This 'acknowledgement of territory’ statement is an institutional recognition of the traditional inhabitants of the land on which Queen’s University is located. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

Instructor and Contact Information
Instructor: Zachary Smith
Contact Information: zachary.smith@queensu.ca
Office Hours: Wednesday 10:30am-11:30am (Kingston Hall, Room 404) by appointment only.

Course Description

This course surveys the changing spatial dynamics of Indigenous-settler relations with a particular focus on the Canadian experience. Themes include: the relationship between Indigenous peoples and urban space; the causes and consequences of Indigenous migration; and the building of urban Indigenous communities.

Intended Student Learning Outcomes

Upon successful completion of this course students will be able to;
1. Identify the history and dynamics of population growth in urban areas
2. Understand the distinctive characteristics of urban Indigenous communities
3. Identify the ideas and policies that have shaped the urban Indigenous experience
4. Speak to multiple and contested ways in which Indigenous identity, colonial difference, urban/rural divide and “ethnic mobility” shape urban Indigeneity in contemporary Canada.

Class Schedule and Required Readings/Materials

Required readings (listed below) will be distributed online.
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Schedule</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 6-8, 2020</td>
<td>Course Overview and Introduction to the Topic</td>
</tr>
<tr>
<td>3</td>
<td>January 20-22, 2020</td>
<td>The Politics of Urban Indigeneity</td>
</tr>
<tr>
<td>4</td>
<td>January 27-29, 2020</td>
<td>The Spatial Order of Settler Colonialism: Dispossession, Confinement and Resettlement in “Settler-Cities” of Nineteenth Century Canada</td>
</tr>
<tr>
<td>5</td>
<td>February 3-5, 2020</td>
<td>The Spatial Orders of Settler Colonialism: Enforcing Colonial Boundaries in Twentieth Century Canada</td>
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<tr>
<td>6</td>
<td>February 10-12, 2020</td>
<td>The Uneven Politics of Integration: Placement, Relocation and the Politics of Urban Resettlement, 1940s-1970s</td>
</tr>
<tr>
<td>No Class</td>
<td>February 17 -21, 2020</td>
<td>Winter Reading Week</td>
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<tr>
<td>7</td>
<td>February 24-26, 2020</td>
<td>The Right to the City: Gender, Activism and Networks</td>
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**Week 1 (January 6-8): Course Overview and Introduction to the Topic**

**Required Readings:**


Required Readings:

Week 3 (January 20-22): The Politics of Urban Indigeneity

Required Readings:

Week 4 (January 27-29): The Spatial Orders of Settler Colonialism: Dispossession, Confinement and Resettlement in “Settler Cities” of Nineteenth Century Canada.

Required Readings:

**Week 5 (February 3-5): The Spatial Orders of Settler Colonialism: Enforcing Colonial Boundaries in Twentieth Century Canada.**

**Required Readings:**

**Week 6 (February 10-12): The Uneven Politics of Indian Integration: Placement, Relocation and the Politics of Urban Resettlement, 1940s-1970s.**

**Required Readings:**

**Week 7 (February 24-26): The Right to the City: Gender, Activism, and Networks**

**Required Readings:**


Week 8 (March 2-4): The City as “Home”: Community, Belonging, and Urban Consolidation

Required Readings:


Week 9 (March 9-11): Place-Making in the Decolonizing City: Space, Culture, and Design

Required Readings:


Week 10 (March 16-18): Provisioning Urban Indigenous Health and Wellness

Required Readings:

Week 11 (March 23-25): Class Presentations

Week 12 (March 30): Course Wrap Up

Assignments and Grading Scheme

Participation and Presentation 25%
Participation means arriving on time and coming to class having carefully read the assigned texts. During class periods set aside for discussion, you are expected to engage with your classmates and instructor. Students will frequently be asked to make contributions to the class discussion. Sharing knowledge is essential to student (and class) success and a good grasp of the reading material is expected and will be examined in an informal way by the course instructor. Each student is expected to contribute analysis and insight throughout the term. I would encourage you to prepare arguments, notes, offer observations and any specific and nuanced views of the texts you want to discuss during the seminar.

Each student will present on one of the weeks assigned readings. The presentation should provide a clear description of the context of the readings, key arguments, issues and findings for the week and, if possible, relate these to other readings in the course. As part of the presentation, the presenter is required to write a presentation summary [1-2 pages] composed from the required readings for the relevant class. The presentation itself with include an oral critical analysis of the assigned material with a time allocation of approximately 10-15 minutes. Power Point presentations are optional, but not required. Finally, the presenter will develop discussion questions (selected from the text) to that the class will take up throughout the duration of the class. Students will be asked to sign up for. Students will be asked to sign up for a presentation date during the second class.
**Reading Responses 20%**
Students are expected to read all the assigned texts (usually two or three) and to respond to five of the week’s readings with a written response. This is an opportunity to further develop insights gleaned from lecture and class discussion, and demonstrate your engagement with class materials. Reading responses should be printed and submitted in class, structured according to the following example for each of the week’s assigned reading:

Student Name / Student Number
Date
Reading Response # (1,2,3,4 or 5)

Author Name, Citation of the Reading:
- *Argument:* A summary of the author’s argument or purpose in your own words (50-100 words).
- *Response:* A thoughtful written response that can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. You may also discuss the reading in the context of other readings.

**Research Paper Proposal 10% Due Week 6 (February 12)**
A 2-3 page research proposal for a research project related to the history of Indigenous migration and urbanization, and/or contemporary urban Indigenous communities. Can take the form of an examination of a specific theme, process, period, and/or city. An assignment outline will be presented in the second week of class.

**Research Presentation 15% Week 11 (March 23-25)**
A 10-15 minute presentation on your research project, including a powerpoint presentation.

**Research Essay 30% Due Week 12 (March 30)**
A 12-14 page thesis-driven research paper related to the history of Indigenous migration and urbanization, and/or contemporary urban Indigenous communities. Can take the form of an examination of a specific theme, process, period, and/or city.
### Grading Method

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### Late Assignments

No extensions will be granted in advance. A penalty of 2% per working day will be deducted from late assignments. This penalty may be waived in the event of unforeseen emergencies such as illness (please note that a heavy work load for other classes or paid employment does not qualify as an unforeseen emergency). If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate. The late penalty will be waived, in part or in whole, as seems justified. You may submit your late assignment at the beginning of a following class or by slipping it under my office door. Assignments will not be accepted after the last class.

### Academic Integrity: Statement on Academic Integrity

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.
Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Accommodations for Disabilities**

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

**Academic Consideration for Students with Extenuating Circumstances**

Please see Appendix C (page 10) for suggestions on building flexibility into course design to facilitate academic consideration.
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name:
Instructor/Coordinator email address:
Anishinaabe Philosophy and Thinking Critically about Current Events

INDG 301 003
Winter 2020
Tuesday 1-2:30; Thursday 11:30-1
Kingston Hall 204

Instructor: Patricia Siniikwe Pajunen.
Email: plp@queensu.ca.
Office Hours: Tuesday 3:30-4:30.

Course Description:

In 2006, Dale Turner published This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy wherein he detailed a new role for Indigenous academics: the Word Warrior. The Word Warrior is an Indigenous academic who acts like a translator of sorts between communities and colonial institutions, learning the jargon and vernacular of both groups. Word Warriors enter colonial institutions to learn any discipline and attempt to build some understanding between Indigenous knowledges and colonial knowledges. The major struggle of the Word Warrior is academia and classrooms are still heavily colonized to the point where only some knowledges are allowed within and all other knowledges are deemed inferior or useless. In this course, we will learn some Anishinaabe ways of knowing, possible ways of decolonizing academia, and the role of the Word Warrior. Exploring current events such as indigenizing/decolonization of classrooms/academia, Indigenous resistance groups, and the political climate post-federal election, we will consider how the Word Warrior will play a pivotal role for all current events inside and outside academia. Students will form groups (size TBD) and work together on a final presentation and paper. To help the creation of the final project, students will write weekly reflections and submit a midterm report including an annotated bibliography, an abstract, and a division of labour.

CONTENT NOTES: Some readings in this course might be difficult to read for various reasons. Rather than pushing through a difficult reading, let’s talk about it.

Learning Outcomes:

By the end of this course, successful students will be able to:

• List several identifying features of Anishinaabe ways of being and knowing.
• Give an example of how Anishinaabe transfer knowledge.
• Critically evaluate political and social rhetoric.
• Compare narratives given by media and by Indigenous peoples.
• Create an essay that follows the standard philosophical structure.
Assessments:

- Reflections – x6: 18%
- Self-Care – x4: 12%
- Abstract: 5%
- Annotated Bibliography: 10%
- Paper: 35%
- Class Assignment – University wide screening of Invasion or the full-length documentary: 20%
- Bonus assignment – Find an Indigenous specific topic not covered in class and tell me about it: 5%

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

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Late Policy:

The reflections and self-care assignments will be graded and documented as they are submitted. The final grade for these two assignments will be tallied at the end of term. If, by the last class, the submissions do not equal 6 (reflections) and 4 (self-care), a 0 will be given for as many that are missing. For example, if only 3 reflections are submitted, a 9% out of 18% will be given.

The abstract, annotated bibliography, presentation, and final essay will be graded based on their respective rubrics and given numerical percentage grades. Assignments submitted beyond the 3-day grace period will lose 2 percent per day up to a total of 10 percent.
If the bonus assignment is submitted before the last class, 5% will be added to the final grade. This item DOES NOT affect the final grade if not submitted.

There may be a time when you are unable to complete an assignment for personal reasons. To build in some flexibility for all students, each assignment will have a 3-day grace period. That is, your assignments are due on the due date but will be accepted, without penalty, up to 72 hours afterwards. The 3-day grace period does not apply to the reflections, self-care, or bonus assignments.

Course Readings and Assignment Dates:

Section 1: Anishinaabe Philosophy.
Week 1: Introduction:

January 7: Introduction, Assignments, and expectations.

January 9: The Seven Sacred Teachings – David Bouchard & Dr. Joseph Martin and Minobimaadiziwin.

Week 2: Anishinaabe Storytelling as Rhetoric or Philosophy.
Question of the week: Philosophy: what is it and how do we know we are doing it?

January 14: Anishinaabe Ways of Knowing and Being – Lawrence W. Gross: Chapter 7 and 8.

January 16: Anishinaabe Ways of Knowing and Being – Lawrence W. Gross: Chapter 7 and 8.
Last day to drop classes without financial penalty: February 17, 2020.

Week 3: Word Warriors:
Question of the week: What constitutes a Word Warrior and what are their responsibilities?

January 21: This is not a Peace Pipe – Dale Turner: Chapter 4.

January 23: This is not a Peace Pipe – Dale Turner: Chapter 5.
Abstracts due.

Section 2: Politics and Philosophy.
Week 4: Aboriginal Rights:
Question of the week: What does ‘Aboriginal Rights’ mean in the context of settler-colonialism?

January 28: Section 35(1) and Aboriginal Rights are not Human Rights – Peter Kulchyski; 1-126.
January 30: White Paper Liberalism, White Paper 2.0, and #Wexit

Week 5: The 2019 Election:
*Question of the week: Why do some Indigenous people/communities refuse to vote and what does that mean for continued colonialism, oppression, and genocide?*

February 4: The results, does voting matter, and ‘The Indigenous Vote’.

February 6: The Liberal track record and the Conservative re-uprising.
*Annotated bibliography due.*

Week 6: Politics in the Classroom:
*Question of the week: How are classrooms colonized and how can classrooms be decolonized?*

February 11: *Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education* – Sheila Cote-Meek: 87-139.


Week 7: READING WEEK.

Section 3: Current Affairs.
Week 8: #IdleNoMore and Government Enforced/Sanctioned Police Violence:
*Question of the week: How do police protect citizens when they are busy serving corporate interests?*


  - http://unistoten.camp/media/invasion/.
Week 9: #MMIWG2S and Genocide:
Question of the week: Why did the #MMIWG2S final report use the word ‘genocide’?


March 5: #MMIWG2S and Stolen Children:

Section 4: Art, Music, Movies/Shorts, Humour, and Erotica.
Week 10: Indigenous Art, Music, and Videos:
Question of the week: Norval Morrisseau is the epitome of Indigenous art. Can Indigenous art exist in other ways?

March 10: Kent Monkman and N’we Jinan.

March 12: Movies and Shorts:
- Freedom Road directed by Angela Redsky.
- Shaman by Echo Henoche; https://www.nfb.ca/film/shaman/.
- Walking is Medicine by Alanis Obomsawin; https://www.nfb.ca/film/walking-is-medicine/.

Week 11: Indigenous humour:
Question of the week: Indigenous humour... Is it more than gallows humour?

March 19: The 1491s, Folk Lordz, Those Damned Ojibway Boys, Bananaboozhoo, and Walking Eagle News.

**Week 12: Indigenous Erotica OR In-Class Presentations (depends on enrolment):**

*Question of the week: Is there an Indigenous intimacy beyond sex?*


**Week 13: Prep work for Invasion (or full-length documentary) screening:**

March 31: Need to create and put up posters (preferably before this date, but we will be flexible).

April 2: Plan to do screening around this date.

*Papers due: April, due date TBD.*

**Statement on Academic Integrity:**

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instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

In this course, we will be working with sources that are typically regarded as non-academic. Thus, students will be given detailed descriptions of how to work with these sources and how to cite these sources. It is expected that students will follow the provided guidelines for citing sources regardless of what citation method students use in other courses.

Copyright of Course Materials:

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Acknowledgement of Territory:

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualties were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

For a longer history of the land, check out the Queen’s Encyclopedia.

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to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

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If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name.
Instructor/Coordinator email address.
Department of Languages, Literatures and Cultures
Indigenous Literatures and Creative Writing

INDG 301-004

Winter Term, 2020

Instructor: Lesley Belleau
Contact: ldb3@queensu.ca, (alternate) lesbelle77@hotmail.com
Office Hours: 12-1 Wednesdays.
Office: KINGST 404

Course Description:
This course is based on a direct understanding of Indigenous Narrative Study and Creative Writing. Indigenous Literature's components in contemporary Canada have been published and read since the 1970's and onward with Indigenous writer's being able to express Indigenous stories for the first time after a history of narrative violence and elements of erasure. This course will observe Indigenous literature in terms of oration, silence, re-writing voices, and mostly the strength of voices that create new scripts of experience within Indigenous Canadian literature. This course aims to examine the journey of Indigenous voice in a landscape without forgetting the historical emphasis that led to the existence of Contemporary Indigenous writing.

At the same time, this course asserts Creative Writing as a strong, creative practice that has at times been largely ignored as part of the cannon of Canadian narratives. We will actively write and learn together while emphasizing the significance of Indigenous Creative Writing on Turtle Island. As a class, there will be active Creative Writing as a pathway within the delivery and knowledge-centered experience of Indigenous expression, and direct conversations within our group as a whole.

Intended Student Learning Outcomes:
Intended student learning outcomes for INDG 301-004 will be that each student will come out of the class with a learned knowledge of Indigenous Literature and an understanding of the culturally-specific act of Indigenous writing within Canada as a distinct form of narrative with an historical and oral basis. Students should recognize and hold the skills to make informed decisions and an attitude consisting of respect when concerning Indigenous writing. In terms of Creative writing, the intention is for students to actively write within their own personal, creative and academic knowledge, while using the teachings within the class in order to communicate creatively.

Course Materials: (handouts, videos, links emailed, in-class, or accessible online)


(journal or laptop needed for in-class Creative Writing).

Readings and Timelines:

January 8

Syllabus Outline and Class Expectations

Questions and Discussion.


January 10

Historical Overview and Introduction to Indigenous Narratives:


In-class reading: "How Do We Learn to be Human?" in Why Indigenous Literatures Matter.

Discuss First Assignment: Due Jan. 22. Active Writing in Class: Weekly Journal Writing.

Handout: Reading, "Dispelling and Telling," by Kateri Akiwenzie-Damm.

January 15

Intro to Creative Writing/Poetry/Connections to Indigenous Women's Writing.

Discussion of Akiwenzie-Damm's article and In Class Reading, and Jo-Ann Episkewen's article, "Halfbreed: Where it all Began," From Taking Back Our Spirits. (in-class handout)

Discuss Indigenous Women's Narratives in Canada: Issues and Journey.

Active Writing in Class, Toward First Writing Assignment.

January 17

Violence, Trauma Writing and Pathways to Healing. Discussion.

Considering Indigenous Trans-literature, Considerations Within Two-Spirit Writing in Canada, and how it is Relevant to the Sphere of Indigenous Writing.

Introduce Gwen Benaway, Discussion of Elements Within her Book.

Active Writing in Class.

**January 22**

Discussion on Holy Wild. Poetic Elements, Issues, Gender and Hope.

Active Writing in Class. **First Assignment Due.** Finish Holy Wild.

**January 24**

Complete Discussion of Holy Wild, Maria Campbell and the Beginnings of Women's Publications, (Handout): Taking Back Our Spirits; Joanne Episkenew, pgs 76-86.

Editing and Publication/Publishing as Indigenous Writers and Scholars. Historical Overview.

Active Writing Within Class. (Consider Residential Schools, Survivance, and Writing for next class). In-class discussion on the connection. Light home research on the relevance toward next class.

**January 29**

Residential School legacy and Indigenous Literature in Canada. (60's scoop, foster care, prison).

Basil Johnston's Indian School Days. Historical overview. What is Survivance?

Active writing: Trauma and Healing.

Reading for next class, [https://indigenousfoundations.arts.ubc.ca/oral_traditions/](https://indigenousfoundations.arts.ubc.ca/oral_traditions/)

**January 31**


In Class Active Writing: Personal Oral Stories: a Consideration.

Reading for next week: The Crooked Good by Louise Halfe. (read to halfway point, and bring two questions about the book to class.)

**February 5**

The Crooked Good, Ancient Stories, Narrative Empathy, Motherhood and Kinship.

In Class Active Writing: Shifting Perspectives Within Our Lives.

Continue Reading/Finish The Crooked Good.

**February 7**

Tie up Discussion on The Crooked Good.

Discuss Midterm Project/ In Class Active Writing.

**Second Assignment Due.** (Email ideas for Midterm project for next class)
Begin reading *Indianland* by Lesley Belleau for next week's discussion.

**February 12**

Researching Indigenous Themes in Writing. In-Class Discussion on Connecting Ideas to Personal Creativity, and Relevance.

Performativity in Literature, Begin Discussion on *Indianland*, In-Class Reading.

Active Writing, Finish Discussion for Midterm Project. Reading: Complete *Indianland*.

**February 14**

Ancestral Linkages, Audience Relationship and Publishing and Community.

Finish Discussion on Personal Narratives and *Indianland*.

Active Writing and Collaboration within Midterm Project.

Work on Project Throughout Reading Week, Due February 26.

**Reading Week: February 18-21. Resume Class February 26.**

**February 26**

Missing and Murdered Women, Politics, Activism and Writing.

In-Class Discussion: Leanne Simpson, Narratives and Politics, In-Class Video.

Oka and new Voices, Disengagement, and Changing our Position.

Active Writing: the Politics of our own Living, a Personal Mirror.

Reading: Handout: "*The Unnatural and Accidental Women,*" by Marie Clements. (play excerpt) and excerpt from *In Search of April Raintree* by Beatrice Culleton-Motionier.

**Assignment 3 due.**

**February 28**

Discussion about Cheyenne Fox, and Intro into Ceremony and Literature in Indigenous Literature.

Active Writing: Becoming the Afterward & Unacknowledged, Media and Indigenous Voices.

Handout/Reading, Online PDF of *The Fire Within* by John Fox. Introduction and pg. 73-87.

**Midterm Project Due.**

**March 4**

Guest Speaker: John Fox, writer and Father of MMIW Cheyenne Fox.
Discuss Reading and Questions.

Active Writing: Release and Renewing.

**March 6**

Ceremony, Protocol and Reciprocity in Indigenous Writing.

Out of Class Elder Teaching.

Active Writing to Follow up Post-Discussion/Ceremony.

Reading: Handout: *Sovereign Erotics* by Driscoll, Justice, Miranda and Tatonetti, and "Red Hot to the Touch" by Kateri Akiwenzi-Damm. (with excerpts from *Without Reservation: Indigenous Erotica*).

**March 11**

Indigenous Sexuality and Erotica. Affirmative Indigenous Sexuality in Literature. From Trauma to Trysts: Re-Creating Body Narratives. *Why is this necessary?*

In Class Reading: (handout) Tenille Campbell, #IndianLovePoems, Reading from *This Accident of Being Lost* by Leanne Simpson, and from *Red Erotic* by Janet Rogers.

Active Writing: Erotica, Our Way.


**March 18**

Love Speaks and the Spirit Remembers After All.

In-Class Reading, "*Follow Your Dreams,*" in *From The Ashes* by Jesse Thistle. (handout, pgs 318-321, and pgs. 338-339. Discussion of Readings and Ideas of Indigenous Love Memories.

Discussion on the Inclusivity of Love in Indigenous Writing. How Does this Change the Narrative?

Active Writing: Love in the Face of Living, Lying, Leaving, Breathing. Writing Love's Faces.

**Assignment 4 due.**

Reading: Cherie Dimaline's *Empire of Wild*. Chapters 1-74.

**March 20**

Novel Writing and Cheri Dimaline's *Empire of Wild*.

Questions and In-Depth Analysis and Discussion of Dimaline's Writing.

Active writing: Creating a First Chapter, Continuum in Creating Stories.
Reading: Empire of Wild, pgs, 75-153.

March 25

Continued Discussion on Empire of Wild.

Creative Discussion on Final Project and Questions/Overview.

Active Writing: Finishing What We Started, and Reading: Last Chapters of Empire of Wild.

March 27.

Completing Novel Writing and Dimaline, Discuss.

Question Period Regarding Texts and Conversations/Learning this Term/Editing.

Active Writing: Where We Are At, Frustrations, Ourselves. Zeroing in.

No Readings. Next Class, Finalizing our Final Project and Completing Review.

April 1

Class Discussion and Circle and an Overview on Key Points. (Reading Conclusion From "Keeping a Fire," in Why Indigenous Literatures Matter, pgs. 205-211 (In Class), The TRC and Writing.

Group Collaboration toward the Final Project, and Active Writing with Questions.

Individual Considerations Regarding Literature and Creativity in Depth.

Review is Due.

April 3

Bring Food.

All Journal Assignments in by April 3.

Course Conclusion and Circle. Final Paper/Project Due: April 15.

Grading Scheme:

Attendance: 10%
Participation: 10%
Journals: 10%
Midterm Project: 15%
Review: 10%
4 Assignments: 20%
Assignment Breakdown:

**Journals:** One paragraph to a half page due each class. Personal writing expressing class discussions, personal perspective, what you understood, or didn't, how you interpreted the teachings, or a creative vantage point on the content of the last class. Journal writing in your own words. No sources required. **20 submission in total: 0.5% each submission. 10%**

**Midterm Project:** A choice between a mini-essay (4 pages, double-spaced) outlining a theme or topic discussed in the first half of the term with 3 secondary sources, OR, a creative project (6 pages with a 2 page rationalization of your intent/purpose) IE: poetry, story, personal history, family story, oral story, spoken word, etc. with creative elements that are expressed, that outlines a thematic topic or understanding of a discussed element in the first half-term. (additional creative ideas welcome.) **15%**

**Review:** Either attend a poetic reading/creative performance that has Indigenous literature as a thread, or if you are unable to attend, find an Indigenous literary work that you find interesting (your choice of work and genre) and write either a creative or observational review, or choose to do an annotated bibliography that summarizes the performance or work as a whole in your perspective. (Examples will be discussed in class) 1-2 pages. **10%**

**4 Assignments:** Each assignment is worth 5%, and should align with the teachings/conversations within the classes (including creative assignments) For example, the course observed multiple texts (Indigenous writing, res. school, trans writing, ceremony, positionality, MMIW etc.) so there are elements and areas that can be drawn from according to your interests. The assignment is a one to two paged observational/scholarly or creative discourse or poem/story that shows your own understanding and learning or creative process within works discussed. You can write a poem, a spoken word, excerpt, blog, which encapsulates areas covered within this course. (If you have a different idea, great too.) **4 assignments: 20%**

**Final Project/Paper:** The Final Project/Paper acts as the Final Exam in the course. Choice between a paper or creative project. If you choose to do a final paper, it is required that it is a minimum of 8-10 pgs. with direct and secondary sources and works cited, while using the scope of our class within your work. (or approach me with your ideas). As creative projects, the realm of Indigenous literature or Creative Writing (class elements/themes/idea approached). Depending on the project, there are performance lengths or pg lengths. Projects will be discussed and considered ahead of time. **25%**

**Late Policy:** 0.5 percent per class late from Attendance Mark.

**Acknowledgement of Territory:** Humbled to be on my own Anishinaabe landscape and gratitude toward the Haudenoseenee Territory as well. Katoarokwi is an historical land where our nibi is ever present; with the breath and respect to the Huron-Wendat, and Six Nations, and all others that have been relocated or dislocated within this cusp of earth we stand upon. Miigwetch.
All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

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**Academic Integrity**

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.
Accommodations for Disabilities:
Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrusteess/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Consideration for Students with Extenuating Circumstances
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor
Course Outline: Indigenous Theories and Methodologies: Learning through Indigenous Worldviews

Department: Languages, Literatures, and Cultures

Catalogue Number: INDG 302 (3.0 units)

Prerequisites: DEVS 220 and Level 3 or permission of the Department of Languages, Literatures and Cultures.

Course Title: Indigenous Theories and Methodologies: Learning through Indigenous Worldviews

Calendar Description: An introduction to Indigenous theories and research methodologies.

Expanded Course Description:

This course serves as an introduction to Indigenous theories and Indigenist research methodologies. Indigenous ways of knowing and doing are diverse and multifaceted, and this course will combine attention to general principles and commonalities with a focus on the specificity of experience through discussion of selected nations and peoples. Similarly, the course will combine specific attention to lands and peoples in the vicinity of Queen’s University, while also broadening to explore Indigenous perspectives from across the country and around the world.

Students will learn about research processes from Indigenous perspectives and will gain introductory knowledge of the relational and ethical skills required for co-designing research questions, data collection, analysis, and knowledge sharing. This theoretical knowledge will serve as the foundation for practical skills taught as part of a later capstone research project in the major.

Pedagogical methods for this course will be rooted in Indigenous pedagogy, including an emphasis on wholistic, reciprocal and relational modes of teaching and learning, storytelling. Land-based pedagogy and the participation of Elders, knowledge keepers, and community members will be expected.

Staffing: This course will initially be taught by a rotating group of Queen’s faculty, which could include Lindsay Morcom (Faculty of Education) or Dylan Robinson (Faculty of Arts and Sciences). Preference will be given to Indigenous instructors. As the Indigenous Studies program expands, it is expected that this course will be taught by a new full-time tenure-track faculty member.

Enrollment: 30 students maximum. Required course for the Indigenous Studies Major/Medial; upper-year elective for other plans. Open to students from all departments.

Learning Hours:
3 hrs/week seminar = 36
7 hrs/week private study = 84
totals= 10 hrs/week; 120 hrs/total

**Timetabling:** By preference of the instructor, either one 3-hour slot or two 1.5-hour slots.

**Learning Outcomes:**
By the end of this course, students will be able to:

- **theories:**
  - differentiate among a variety of Indigenous theories/ways of knowing
  - describe the importance of wholistic and land-based knowing for Indigenous peoples
generally and individual nations specifically
  - center Indigenous voices and perspectives in theoretical discussions

- **methodologies:**
  - analyze a presented research study for its attention to Indigenous methodologies
  - write a research proposal for a hypothetical study that incorporates Indigenous theories
  and methodologies

- **relational ethics in research:**
  - critically engage with ethical/moral tensions in academic research involving Indigenous
peoples

- **personal self-awareness:**
  - explain how their own worldviews and epistemologies intersect with and diverge from
the theories and methodologies discussed in the course
  - describe their own positionality in relation to engagement and research with Indigenous
peoples/topics/communities

**Assessment of Learning Outcomes:**

Specific assessments will be chosen by the instructor, but will consist of a collection that is balanced in terms of grade weighting and mode of communication. Assessments will also reflect Indigenous ways of knowing and being and Indigenous assessment practices. This will likely result in an emphasis on instructor-to-student and peer-to-peer feedback as opportunities for dialogue and growth, and on assessing students’ learning journeys or personal development rather than their end products.

Assessments could include:

- oral or written reflections or critiques of assigned readings
- oral or graphic presentations
- research projects that allow for a choice of medium (e.g. submit as a podcast, written essay, photo essay, etc.)
- artistic creations (e.g., bundle box, beadwork, painting)
- reflective products (e.g., journal, blog or video-blog)

**Alignment of Assessments to Learning Outcomes**
Again, specific assessments will be chosen by the instructor, but a general mapping is as follows:

<table>
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### Possible Readings (specific readings will be chosen by the instructor.):

**Theories:**


Methodologies:


INDG 401 - Indigenous Studies Capstone Course
Community-based Capstone Research Project
Research with Community: Indigenous Studies Capstone
Researching with Community

Department: Languages, Literatures, and Cultures

Catalogue Number: INDG 4XX (6.0 units)

Prerequisites:
Level 4, INDG 3XX/3.0 Indigenous Theories and Methodologies: Learning Through Indigenous Worldviews, and registration in Indigenous Studies BAH Plan(s); or permission of the Department of Languages, Literatures and Cultures.

Course Title: In Community Capstone: Research and Relationships

Calendar Description: A fourth year Honours capstone project course exploring an issue in Indigenous Studies through both library- and community-based research. Working with an Indigenous community and a faculty supervisor, students will integrate knowledge and skills to envision a specific project, prepare a research proposal, carry out the research, write a document based on the results, and share results with community partners.

Expanded Course Description:

This course serves as a summation and synthesis of the Indigenous Studies degree, integrating the various threads of the plan (general and specific understandings of Indigenous ways of knowing, doing, believing, being; Indigenous language and culture; Indigenous theories and research methodologies; land-based learning; and diverse approaches from options courses) into a single capstone research project.

The project will include both theoretical and practical components. In-depth library study and the development of a relationship with a particular Indigenous community will both be required. Students will meet regularly with the course instructor to develop research questions, carry out their projects, and create and share their results.

Students will deepen knowledge gained in previous courses of the relational and ethical skills required for research with Indigenous communities, including co-designing research questions, data collection, analysis, and knowledge sharing. They will work with a specific local, regional, or global Indigenous community, chosen through careful consideration of the wishes of the community itself, the course instructor, and the student’s learning journey and areas of interest developed over the course of the degree. As students work with their community to envision a research question, conduct research, and share results, they will develop and deepen their abilities in following appropriate protocols and ethical guidelines when engaging with Indigenous communities and individuals. In so doing, students will not only develop their...
research project, but also their role as either an Indigenous member of that community or an Indigenous or non-Indigenous ally of that community. The course will conclude with public presentations of results to community collaborators, and potentially, to the Queen’s campus as a whole.

**Staffing:** This course will be taught by an FTE or new full-time, tenure-track faculty member. Preference will be given to Indigenous instructors.

**Enrollment:** 40 students maximum. Students in Medial plans may wish to take this course as an option course.

**Learning Hours:**
- 24 seminar (S)
- 216 private study (P)
  [perhaps add some ‘off-campus activity’ hours, although given the diverse nature of the projects it might not be necessary to state this explicitly]

= 240 hours total

**Timetabling:** By preference of the instructor, in consultation with students. Offered every year, either 1 x 3 hours or 2 x 1.5 hours.

**Learning Outcomes:**
By the end of this course, students will be able to:

- envision, write and carry out a research proposal that applies specific Indigenous theories and research methodologies to a community-based project

- build and sustain an ethical and reciprocal research relationship with an Indigenous community

- describe and evaluate their own learning journey over the duration of the research project

- publicly present research findings to different audiences (e.g. Indigenous community partner, Queen’s campus community)

**Assessment of Learning Outcomes:**

Assessment practices will reflect Indigenous ways of knowing, doing, being and believing, and Indigenous assessment practices. This will likely result in an emphasis on instructor-to-student and peer-to-peer feedback as opportunities for dialogue and growth, and on assessing students’ learning journeys or personal development in addition to their end products.
The primary assessment will be a scholarly written document (approximately 30-40 pages) outlining applicable theories, research methodologies, connection to community, and findings or results.

A portion of the student’s grade will also be allocated in consultation with the community with which they conducted their research project. The course instructor will ask the community partner for feedback on the student’s work over the duration of the course, including any final research sharing components, and will take this feedback into consideration when evaluating the student’s engagement with the community. In the event that the community is unable/unwilling to provide this feedback, a Queen’s-based committee of Indigenous faculty, staff, and/or community members will offer feedback towards this portion of the student’s assessment. This committee might be a subgroup of the Indigenous Knowledge, Curriculum, and Research Working Group, or could be the working group itself.

Additional assessments will be at the discretion of the instructor and may include:

- reflective journals or other products on the process of research and the personal learning throughout the duration of the course
- public presentations of research findings on Queen’s campus

A suggested grade weighting for the course would be:

- 50% Final project (assessed by instructor)
- 25% Assessment of engagement with community partner
- 25% Additional assessments at the discretion of the instructor

**Alignment of Assessments to Learning Outcomes**

Again, specific assessments will be chosen by the instructor, but a general mapping is as follows:

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<td>Assessment of engagement with community partner</td>
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<tr>
<td>describe and evaluate their own learning journey over the duration of the research project</td>
<td>Final project; additional assessments at the discretion of the instructor</td>
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</table>
- publicly present research findings to different audiences (e.g. Indigenous community partner, Queen’s campus community)

| Assessment of engagement with community partner; additional assessments at the discretion of the instructor |

**Readings**
Project-specific reading lists will be developed by the instructor in consultation with students enrolled in the course.
Instructor: Dr. Sarah Shulist  
Email: s.shulist@queensu.ca  
Office Location: Kingston Hall 400A  
Office Hours: Mondays, 1-3 p.m.  
You are welcome to drop in for questions or consultation anytime during the above window. If that time doesn’t work for you, please email me with 2-3 suggested alternative times for an appointment.

Teaching Assistants: Tyler Russell, Sam Turnbull  

Prerequisites: None

Course Description:  
This course explores the diversity of human languages, and the nature of linguistic identity across and within speech communities from a linguistics perspective. Topics that will be covered include: language families, linguistic typology, writing systems, language endangerment and revitalization, and situations of language contact, bilingualism, and sociolinguistic variation.

Required Textbook: None. Readings will be made available via OnQ.

Learning Outcomes:  
By the end of this course, successful students will be able to:
  • Identify and describe the major parameters of global linguistic diversity, including language families, writing systems, and linguistic features  
  • Discuss the basic ways in which language is related to the construction and expression of diverse types of social identity (including ethnicity, gender, sexuality, race, and nationality).  
  • Identify and use appropriate resources to find information about languages and linguistic diversity  
  • Critically discuss how linguistic and social phenomena are interrelated in relation to culture, politics, and technology.

Grade components:
1. **Ongoing reading engagement** -10%  
   You will be assigned to a group of about 10 students through OnQ. These groups will be a space where you can ask and answer questions about assigned or optional readings. Every week, by Monday morning, you have to either ask a thoughtful question or answer a classmate’s question in a considered way about one of the (previous) week’s readings. The grade for this is based on simple completion. You will receive one point for each week you complete; since there are 12 weeks in the course, you may miss 2 weeks and still receive full marks.

2. **Assignments:**  
   This course is built to allow you a range of options for how and when to complete your assignments. You must complete two options from **Category A (Research Assignments)**
and one assignment from **Category B (Response/Reflection Papers)**. A list of options in each category is available through OnQ. Each option has a specific deadline for completion.

- **Category A** assignments are worth 10% each (for a total of 20%)
- **Category B** assignments are worth 20%

### 3. Online tests: 2x10%

There will be two tests during the semester, which will be completed through OnQ. You will have a window of 48 hours to complete the test. Further details will be provided in class and through OnQ.

- Test 1: Available Feb 5-6
- Test 2: Available March 4-5

### 4. Final Exam: 30%

The final exam for this course will be scheduled during the exam period in April. It will consist mainly of written responses (short/long answer, essay responses). Further details will be provided in class and through onQ. Exam period dates can be found on the Faculty of Arts & Science webpage under “Important Dates.” Your personal exam schedule will be posted via SOLUS on the Friday before Reading Week. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.** Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

## Grading Scheme

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

### Arts & Science Letter Grade Input Scheme

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### Queen’s Official Grade Conversion Scale

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F48 (F+)
Some Key Course Policies

1. In-class expectations: I don’t track your attendance in class, and in general, I don’t need to know if you are going to miss a class, or even several. You are expected to contact a classmate for notes and information about what you missed, and if you have additional questions after you have that, I would be happy to talk about them in office hours or during a scheduled appointment. The expectation for in-class behaviour is fairly simple: if you aren’t able to pay attention to the lecture, just try not to behave in ways that are distracting to your classmates (trust me, watching YouTube videos is extremely distracting to the people behind you, and even if you think you’re whispering to your neighbour, the sound carries through these lecture halls). I encourage participation and will invite student contributions on a regular basis; in general, I won’t call on you unless you volunteer, though I might ask for one person out of a small group to share on what the group discussed.

2. Assignment submission: All assignments are to be submitted through OnQ. Please use the link for the assignment option that you are choosing to submit – the option structure in this course does mean that you will receive notifications for the ones you are not choosing to do, but don’t worry, this won’t affect your final grade. Please ensure that you submit either Microsoft Word documents (.doc/docx) or PDF (.pdf) files. All programs will allow you to covert a file to PDF; if you don’t know how to do this for the program you use, please take the time to learn before submitting your first assignment.

3. Late assignments/Extensions:
   a. Every student is entitled to one “Golden Ticket”, which allows you a 7 day extension on one assignment, no questions asked. You can only use this for the written/research assignments, not for weekly reading engagement or for tests. Simply email me to indicate that you will be using your Golden Ticket, with the assignment name/option, original due date, your name and student number. These must be sent before the original deadline (anytime right up to the time due is fine). I will not reply to of these emails to confirm – trust that if you’ve sent it, I will track it, and the extension is approved. If you need additional extensions, please make an appointment to talk to me, or submit a request for consideration in extenuating circumstances (see policy information below).
   b. Because of the amount of flexibility in this course – with assignment options and the Golden Ticket policy – I am fairly strict about late assignments without approved extensions. The penalty for late assignments is 10% per day, and no assignments will be accepted more than 7 days past the due date (holidays/weekends included).

Academic Integrity Information

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).
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**Academic Integrity in this Course**

Some of the key academic integrity elements to be aware of in this course include:

a. Plagiarism – It is always important to acknowledge where you got the information you are presenting in your assignments. This is important for the sake of clarity and honesty – so that you clearly demonstrate which ideas are your own and which pieces you have taken from elsewhere to integrate into your work – as well as for tracking the trail of what you’re saying – so that we can verify the information and help you to consider the appropriateness of different types of sources. Here are some helpful website for understanding what plagiarism is and how to avoid it:
   - https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
   - https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing

b. Online tests – You are expected to do the online tests yourself and not to share your answers or information about the test with fellow students while the test window is still open. Any evidence of shared answers will be treated as improper collaboration, a form of academic dishonesty.

**Accommodations for Disabilities**

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Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor. Please use the following:
Instructor: Dr. Sarah Shulist
Instructor email address: s.shulist@queensu.ca

Course Schedule
Readings for each week will be provided through OnQ. Please check the folder for that week to find any required and optional readings and resources. This schedule is tentative/what will happen in an ideal world and may change throughout the term. Please continue to check OnQ folders for the most up-to-date information. If any assignment deadlines are affected as a result of changes, these will be announced in class and through OnQ.

Week 1: Jan 7-10
- Course Introduction
- Language and Human Evolution

Week 2: Jan 14-17
- Variation Among Languages: Language Families and Linguistic Relationships
- Signed Language Diversity

Week 3: Jan 21-24
- Multilingualism and Language Contact (Speech Communities and Communities of Practice)

Week 4: Jan 28-31
- Identity and Language Variation: Language Change, “Accents” and “Dialects”

Week 5: Feb 4-7
- Dimensions of Identity: Race & Ethnicity
- Dimensions of Identity: Gender & Sexuality

Week 6: Feb 11-14
- New Languages – Pidgins, Creoles, ConLangs
  --Reading Week –

Week 7: Feb 25-28
- Language and Cultural Diversity (Humour, Taboos, Swearing)

Week 8: March 3-6
- Language Endangerment and Revitalization

Week 9: March 10-13
- Writing Systems
Week 10: March 17-20
  • Language Technology
Week 11: March 24-27
  • The Politics of Language and Identity: Summarizing
Week 12: March 31 – April 3
  • Course Review
DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES / QUEEN’S UNIVERSITY
LLCU 205: Cultures of a Nation: Mexico
Tuesdays 6:30-9:30pm – Dunning Hall # 11
Winter 2020

Prof. Claudio Palomares Salas
Kingston Hall, Room 110
Office Hours: Mondays 2:30-3:30pm; Wednesdays 10-11am
Email: cps1@queensu.ca

Course Description:
LLCU 205 explores the social, cultural and political events that have shaped Mexico from pre-Hispanic times to the present day, with an emphasis on the twentieth century. We will study the emergence and development of important artistic movements in the visual arts, music, literature, and cinema as well as significant events such as the Mexican Revolution, the massacre of students in Tlatelolco (1968) and the Zapatista uprising of 1994. No previous knowledge of Mexico or Latin America is required. The course is open to all students.

Intended Student Learning Outcomes:
By the end of the term, students will:
- Have a solid understanding of the social, cultural, and political events that have shaped Mexico from pre-Hispanic times to the present day.
- Be familiar with important artistic movements in the visual arts, music, literature, and cinema, and with the work of key Mexican creators such as Diego Rivera, Frida Kahlo, Octavio Paz, Elena Garro, Juan Rulfo, Rosario Castellanos, Carlos Fuentes, or Alejandro González Iñárritu, among others.
- Recognize Mexico as a rich, complex and dynamic modern nation.
- Have acquired the necessary cultural sensitivity and awareness to contribute to productive and respectful transcultural exchanges.
- Developed the critical skills necessary to fully appreciate and understand the creative endeavours and struggles of past and present Mexicans.

Course Evaluation:
Weekly Online Discussions (10) 20% Weeks 2 to 11
Midterm Test 20% February 11
Short Written Assignment 15% Due March 8
Group presentation 15% Weeks 9-12
Final Exam 30% Date TBA (Exam Period, April 2020)

Readings:
All readings will be posted on OnQ. Films are available at the library (3-hrs loan) or on the web.
There are two required novels available at the bookstore: The Underdogs (Azuela) and Interior Circuit (Goldman).

Textbook:

Weekly Online Discussions:
Each weekly post must be minimum 300 words long. Shorter posts will not receive marks. Students must indicate the number of words at the end of each post.

Film Screenings:
Non-mandatory film screenings will take place every Monday at 6pm at Kingston Hall # 108.
COURSE OUTLINE:

Week 1 / Jan 7  Introduction: Mesoamerica
READINGS:  
* “Mexico in Perspective” (Hamnett, 1-28)  
* “The Pre-Columbian Era” (Hamnett, 29-76)  
FILM:  
* Aztecs: The Exposition of a Culture (Films for the Humanities, 2002) - OnQ

Week 2 / Jan 14  Conquest & Colony
READINGS:  
* “The European Incursion, 1519-1620” (Hamnett, 77-106)  
* “New Spain, 1620-1770: Spanish Colonialism” (Hamnett, 107-146)  
FILM:  
* I, the Worst of All (María Luisa Bemberg, 1990) - Library

Week 3 / Jan 21  Independence & Republic
READINGS:  
* “Destabilization and Fragmentation, 1770-1867” (Hamnett, 147-228)  
* “Reconstruction, 1867-1940: Part One” (Hamnett, 229-269)  
FILM:  
* Patria (Matías Gueilburt, 2019) - Netflix

Week 4 / Jan 28  The Revolution
READINGS:  
* “Reconstruction, 1867-1940: Part Two” (Hamnett, 269-319)  
* The Underdogs - Part I (Azuela, 1-69)  
FILMS:  
* The Storm that Swept Mexico (Ray Telles, 2011) - OnQ  
* Vámonos con Pancho Villa (Fernando de Fuentes, 1936) - Library

Week 5 / Feb 4  The Revolution and the Arts
READINGS:  
* The Underdogs - Parts II, III (Azuela, 72-134)  
* “Mexican Culture 1920-1945” (Delpar, 543-572)  
FILM:  
* Frida (Julie Taymor, 2002) - Library

Week 6 / Feb 11  Music (Midterm Test)
READINGS:  
* “Colonial Legacies and Regional Responses: Sones Regionales” (Sturman, 101-142)  
FILM:  
* Al Otro Lado (Natalia Almada, 2005) – Library

Week 7 / Feb 25  Cinema
READINGS:  
* “The Monopoly Party, 1940-2000. Part One” (Hamnett, 320-351)  
* “Cinema” (Standish, 119-142)  
FILMS:  
* El compadre Mendoza (Fernando de Fuentes, 1933) - Library  
* Los Olvidados (Luis Buñuel, 1950) – Library  
* Danzón (María Novaro, 1991) – Library
Week 8 / Mar 3  Cinema

READING:  
* “Cinema 2” (Standish 142-163)

FILMS:  
* Amores perros (Alejandro González Iñárritu, 2000) – Library  
* A Place Called Chiapas (Nettie Wild, 1998) - Library

Week 9 / Mar 10  Cinema & Literature

READING:  
* “Literature” (Standish, 205-253)  
* The Labyrinth of Solitude (Paz, 29-64) *Groups 1-2  
* “No Dogs Bark;,” (Rulfo, 139-143) * Group 3

FILMS:  
* Y tu mamá también (Alfonso Cuarón, 2001) – Library  
* Roma (Alfonso Cuarón, 2018) – Netflix

Week 10 / Mar 17  Literature

READING:  
* Aura (Fuentes, 391-417) * Group 4  
* “Culinary Lesson” (Castellanos, 43-51) * Group 5  
* “Blame the Tlaxcaltecs” (Garro, 74-88) * Group 6

FILM:  
* Like Water for Chocolate (Arau 1992) Based on Laura Esquivel’s novel Like Water for Chocolate - Library

Week 11 / Mar 24  Literature

READING:  
* Battles in the Desert (Pacheco, 81-117) * Group 7  
* The Interior Circuit (Goldman, 1-95) * Group 8

FILM:  
* You Are Killing Me Susana (Sneider, 2016) Based on José Agustin’s novel Deserted Cities - Library

Week 12 / Mar 31  Literature

READING:  
* The Interior Circuit (Goldman, 96-172) *Group 9

Grading Scheme and Grading Method
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale.

Location and Timing of Final Examinations
The exam dates for each term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

Statement on Academic Integrity
The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.
Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

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Copyright of Course Materials
Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodations for Disabilities
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Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.
Wednesday class meetings 6:30-9:30 PM Kingston 200
Film screenings: certain Mondays 6:00 PM place TBA and certain Wednesdays after class in Kingston 200
Instructor: Jennifer Ruth Hosek
(call me Dr. Hosek, Professor Hosek, or Dr. J) (preferred pronoun she)

Instructor Contact Information: jhosek@queensu.ca office: 613 533 2077 skype: jhosek111
Office Hours: Wednesdays 16:30-17:30, after class/film screenings, and by appointment. I am frequently in my office KINST 410, but may be working under deadline, so best to notify me in advance if you wish to talk to me.
RA/TA Contact Information: Rebecca Wissink RJW16@queensu.ca.
Rebecca will be marking your first test. To meet with her, please email her for an appointment.

**Intended Student Learning Outcomes**

1. Depth and breadth of knowledge
   Students will acquire familiarity with a range of thinkers and practices from different points of view and they will identify connections that are not obvious at first sight.

2. Knowledge of methodologies
   Students will differentiate between different kinds of texts and will learn to apply suitable reading strategies, using historical, philosophical and literary modes of interpretation as appropriate.

3. Application of knowledge
   Students will connect the specific historical material to other circumstances and to conceptual models of how and why events occur.

4. Communication skills
   “Learners will organize, question and defend the philosophical, social, historical, aesthetic, and political concepts expressed and debated within the work.” (Departmental LO.) Students will develop their oral skills in classroom discussion and their writing skills through short and long exercises and essays.

5. Awareness of limits of knowledge
   “Learners will be able to identify and acknowledge the impossibility of gaining historic certainty and subjectivity of history.” (Departmental LO)

6. Autonomy and professional capacity
   “Learners will conduct independent research, develop insight into contemporary society and culture; apply methodologies learned to seemingly unrelated matters, recognize their own theoretical conviction and develop a willingness to explore other points of view.” (Departmental LO)

**Grading Method**
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:
Queen’s Official Grade Conversion Scale

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Textbooks/Readings
Required: Available at the Campus Bookstore
*Between the World and Me* by Coates
*Rebel Cities* by Harvey

Recommended general reading: Available at the Campus Bookstore
*23 Things They Don’t Tell You About Capitalism* by Chang
See Syllabus for all readings—required and recommended.

Copyright of Course Material
The material used in this course is part of LLCU 206 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here:
http://library.queensu.ca/copyright.

No final exam

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Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
- https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing

Dr. J says, “If you plagiarize, you will fail this course.”

Acknowledgment of Territory

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualties were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the Queen's Encyclopedia https://www.queensu.ca/encyclopedia/t/traditional-territories

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Instructor/Coordinator Name: Jennifer Ruth Hosek
Instructor/Coordinator email address: jhosek@queensu.ca

I look forward to teaching and learning with you
Course Outline, Grading Scheme, and Late Policy

--Logistics:

**Viewing films:** Screenings before class on some weeks. Most films in the library on reserve; some available online; some available in Queen’s library through Criterion on Demand: [https://media3-criterionpic-com.proxy.queensu.ca/htbin/wwform/006?T=AL529402](https://media3-criterionpic-com.proxy.queensu.ca/htbin/wwform/006?T=AL529402) or Kanopy (you may have to proxy in).

**Homework:** is to be done in advance of the relevant session. *Between the World and Me* and *Rebel Cities* are long; please start reading well in advance, as advised in the Course Outline. **Suggested** texts and films are recommendations; it is not required that you engage with them.

Readings are on onQ and on ARES course e-reserves through the library.

LLCU 206: [https://ereserves.library.queensu.ca/ares/ares.dll?Action=10&Form=60&Value=22904](https://ereserves.library.queensu.ca/ares/ares.dll?Action=10&Form=60&Value=22904)

onQ Commentaries: Mandatory Participation for our LLCU course:

Twice over the course of the semester by Tuesday 7:00PM prior to the relevant Wednesday discussion submit
(1) an OnQ commentary of ca. 250-500 words on the material that will be discussed in the upcoming class session and (2) a possible short answer test question. The commentary should (a) demonstrate that you have engaged with the films and the written material (b) link the texts to the ongoing discussion of the course (c) privilege critical assessment, that is, focus on analysis of the texts over description of them or moralizing about them. At the end of the semester, review these commentaries and comment on/edit them using Track Changes or capitals, print out the original with the revisions showing and submit with your self-assessment. Turn in week 12 with a self-assessment of your participation.

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--Setting up the Problem: Inequitable Mobility in Cities

**Wk 1 Part 1** Intro; screen in class Ryan Coogler. *Fruitvale Station* (2013) (90 minutes)

**Wk 1 Part 2** Discuss *Fruitvale Station*


Campus Bookstore. Also in Stauffer, the main Queen’s library, on reserve. E185.615 .C6335 2015.


Campus Bookstore. Also available as e-book via Queen's library.

Required chapters: Preface; The Right to the City; the Creation of the Urban Commons; Reclaiming the City for Anti-Capitalist Struggle; London 2011: Feral Capitalism Hits the Streets; and #OWS: The Party of Wall Street Meets its Nemesis.

Suggested:

Film: Carlos López Estrada. *Blindspotting*. On 24-hour reserve at Queen's library.

Film: Kathleen Foster. *Profiled* available in Queen’s library

Film: Melissa Lowery. *Black Girl in Suburbia* available in Queen’s library

**Wk 2 Part 1** Screen in class *Race: The Power of An Illusion* written, produced and directed by Tracy Heather Strain; edited by Randall MacLowry, Cob Carlson; produced by California Newsreel in association with
Independent Television Service. Part 1 (The Difference Between Us: Race) and 3 (The House We Live In) (2 x 60min). Film available online via Queen's library.

Wk 2 Part 2 Discuss Race: The Power of An Illusion Parts 1 and 3.


Suggested:

Film: Race: The Power of An Illusion Part 2.

OnQ Commentaries: A-I due Tuesday 7:00 PM prior to Wednesday meeting.

Wk 3 Part 1 Discuss Between the World and Me, Fruitvale Station, readings

Wk 3 Part 2 Screen training video on CRIT text analysis in class.
https://www.youtube.com/watch?v=cdZH3EkjgdY#action=share&ytbChannel=null

Consideration of Kaes reading films handout; Small group exercise in close reading of New Year's Eve scene from Fruitvale Station.

Homework:

Text: Finish Coates Between the World and Me


Film screening Kate Trumbull-LaValle and Johanna Sokolowski Ovarian Psycos

OnQ Commentaries: J-Q due Tuesday 7:00 PM prior to Wednesday meeting.

Wk 4 Part 1 Discuss Ovarian Psycos and readings.

Wk 4 Part 2 Whose Streets? Global Bicycle Activism: Case Studies Havana and Kingston

Homework:

Film: Kate Trumbull-LaValle and Johanna Sokolowski Ovarian Psycos (2016) (1h 12min) (on reserve: HQ1438.C2O83 2016 DVD)

Including video of song "Bicycle"


Website: https://www.blackgirlsdobike.com/

Suggested:


Film: Andrew Lynn, Elizabeth Press and Christopher Ryan. *Still We Ride* (2008) (1h 31m) A glimpse into the shocking showdown between the monthly Critical Mass ride and the New York City Police Department in the months after August 2004. It is also a wake-up call to all Americans, whether they ride bicycles or simply value the freedom of speech and peaceably assembly.

--Focus on Theoretical Literature

OnQ Commentaries: R-Z due Tuesday 7:00 PM prior to Wednesday meeting.

Wk 5 Part 1 and 2 Discuss readings and Review as needed

Homework:


Suggested:

**Taking Stock of What we have learned and Preparation for Writing and Presenting**

**Wk 6 Part 1 Test**  Question: "**What is on the test?**"  Answer: **Everything** that we have covered as homework and in class sessions **may be tested** on the test. You should be able to synthesize ideas and information during the test. In so doing, you will create somewhat unique answers while demonstrating command of the material treated to date. Structure of Tests will be short and medium essays.

**Wk 6 Part 2**  Screen in class Richard Lantham’s *Revising Prose*  
https://www.youtube.com/watch?v=YpRnAJuy-Ck (30 minutes).  
Work in small groups to revise an onQ contribution. If no time for this in class, then as homework due next session.

**Suggested:**


**---Imagining Solutions: Rebel Cities---**

**Film screening** Peter Bratt *La Mission* (2009) (118 min)

**OnQ Commentaries: A-I due Tuesday 7:00 PM prior to Wednesday meeting.**

**Wk 7 Part 1 Lecture on SF/Oakland**

**Wk 7 Part 2**  Discuss *La Mission* and readings

**Homework:**


**Suggested:**

**Film:**

  [http://journals.sagepub.com.proxy.queensu.ca/doi/abs/10.1068/a130098p](http://journals.sagepub.com.proxy.queensu.ca/doi/abs/10.1068/a130098p) and as pdf onQ.

If you are particularly interested in the revolutionary history of Oakland…

Black Panther/San Francisco State [electronic resource (video)]: On Strike / California Newsreel (Firm). (34 min.) Permanent URL: https://qcat.library.queensu.ca/vwebv/holdingsInfo?bibId=4111130 (SF State student takeover)

Film: Stanley Nelson *The Black Panthers: Vanguard of the Revolution* (2015). This documentary tells the rise and fall of the Black Panther Party, one of the 20th century's most alluring and controversial organizations that captivated the world's attention for nearly 50 years.


Ava DuVernay *13th* (2016) (1h 40 min). US documentary explores the "intersection of race, justice, and mass incarceration in the United States." It is titled after the Thirteenth Amendment that freed the slaves and prohibited slavery, with the exception of slavery as criminal punishment.


**OnQ Commentaries: J-Q due Tuesday 7:00 PM prior to Wednesday meeting.**

**Thursday Wk 8 Part 1** Lecture on Havana in the 1960s (sign up for presentation slots)

**Thursday Wk 8 Part 2** Discuss Alea *Memories of Underdevelopment*

**Homework:**


Suggested:

Monday screening Juan Carlos Cremata Malberti. *Nada* (2001) (90 min)
https://www.youtube.com/watch?v=9blMOUohEH0

**OnQ Commentaries: R-Z due Tuesday 7:00 PM prior to Wednesday meeting.**

**Feb 10 Wk 9 Part 1:** Lecture on Havana these days

**Feb 10 Wk 9 Part 2:** Discuss Juan Carlos Cremata Malberti. *Nada*

**Homework:**

Documentaries: Jaime Santos and Jennifer Ruth Hosek *Rodando en La Habana: bicycle stories.*
https://vimeo.com/232082588 password: Forever (30 min)

Masa Crítica La Habana:
Cantera, Cynthia de la "El riesgo de montar bicicleta en La Habana." https://eltoque.com/el-riesgo-de-montar-bicicleta-en-la-habana/ (5 min)

Ecchevarría, PB. "Labana en Fixie de camino a la pescadería—Havana by fixie on the way to the fish shop."
https://www.youtube.com/watch?v=RHToclxndZg (ca. 5 minutes)

**Suggested:**

Film: Charles Phred Churchill and Bruce Petschek. *Velorution: One City's Solution to the Automobile* (1996) (24 and 80 min.) (Hosek copy, may also be viewable on-line)

Talk: “Beyond Big Buicks” Hosek Talk at UC Berkeley https://www.youtube.com/watch?v=k_3fcebOOs


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**Taking Stock of What We Have Learned and Sharing What We Have Learned**

**Wk 10 Part 1 Test 2**

**Wk 10 Part 2 In Class Lantham Revising Prose exercise** https://www.youtube.com/watch?v=YpRnAJuy-Ck (30 min)

**Wk 11 Presentations**
Wk 12 Papers due in class. Revised OnQ and Self-Assessment due in class. Last presentations if needed. Wrap up and screen in class: Boots Riley. *Sorry to Bother You.* Available in Queen’s library through Criterion on Demand: [https://media3-criterionpic-com.proxy.queensu.ca/htbin/wwform/006?T=AL529402](https://media3-criterionpic-com.proxy.queensu.ca/htbin/wwform/006?T=AL529402) (you may have to proxy in)

**Attendance counts double today.**

**Marking Scheme in %:**

**Participation, including OnQ Commentaries:** 15%;
Notice that missing one class session = a whole week's worth of attendance. Do not miss class without a very important reason (see also: Queen's Accommodation Policy)

Presentation: 7%;
Essay: 28%;
Test 1: 20%;
Test 2: 30%

**Late Policy:** Work should be turned in on time. If accepted—at the discretion of the instructor, late work will normally receive 1/3 of a mark off of the final mark every 24-hour period including weekends, excepting extenuating circumstances.

**Participation Guidelines:**

A range: Comes to class having thoroughly read and watched the required material and done thoughtful onQ posts as required. Stays focused in class. Engages with suggested material when possible and when of particular interest. Uses electronics and any type communication solely to further the course endeavor. Asks questions and participates in small and large group. Listens carefully and works to develop ideas in and of the course. Assists others as needed. If speaking in class is a challenge, discusses alternatives with instructor in order to make a plan for full credit in participation.

**Presentation Guidelines:**

A range: Communicative, organized, and lucid summary of your paper. Think TED talk. You may use notecards with bullet points. Media aids such as Power Point may be used, although they will not influence the mark. If you need assistance with speaking in front of groups, talk to Dr. J. well in advance so that we can strategize a plan.

**Analytic/Research Paper Guidelines:**

Ca. 6 pages. Not less than 5 or more than 7. Typically, 250 words fit on a page. 12-point, standard font, 1-inch margins, double-spaced. Chicago or MLA style. Endnotes or footnotes. Ca. 5 peer-reviewed books or journal articles as sources.

I recommend using the statement: "In this paper, I will argue that ..." when presenting your thesis.

The standard academic paper presents an argument in the form of a thesis and backs up this thesis with support. As one of my former students stated it, "Formulate a thesis that is the thought-child of what we are learning in class and build upon it with your own research and ideas." The thesis can be understood as an *Extension* of the *Connections* that we are making in class and the *Information/Ideas* that we are learning, engaging and assessing. In this sense, our work employs the ICE method used by many instructors at Queen's and elsewhere.

To see more, e.g.,
Dr. J's Paper Marking Guidelines:

Top range: This paper is outstanding in form and content. The thesis is clear and insightful; it expands in a new way on ideas presented in the course and demonstrates command of the material. The evidence presented in support of the argument is carefully chosen and deftly handled. The argument is not only unified and coherent, but also complex and nuanced.

Good range: This paper's thesis is clear; the argument is coherent and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course. The paper is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of a top range paper.

Average range: This paper has some but not all of the basic components of an argumentative essay (i.e., thesis, evidence, coherent structure): for example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall argument. Such a paper tends to be poorly organized, written and proofread.
LLCU 209 Course Syllabus

Course Description

This course goes beyond the typical representations of Rio de Janeiro to provide an understanding of the complex social, political, economic, and cultural history that have shaped the city's development and character. Focus is on the twentieth century, but provides the necessary historical background to understand the dynamics of life in Rio.

Learning Outcomes

After completing LLCU 209, students should come away with the following knowledge and skills:

- Demonstrate knowledge of significant aspects of society and culture in Rio de Janeiro and Brazil, from samba and carnival to questions of social inequality and community organizing efforts
- Be able to identify and describe significant historical and cultural figures from Rio de Janeiro and Brazil
- Be able to analyze and interpret key historical periods and social and cultural processes that have shaped the development of Rio de Janeiro
- Improve critical thinking and writing through course assignments and online discussion board postings that reflect upon course materials such as readings and documentary films

TOPICS

The course primarily focuses on the twentieth century, but provides the necessary historical background to understand the dynamics of life in Rio. Topics covered include:

- Introduction to aspects of Brazilian society and culture
- Rio de Janeiro’s early development
- Aspects of Rio’s colonial and imperial history, including its central position as port and as former capital of the nation and onetime capital of the Portuguese empire.
- The ways enslaved African labor, plantations, and colonial planning shaped urban development.
- The influence of late 19th and early 20th century notions of order and progress, modernization and cosmopolitanism
- The histories of samba, carnival, and bossa nova as windows into Rio and Brazilian culture and identity as well as race, class, and gender relations.
- Racial and class inequality and urban segregation
- The development of favelas and questions of social inclusion/exclusion, state surveillance, and violence on the part of police and drug gangs.
- The perspectives and processes shaping the 2014 FIFA World Cup (soccer) and the 2016 Olympics, especially the ways histories of inequality shape the unequal distribution of the costs and benefits of sporting mega-events
Course Introduction

Known internationally for its carnival, soccer, tropical beach life, musical rhythms, and tourism, the city of Rio de Janeiro has been the quintessential postcard image of Brazil for much of the twentieth century. At the same time, the city is also infamously known for its social inequalities exemplified by pockets of extreme affluence alongside massive shantytown communities (favelas), homeless street youth (meninos e meninas de rua), and ongoing violent confrontations between police and drug gangs. In many ways, the city embodies the idea that Brazil is a land of contrasts. This course goes beyond the typical representations of Rio de Janeiro to provide students with an understanding of the complex social, political, economic, and cultural history that have shaped the city’s development and character. The course primarily focuses on the twentieth century, but provides the necessary historical background to understand the dynamics of life in Rio.

Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>5 Mandatory Discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Essay</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
<td>40%</td>
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</table>

Late Policy for Graded Assignments

Late work is not accepted in this course. In the event of extenuating circumstances, students must contact the Instructor at the earliest possible opportunity (i.e. prior to deadlines if possible), and must be prepared to provide documentation in order to potentially receive accommodation. Technical difficulties will not be grounds for accommodation; students are encouraged to submit work as early as possible and are responsible for familiarizing themselves with the interface. Accommodation is at the discretion of the Instructor.

Required Materials

There are no required texts for the course. All texts will be available online through the e-reserve system.
Key Dates

Suggested Time Commitment

To complete the readings, assignments, and course activities, students can expect to spend on average, about 10 hours per week on the course.

Students Traveling Overseas

For students who will be out of Canada for the duration of the term, please note that we have had instances in the past where certain Web sites that are required to complete the online courses, including onQ, have been blocked intermittently in some countries (e.g. China). If the course you enroll in requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It is your responsibility to make sure that you will have adequate high speed Internet coverage for the entirety of the term.

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
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<td>-------</td>
<td>-------------</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<td>C-</td>
<td>60-62</td>
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<td>D+</td>
<td>57-59</td>
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<td>D</td>
<td>53-56</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Copyright**

The material on this website is copyrighted and is for the sole use of students registered in LLCU 209. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in LLCU 209. Failure to abide by these
conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

**Accessibility/Accommodation**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

**Academic Integrity**

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see [http://www.queensu.ca/artsci/students-at-queens/academic-calendar](http://www.queensu.ca/artsci/students-at-queens/academic-calendar)), and from the instructor of this course. For current policy updates visit: [http://www.queensu.ca/artsci/students-at-queens/academic-integrity](http://www.queensu.ca/artsci/students-at-queens/academic-integrity)

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Resources Available to You**

The Library is here to help you make the most of your time at Queen’s. It offers many great services to enhance your learning while at Queen’s.
• The Library
• Queen's Learning Commons
• The Exam Bank

Student Academic Success Services

• The Writing Centre
• Learning Strategies

Student Wellness Services supports the personal, academic and social development of students at Queen's University by providing a range of programmes and services appropriate to their needs, and by participating in associated activities.

• Student Wellness Services
• Counselling Services
• Accessibility Services
• Health Services

Career Services offers students, faculty, employers and alumni various services including workshops.

• Career Services

IT Support

• IT Support

Outlook 365 Email

• Outlook Web Interface

**onQ Announcements and News**

The instructor will use the Course Announcements located on the Course Home page to post news to the class. Please remember to active news notifications in your settings, otherwise you might miss important announcements.

**onQ Question and Answer Forum**

You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum.

**Timeline and Calendar**
The link to the Course Timeline is located in the navigation bar below to course banner and shows the dates for all of the assessments used in this course as well as provides links to other important course information. Please check the Timeline each time you enter the course.

The calendar located on the Course Home page shows important course dates, such as assignment due dates and quiz due dates. Please check the calendar frequently.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local times (UTC -05:00).

### Computer Requirements

<table>
<thead>
<tr>
<th>Microsoft Windows Client</th>
<th>Supported Browsers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vista/Windows 7/Windows 8</td>
<td>Firefox (latest version)</td>
</tr>
<tr>
<td>Intel Core 2 Duo processor</td>
<td>Safari (latest version on 64-bit Intel processors only)</td>
</tr>
<tr>
<td>2GB RAM</td>
<td>Java</td>
</tr>
<tr>
<td>Soundcard with speakers and microphone or preferably a headset</td>
<td>Latest version</td>
</tr>
<tr>
<td>Webcam</td>
<td>Internet Connection</td>
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<tr>
<td></td>
<td>Wired high speed access: ADSL, Cable or better</td>
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<tr>
<td>Mac Client</td>
<td>Media Player</td>
</tr>
<tr>
<td>OS X 10.8 or higher</td>
<td>Flash (latest version)</td>
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<tr>
<td>Intel i5 processor</td>
<td>Adobe Reader</td>
</tr>
<tr>
<td>2 GB RAM</td>
<td>Latest Version</td>
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<tr>
<td>Internal, USB or external iSight microphone or preferably a headset</td>
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<tr>
<td>Webcam</td>
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</tbody>
</table>

### Queen's Email

The university communicates with students by Queen's email. Please check your email regularly to ensure you do not miss out on important information.

### Email and onQ Help - Monday To Friday
Guide to Online Forum Participation for Class Activities

**Participation Grades**

Your participation grade is based on informed and timely engagement with the course materials in your online tutorial discussion forum. This includes the completion of specific requested tasks and engagement with some of your peers’ contributions. You are expected to make your posts on the week’s discussion questions as stated in the Course Timeline - two posts due at two different times in a week that has a mandatory forum assignment. You will not see other student’s comments until you have posted your own first post. Your participation in follow up discussion (the second post), for example, engaging with a classmate’s comments, must be completed as stated in the Course Timeline to count towards your participation grade.

There is not a limit on the number of posts you can make each week but addressing each of the questions posed by the course instructors in an informed (by course materials) way and engaging thoughtfully with at least one of your fellow students’ posts each week is sufficient to be awarded top marks for participation. When assigning participation grades we value contributions that engage thoughtfully with the course materials, ask interesting questions, provide critical analysis and generally move the discussion forward. *We will be emphasizing quality more than quantity when grading participation.* You should work to be concise in your post, be sure to make reference to course materials, and avoid straying of topic. *Simply summarizing the readings or repeating information contained in lectures will not result in good marks.*

*Important Note:* You should also take care in your responses to be respectful of other students and avoid racist, homophobic, misogynistic or otherwise offensive language at all times. While the forum is online it is not Twitter or Facebook. Texting style short hand is not an acceptable mode of communication for this course so be sure to use proper English and complete sentences in all of your communications.

**Forums and Your Instructor and/or TAs**

The job of the Instructor and/or TA is not to moderate the discussion nor manage it! For this reason the Instructor and/or TA will not respond to each and every issue raised during these discussions. That does not mean that all the information posted by
your fellow students is correct and uncontested by course administrators. We will assume that as students in an academic environment, you will assess the arguments presented by your colleagues critically through your own engagement with the course materials.

Your Instructor or TA may also choose to comment and will intervene in the case of inappropriate or offensive posts. If any of you have concerns about your participation or the way the discussion is proceeding; don’t hesitate to send an email to your TA or the Course Instructor.

**Importance of assigned sources**

Course readings and films have been chosen with the goal of providing the best concepts, frameworks, and background for learning and discussion required for that particular week. Online participation should involve thoughtful engagement with the issues raised and arguments presented in assigned readings and films, and the latter should be used to illustrate and provide evidence for any points you make. If you feel an outside source or example is relevant, it should only be brought after you have dealt specifically with assigned course materials. Moreover, when included, it should be clear to the Instructor and your classmates how outside sources or examples relate to the concepts and issues in that week’s assigned readings. Assigned documentary films also provide insights and context for the topics at hand but they are not sufficient on their own for informed engagement in the tutorial discussion forums.

**A Note on Other Sources**

If you choose to bring in outside sources it is important to verify and explain them. Generally, academic sources are peer-reviewed and while you don’t need to illustrate the authenticity of those sources, you should be aware of biases or blind spots inherent in those works. For non-academic sources, such as media, blogs, websites, movies, etc. (i.e. anything that was not peer-reviewed) you need to verify the credibility of the material in addition to recognizing biases and gaps. Generally you would verify this material by identifying the individuals involved (e.g. blogger or website owners/administrators); specific political or religious affiliations (or not); methods used to gather their information (including their sources); etc. From your audience’s perspective, you want them to be in a position to make an assessment of your sources without them going to the original source. This is particularly important for a forum of this nature where, as peers, you have an un-moderated discussion with the assigned readings your guide. Also, from a grading perspective you can be penalized for not following accepted academic rules.

**Managing your posts and your off-topic discussions**

Please ensure that all posts and comments to the weekly discussion forums relate to the topic or question for that particular week. Off topic contributions in this forum will be
considered as not answering the requisite questions and will not count towards your participation grade.
Department of Languages, Literatures, and Cultures
Queen's University
LLCU 244: Hips Don't Lie? Music and Culture in Latin America
Mondays 1:00-2:30pm; Wednesdays 11:30-1:00 – Watson Hall 217
Fall 2019

Prof. Claudio Palomares Salas
Kingston Hall, Room 110
Office Hours: Mondays 2:30-4pm or by appointment.
Email: cps1@queensu.ca

Course Description:

LLCU 244 explores key aspects of Latin American culture in the twentieth century through the study of its musical production. We will approach notions of race, class, gender, and national identity by focusing on specific musical genres such as Cuban son, Nuyorican salsa, Colombian cumbia, Mexican corrido, Puerto Rican reggaeton, Andean music, Argentinian tango, and several others. By the end of the course, students will have a solid grounding in twentieth century Latin American culture, as well as a deep understanding of some of its most significant musical manifestations. No previous musical training is needed. The course is open to anyone interested in music and/or Latin America in a broad sense. Students must commit to do all readings and assignments, listening to all the songs, and participate actively in class discussions.

Intended Student Learning Outcomes:

Upon completion of this course, students will:

1. Understand the historical and cultural relevance of music in Latin America.
2. Acquire critical and in-depth reading and listening skills to recognize important musical styles and movements from different regions of Latin America.
3. Identify influential Latin American musicians of the 20th and 21st centuries.
4. Explore methodologies to examine and assess the ways music influences our notions of race, class, gender, national, and regional identity, etc.
5. Develop cultural sensitivity to a great variety of musical traditions and social practices.

Course Evaluation:

Weekly Online Discussions (10) 20%  Weeks 2 to 11
Tests (2) 40%  Oct 16, Nov 27
Final Essay 30%  Due Dec 1st
Attendance to guest lectures (4) 10 %

Readings:

Note: All readings for the course will be posted on OnQ.

Required Songs:

Streaming services such as iTunes or Spotify are necessary in order to have access to required music. The playlist for both tests is available on OnQ.

Weekly Online Discussions:

Each weekly post must be minimum 200 words long. Shorter posts will not receive marks.

COURSE OUTLINE:
INTRODUCTION: MUSIC AND CULTURE IN LATIN AMERICA

**READINGS:**
- "Syllabus" (Read the syllabus!)
- "Music of Latin America and the Caribbean" (Brill, 1-27)

**MUSIC IN THE HISPANIC CARIBBEAN**

**READINGS:**
- "Introduction" (Moore, I-29)
- "Cuban Counterpoint" (Ortiz, 97-103)

**CUBA: Santería / Rumba**

**READINGS:**
- "Cultural Legacies of the Slave Trade" (Moore, 52-67)
- "African-Influenced Traditions" (Moore, 185-194)

**VIDEOS:**

**SONGS:**
- Muñequitos de Matanzas: "Yemayá orundo" (SANTERÍA)
- Abilona: "Eleggúa, Ogún, Ochosi II" (SANTERÍA)
- Muñequitos de Matanzas: "En opuestas regiones" (RUMBA)
- Muñequitos de Matanzas: "Parece mentira" (RUMBA)

**CUBA: Son**

**READINGS:**
- "Affecting the Embargo: Displacing Politics in the Buena Vista Social Club" (Oberacker, 53-67)
- "Cuban Son" (Moore, 91-102)

**FILM:**
- Buena Vista Social Club (e-reserve or online)

**SONGS:**
- Septeto Nacional. Ignacio Piñeiro: "Entre preciosas palmeras" (SON)
- Arsenio Rodríguez: "El reloj de Pastora" (SON)
- Cuarteto de Oriente: "Mueve la cintura" (SON)
- Buena Vista Social Club: "El cuarto de Tula" (SON)
- Omara Portuondo: "Lágrimas negras" (SON)

**CUBA & NEW YORK: Danzón / Mambo / Latin Jazz**

**READING:**
- "Of Mambo Kings and Songs of Love: Dance Music in Havana and New York from the 1930s to the 1950s" (Waxer, 139-168)

**VIDEOS:**
- "Latin Music in the USA" - Watch parts 1, 2 & 3 (OnQ)

**SONGS:**
- Orquesta Folklórica Nacional de Cuba: “Alturas de Simpson” (DANZÓN)
- By Orestes Lopez and Cachao, performed by A. Corrales “Danzón-Mambo” (DANZÓN-MAMBO)
- Pérez Prado: “Mambo No. 5” (MAMBO)
- Pérez Prado: “Mambo No. 8” (MAMBO)
- Machito and his Afro-Cubans: “Tanga” (LATIN JAZZ)
- Dizzy Gillespie & Chano Pozzo: “Manteca” (LATIN JAZZ)

**NEW YORK: Boogaloo**

**READING:**
- "Cha-Cha with a Backbeat: Songs and Stories of Latin Boogaloo" (Flores, 75-99)

**VIDEOS:**
- "We Like It Like That" (OnQ)
SONGS:
- Pete Rodriguez: “I Like It Like That” (BOOGALOO)
- Johnny Colon: “Boogaloo Blues” (BOOGALOO)
- Joe Bataan: “Gypsy Woman” (BOOGALOO)
- Joe Cuba: “Bang Bang” (BOOGALOO)

Sep. 30  **CUBA: Nueva Trova**

**READING:**
- “Transformations in Cuban Nueva Trova 1965-95” (Moore, 1-41)

**SONGS:**
- Carlos Puebla: “Hasta siempre” (NUEVA TROVA)
- Silvio Rodríguez: “La era está pariendo un corazón” (NUEVA TROVA)
- Silvio Rodríguez: “Resumen de noticias” (NUEVA TROVA)
- Silvio Rodríguez: “Te doy una canción” (NUEVA TROVA)
- Pablo Milanés: “Yo pisaré las calles nuevamente” (NUEVA TROVA)
- Carlos Varela: “Guillermo Tell” (NOVÍSIMA TROVA)

Oct. 2  **NEW YORK: Salsa**

**READING:**
- “Salsa in New York” (Washburne, 1-31)

**VIDEO:**
- “Salsa” (OnQ)

**FILM:**
- El cantante (e-reserve or online)

**SONGS:**
- Willie Colón: “La murga” (SALSA)
- Celia Cruz: “Quimbara” (SALSA)
- Hector Lavoe: “El cantante” (SALSA)
- Hector Lavoe: “Aguanile” (SALSA)
- Rubén Blades: “Pedro Navaja” (SALSA)
- Jerry Rivera: “Amores como el nuestro” (SALSA)
- Marc Anthony: “Valió la pena” (SALSA)
- Marc Anthony: “Vivir mi vida” (SALSA)

Oct. 7  **Guest lecture 1: “The Music of Venezuela” (René Orea)**

Oct. 9  **Guest lecture 2: “Okan” (Elizabeth Rodriguez & Magdelys Savigne)**

Oct. 14  Thanksgiving Day (no class)

Oct. 16  **TEST 1** (Santería, Rumba, Son, Danzón, Mambo, Latin-Jazz, Boogaloo, Nueva Trova, Salsa)

Oct. 21  **COLOMBIA: Cumbia**

**READINGS:**
- “Colombia” (Brill, 257-269)
- “From Cumbia Colombiana to Cumbia Cosmopolitana” (Pacini, 106-141)

**SONGS:**
- Los gaiteros de San Jacinto: “Fuego de cumbia” (CUMBIA)
- Pedro Salcedo y su orquesta “La pollera colorá” (CUMBIA)
- Aniceto Molina: “Cumbia Cienaguera” (CUMBIA)
- Rodolfo y su típica: “Colegiala” (CUMBIA)
- La Sonora dinamita: “Amor de mis amores” (CUMBIA)

Oct. 23  **MIAMI: Latin Pop**
READING: • "Ricky Martin; or The Politics of Chronology, Crossover, and Language within the Latin(o) Music "Boom" (Cepeda, 55-70)

VIDEO: • “Latin Pop” (OnQ)

SONGS: • Gloria Estefan: “Conga” (LATIN POP)
• John Secada: “Otro día más sin verte” (LATIN POP)
• John Secada: “Just Another Day” (LATIN POP)
• Ricky Martin: “Living la Vida Loca” (LATIN POP)
• Shakira: “Ojos así” (LATIN POP)
• Shakira: “Hips Don’t Lie” (LATIN POP)
• Carlos Vives: “Fruta fresca” (LATIN POP)
• Carlos Vives: “La tierra del olvido” (LATIN POP)

Oct. 28 PUERTO RICO & U.S.A: Reggaeton

READING: • “Oye mi canto” (“Listen to My Song”): The History and Politics of Reggaeton” (Samporano, 489-506)

SONGS: • El general: “Tu pun-pun” (REGGAETON)
• Daddy Yankee: “Gasolina” (REGGAETON)
• Daddy Yankee: “Lo que pasó, pasó” (REGGAETON)
• Don Omar: “Dale Don Dale” (REGGAETON)
• Calle 13: “Atrevete-te-te” (REGGAETON)
• Ivy Queen: “Mi barrio” (REGGAETON)

Oct. 30 PUERTO RICO: “Despacito”

READINGS: • “The Meaning of Despacito in the Age of Trump” (Velasquez-Manoff, n.p.)
• “Despacito’ and the Revenge of Reggaeton” (Kornhaber, n.p.)
• “Patriarchal Synecdoches: Of Women’s Butts and Feminist Rebuttals” (Aparicio, 142-153)

SONGS: • Luis Fonsi & Daddy Yankee: “Despacito” (LATIN POP)
• Luis Fonsi & Justin Bieber: “Despacito” (LATIN POP)

Nov. 4 DOMINICAN REPUBLIC: Bachata

READING: • "Defining Bachata" (Pacini, 1-34)

SONGS: • Luis Segura: “Cariñito de mi vida” (BACHATA)
• Aventura: “Obsesión” (BACHATA)
• Monchy y Alexandra: “Dos locos” (BACHATA)
• Romeo Santos, feat. Drake: “Odio” (BACHATA)

Nov. 6 MEXICO: Mariachi / Ranchera

READING: • “Mexico” (Brill, 60-71)
• "Engendering Nationalism: Identity, Discourse, and the Mexican Charro" (Nájera-Ramirez, 1-14)

SONGS: • Mariachi Vargas de Tecalitlán: “La negra” (MARIACHI)
• Mariachi Vargas de Tecalitlán: Jarabe Tapatío” (MARIACHI)
• Jorge Negrete: “México lindo” (RANCHERA)
• Vicente Fernandez: “El Rey” (RANCHERA)
• Chavela Vargas: “Amanecí otra vez” (RANCHERA)
Nov. 11  MEXICO: Corrido

READINGS:  
· “The corrido as Distinction and Mediation” (Chamberlain, 289-298)
· “Mexico’s Oral Narrative and Global Contexts” (Chamberlain, 97-102)

SONGS:  
· Oscar Chávez: “Gregorio Cortez” (CORRIDO)
· Amparo Ochoa: “Jacinto Cenobio” (CORRIDO)
· Amparo Ochoa: “Valentín de la Sierra” (CORRIDO)
· Los tigres del norte: “Contrabando y traición” (NARCO-CORRIDO)
· Los tigres del norte: “Me siguen llamando el jefe” (NARCO-CORRIDO)

Nov. 13  MEXICO: Bolero

READING:  
· “Bolero: Cosmopolitanism and the Mexican Romantic Song until the 1960s” (Madrid, 37-55)

SONGS:  
· Guty Cárdenas: “Pasión” (BOLERO)
· Agustín Lara: “Aventurera” (BOLERO)
· Los tres reyes: “Aventurera” (BOLERO)
· Los Panchos: “Perdón” (BOLERO)
· Los Panchos: “Bésame mucho” (BOLERO)
· Luis Miguel: “Sabor a mí” (BOLERO)

Nov. 18  THE ANDES: Andean Music

READING:  
· "The Andean Region" (Brill, 298-327)

SONGS:  
· Panpipes from Chimo: “Los jilacatas” (ANDEAN MUSIC)
· Traditional Music: “HARAWI” (YARAVÍ, ANDEAN MUSIC)
· Los Jairas: “El llanto de mi madre” (YARAVÍ, ANDEAN MUSIC)
· El Jilguero del Huascarán: “Rio do Paria” (HUAYNO, ANDEAN MUSIC)
· Los incas: “El condor pasa” (ANDEAN MUSIC)
· Simon & Garfunkel: “El condor pasa (If I Could)” (ANDEAN MUSIC?)

Nov. 20  Guest lecture 3: “Tango” (Alberto Munarriz)

READING:  
· "Argentina" (Brill, 344-365)

SONGS:  
· Alberto Arenas: “El choclo” (TANGO)
· Carlos Gardel: “La cumparsita” (TANGO)
· Carlos Gardel: “Por una cabeza” (TANGO)
· Astor Piazzolla: “Camorra I” (NUEVO TANGO)
· Astor Piazzolla: “Adios, Nonino” (NUEVO TANGO)

Nov. 25  Guest lecture 4: “Flamenco” (Alexandra Templier)

Nov. 27  TEST 2 (Cumbia, Latin Pop, Reggaeton, Bachata, Corrido, Mariachi/Ranchera, Bolero, Andean Music, Tango)
**Statement on Academic Integrity**

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Accommodations for Disabilities**

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADAC COMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.

**Academic Considerations for Students in Extenuating Circumstances**

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Instructor Name: Dr. Claudio Palomares Salas
Instructor email address: cps1@queensu.ca

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**Turnitin Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose
of detecting plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy: Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.
LLCU 301/3.0 Oral Tradition and Innovation in Cultural Transmission

Winter 2020

Times: Tuesdays 1:00-2:20; Thursdays 11:30-12:50
Location: Kingston Hall 200

Instructor: Dr. Daniel Chamberlain
Email: CHAMBERL@queensu.ca
Office: Kingston Hall 418
Office Hour: Tues. 11:30-12:20
Phone: 613-533-2079
Course Description
This course offers an introduction to the role that narrative storytelling and other oral celebrations of language play in the celebration and transmission of culture. Although course considerations may come to bear on several fields of study, its focus is on language, culture and oral media as outlined in the first weeks of lectures.

Intended Student Learning Outcomes:
This is a general introduction to how celebrations of language through verse, storytelling, song, and other narrative forms in different media play an important role in integrating and transmitting cultural values and norms. It examines an array of oral traditions and innovations past and present in a selection of American, European and African contexts as well as their interaction when different cultures meet. Students are expected to develop an awareness of orality’s role in cultural transmission, as well as in everyday cultural interaction and an understanding of the issues introduced by changes in storytelling media. They are expected to re-examine commonly held assumptions regarding the role of writing and the role of orality in culture. They are also expected to identify similarities and differences that mediate oral traditions and innovations in multiple cultural settings and relate them to contemporary Canadian concerns.

Method: This is an interactive course in which oral participation plays an important role. Lectures on theoretical aspects will be accompanied by students’ independent research and classroom presentations. Students will be called upon to give a brief (approximately 20 minute) oral presentation on a particular oral tradition, innovation, or theoretical topic assigned from the list of topics provided. The oral presentation should be configured so as to invite group discussion regarding the topic under consideration. A mid-term quiz on the second class of week 8 of the course and a quiz at the end of the course will test students’ command of the assigned readings as well as the material presented and discussed in class. There are no make-up tests or assignments for this course. Tests are given only on the predetermined date.

Readings: - An array of reading material for the course is available through “onQ”. This material may be supplemented with independent research in the preparation of students’ class presentations. Readings will be assigned for classroom discussion.

Course Evaluation:

a) Classroom Work: 20%
   Oral presentations=
   Passive* participation= 10% (see note 1 below)
   Active** Participation= 10% (see note 2 below)

b) Midterm Quiz= 40%

c) Final Quiz= 20%

The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale (see conversion scale below).

There are no make-up tests or assignments for this course. Tests are given only on the predetermined date. *Passive participation” here means attending classes and listening carefully to the presentations and lectures. Listening carefully means not surfing the internet or texting while in class but being fully present in the class. Students receive 0.5% for each class they attend to a maximum of 10% during the term. This allows for the occasional absence due to illness or for personal reasons.

**Active participation here means intervening actively in class discussion with relevant questions and comments regarding the reading assignments or material under discussion, participating in class debates, and sharing experiences regarding storytelling and narrative with the class. Students receive 0.5% per class (not per intervention) in which they participate actively to a maximum of 10%.
All course evaluation components will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

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Please Note:

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**Disability Services**

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If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Professor Daniel Chamberlain
Instructor/Coordinator email address: chamberl@queensu.ca

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This outline is flexible and can be adjusted to meet the needs of the group and group discussion. Although we all strive to keep on schedule, longer topics or presentations may shift or extend to the next class. Patience is recommended. Students can select from topics highlighted in bold print for independent research, class presentation, and discussion.

Prerequisite independent readings:


**Week 1**
Introduction: Language (W. Von Humboldt); Geertz on Culture

**Week 2**
Introduction (cont.) & Storytelling in Early Records:
- Orality, Transmission, & Innovation;
  1-History of orality & Oral History; Plato
    http://classics.mit.edu/Plato/phaedrus.html or
    http://sparks.eserver.org/books/plato-phaedrus.pdf
  2-History of writing & Writing of History; Herodotus;

**Week 3**
Storytelling Between Worlds:
  3-The jester in Lord & Parry
  4- Writing at war with Orality: Tsvetan Todorov & *The Conquest [??] of America*

**Week 4**
Transmission transformation:
  5-David Olson *The World on Paper*
  6-The Toronto School of Communication
    -M. McLuhan, 1977 Lecture http://www.youtube.com/watch?v=ImaH51F4HBw

**Week 5**
The Fall of Storytelling???
  7-Walter Benjamin -The Storyteller:
    http://ada.evergreen.edu/~arunc/texts/frankfurt/storyteller.pdf
    -Furet, François and Jacques Ozouf. *Reading and writing*. Cambridge, 1982

**Week 6**
Storytelling, Performance, & Rhythm
  Africa teaches- Walter Ong listens…sort of
  8-Questioning W. Ong, *Interfaces of the Word* & his characteristics of oral cultures
  9- María Luisa Martínez Montiel: African Orality in the Literary Culture of the Caribbean.

**Week 7**
*Reading Week*

**Week 8**
Storytelling & Song; Land and Nation
  10-J E. Chamberlin: *If this is Your Land Where Are Your Stories?*
  11-Camargos Walty, Ivete Lara. Oral Narrative & land in Brazil

**Quiz**

**Week 9**
Storytelling in the Workplace
  12-J.E. Chamberlin: ‘Hunting, Tracking and Reading’,
14-The Academic Lecture as a telling performance / Reading on the job: [http://news.bbc.co.uk/2/hi/8406641.stm](http://news.bbc.co.uk/2/hi/8406641.stm)

**Week 10**  
Storytelling and the Internet  
15-The Sami Yoik:  [https://www.youtube.com/watch?v=aPqKAuzo0tk](https://www.youtube.com/watch?v=aPqKAuzo0tk)  
[http://www.youtube.com/watch?v=LT0WRjUcJVU](http://www.youtube.com/watch?v=LT0WRjUcJVU)  
16-From the Árran to the Internet: Sami Storytelling in Digital Environments  
[http://journal.oraltradition.org/issues/28i/cocq#myGallery-picture(3)](http://journal.oraltradition.org/issues/28i/cocq#myGallery-picture(3))

**Week 11**  
Storytelling and Resistance  
-Communication Technology and Political Change  
17-W. Mignolo & E. H. Boone : Writing Without Words  
18-Protest in Verse and Song, Canción Protesta in Spanish America  
19-Rigoberto Menchu: Testimony and getting the story “right”

**Week 12**  
Storytelling and Community  
20-K. Martin. *Stories in a New Skin: Approaches to Inuit Literature*  
[http://ia601605.us.archive.org/19/items/StoriesInANewSkin/KeavyMartinMixdown.mp3](http://ia601605.us.archive.org/19/items/StoriesInANewSkin/KeavyMartinMixdown.mp3)  
-Storytelling traditions and innovations: construction of community.

**Week 13**  
Review & *Quiz*
General Background Bibliography
Aside from distributed texts and recommended internet resources, students will find material for their oral presentations in the following list of material.


Furet, François and Jacques Ozouf. Reading and Writing. Cambridge, 1982


MUTH 329: Theatre and Music of Africa and the African Diaspora; Fall 2020

Dr. Sarah Waisvisz
sarah.waisvisz@queensu.ca

Course Meeting: Tuesdays 11:30-1:00 on Microsoft Teams
Group Office Hours/ Tutorials: Thursday 11:30-1:00 on Microsoft Teams
NB: for a private meeting please email me to arrange a time.

COURSE DESCRIPTION
An exploration of traditional African cultural forms including music, storytelling, mask work, and dance and how those roots are the foundation of contemporary music and drama from Africa and the African Diaspora.

INTENDED STUDENT OUTCOMES
Students will explore the diversity of African musical forms, oral history, and dance styles. What connects these traditions across the continent of Africa, and what differentiates them from each other? Moreover, what happened to these traditions because of the Atlantic Slave Trade, and what has emerged in the Americas (and elsewhere) since then? By examining contemporary drama and music as well as the generations-old musical, dance, and oral storytelling forms at their root, we will gain an appreciation not only for the interconnectedness of the past and the present, but also for the importance of music, dance, and drama to Afro-descendant people on the continent and in the diaspora.

NB: This class can only provide an overview; we will leave out many things. There are two major assignments in which you will be able to bring in your own research about topics and traditions we have not covered in class. Please bring your own passions to bear on all our work but also these projects.

REQUIRED MATERIALS
Most course lessons and materials will be available on OnQ or the databases DramaOnline, Black Drama – 1850 to Present, and HathiTrust. Our course materials will include podcasts, films, academic articles, scripts, and weekly lessons. The complete list of dramatic texts to read is located on the last page of this syllabus; some will be available on OnQ and some will have to be procured.

Learning Hours: 120
Prerequisite: Third year standing or above in DRAM or MUSC concentration but interested students who don’t meet these requirements are encouraged to contact the DAN School for permission to take this course.

For Fall 2020 Remote Delivery:
We will be working with a combination of student-driven online learning (via weekly lessons on OnQ involving material to read, watch, and listen to); regular studying and learning with your study partner; major assignments to complete individually or as a duet including a research project and a creative assignment; and a weekly instructor-guided session. Once a week we will meet “live” as a full class for 1.5 hours (Tuesday 11:30-1:00); this meeting will be a synchronous learning opportunity guided by the instructor and held on Microsoft
Teams. Students will also be able to attend an “online” group tutorial as well as schedule private office-hours with the instructor. Students will be given a duet partner/study partner to learn with all term.

EVALUATIONS/ GRADING SCHEME

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>%</th>
<th>DUE DATE</th>
<th>Can I get an extension?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly solo Reflection saved as “Artist Pages”</td>
<td>15</td>
<td>Every Sunday night (so I can read them before Tuesday’s class)</td>
<td>No</td>
</tr>
<tr>
<td>4 solo quizzes based on material covered in the online lectures (OnQ material)</td>
<td>40</td>
<td>Week 3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Week 5</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Week 7</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Week 9</td>
<td>No</td>
</tr>
<tr>
<td>Research project on a specific related topic, done with your study partner</td>
<td>20</td>
<td>Week 10: Tues. Nov. 17</td>
<td>Yes</td>
</tr>
<tr>
<td>Take Home Exam/ Creative Project: your own creative response to something we have covered in class, topic approved by me. This project can be done solo /with your partner</td>
<td>25</td>
<td>End of Term: due date TBA</td>
<td>Yes</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Accessibility, Accommodations, Considerations:

Accommodations: Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Extensions: An automatic one-week extension is available for the major assignments, as noted in the assignment summary – just email the instructor anytime up until the due date with the subject line MUTH-329 EXTENSION. In the body of your message, please specify the assignment for which you are requesting an extension. This has been designed with flexibility for academic consideration for all students in mind.

Extenuating Circumstances: If you have extenuating circumstances that will interrupt your studies for a considerable amount of time, you can use the Queen’s self-reporting system to submit a request for consideration. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements.

Academic Integrity:

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential
to the intellectual life of the University (see the Senate Report on Principles and Priorities

Students are responsible for familiarizing themselves with the regulations concerning academic integrity
and for ensuring that their assignments and their behaviour conform to the principles of academic integrity.
Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1
http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity
include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical
to the development of an academic community at Queen’s. Given the seriousness of these matters, actions
which contravene the regulation on academic integrity carry sanctions that can range from a warning or the
loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

As one specific example:
Plagiarism: presenting another’s ideas or phrasings as one’s own without proper acknowledgement.
Examples: copying and pasting from the internet, a printed source, or other resource without proper
acknowledgement; copying from another student; using direct quotations or large sections of paraphrased
material in an assignment without appropriate acknowledgement; submitting the same piece of work in
more than one course without the permission of the instructor(s).

If you are struggling with the course material, or feeling overwhelmed, do not hesitate to contact me, your
TA, or access resources like Student Academic Success Services: https://sass.queensu.ca/

Grading Method:
In this course, some components will be graded using numerical percentage marks. Other components will
receive letter grades, which for purposes of calculating your course average will be translated into numerical
equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be
converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<table>
<thead>
<tr>
<th>Arts &amp; Science Letter Grade Input Scheme</th>
<th>Queen’s Official Grade Conversion Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment mark</td>
<td>Numerical value for calculation of final mark</td>
</tr>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
</tr>
<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
</tr>
<tr>
<td>C</td>
<td>65</td>
</tr>
<tr>
<td>C-</td>
<td>62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
</tr>
<tr>
<td>D-</td>
<td>52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
</tr>
<tr>
<td>F0 (0)</td>
<td>0</td>
</tr>
</tbody>
</table>
Copyright
Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

DAN School Anti-Harassment Statement
The DAN School of Drama and Music is committed to developing and maintaining an inclusive and respectful workplace and community that support students, staff and faculty in all spaces including the classroom, office, rehearsal, and performance spaces. We are committed to preventing workplace discrimination and harassment, and addressing and responding to any reports and complaints of harassment and/or discrimination in the workplace. If you experience or witness unwelcome behavior that cannot be resolved directly in a safe manner you can contact The Dan School Equity Representative and Chair of the Equity, Inclusive and Diversity Committee: (DanSchool.EquityRep@queensu.ca or the Queen’s University Equity and Human Rights Offices equity@queensu.ca or 613-533-2563

Land Acknowledgement
Queen’s University is situated on the traditional Anishinaabe and Haudenosaunee Territories. I hope that we as a class can think about how we can show our respect to the Indigenous peoples on whose land we reside, especially as we learn about music and dramatic traditions indigenous to the peoples of the African continent. I would like us to think deeply about how, despite popular opinion, these cultures have never been erased. They live and thrive in the cultural creations and contributions of Indigenous and Afro-descendant peoples today.

READING SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Date</th>
<th>Topic and OnQ Lesson to Complete for the meeting date</th>
<th>To read for meeting date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues. Sept. 8</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tues. Sept. 15</td>
<td>Central Africa: Congo &amp; Lakes Region</td>
<td>read: <em>A Man A Fish</em> (Donna-Michelle St. Bernard)</td>
</tr>
<tr>
<td>3* quiz</td>
<td>Tues. Sept. 22</td>
<td>The Cradle of Vodou: Benin, Nigeria, Cameroun</td>
<td>read: <em>Not That Woman</em> (Tosin Jobi-Tume)</td>
</tr>
<tr>
<td>5* quiz</td>
<td>Tues. Oct. 6</td>
<td>Griots and the Mandé Empire: Mali / SeneGambia</td>
<td>Focus on dance and music</td>
</tr>
<tr>
<td></td>
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<td><em>The Sunjeta Epic</em></td>
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<td></td>
<td><em>Ballets Africain/ Ballet Djoliba</em></td>
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<td></td>
<td></td>
<td></td>
<td>watch: <em>Atlantics</em> (film) [Netflix]</td>
</tr>
<tr>
<td>6</td>
<td>Tues. Oct. 13</td>
<td>The Middle Passage: Trauma, Resilience, Ghosts</td>
<td>read: <em>Harlem Duet</em> (Djanet Sears)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Tues. Oct. 20</td>
<td>The Antilles: Small islands, Big music</td>
<td>read: <em>Dream on Monkey Mountain</em> (Derek Walcott)</td>
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<tr>
<td>---------</td>
<td>---------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 8  | Tues. Nov. 3  | Carnival and Resistance in Brazil   | Focus on Dance and Music  
|         |               |                                     | Drumming as resistance  
|         |               |                                     | Spotlight on the work of Paulo Freire  
|         |               |                                     | Spotlight on Carnival |
|         |               |                                     | watch: *Their Eyes Were Watching God* (film)  
|         |               |                                     | [https://www.youtube.com/watch?v=teUi8N5ZaNs](https://www.youtube.com/watch?v=teUi8N5ZaNs) |
| Week 10 | Tues. Nov. 17 | American Jazz, Soul, Motown         | read: *A Raisin in the Sun* (Lorraine Hansberry) |
|         |               |                                     | watch: *Lemonade* (film) (Beyoncé) |
| Week 12 | Tues. Dec. 1  | South Africa Post Apartheid: Uneasy Futures | read: *Molora* (Yael Farber) |

*you will need to use your Library info to read/download these scripts from the library databases*

*A Man A Fish*  
Donna-Michelle St. Bernard  

*Not That Woman*  
Tosin Jobi-Tume  
[https://www-dramaonline-library-com.proxy.queensu.ca/plays/not-that-woman-iid-192126](https://www-dramaonline-library-com.proxy.queensu.ca/plays/not-that-woman-iid-192126)

*School Girls: The African Mean Girls Play*  
Jocelyn Bioh  
** scanned script can be found on our OnQ after its expected publication in Sept. 2020

*Harlem Duet*  
Djanet Sears  
[https://catalog.hathitrust.org/Record/004058947](https://catalog.hathitrust.org/Record/004058947)

*Dream on Monkey Mountain*  
Derek Walcott  
[https://search-alexanderstreet-com.proxy.queensu.ca/view/work/bibliographic_entity%7Cbibliographic_details%7C3606996#page/1/mode/1/chapter/bibliographic_entity%7Cdocument%7C3874397](https://search-alexanderstreet-com.proxy.queensu.ca/view/work/bibliographic_entity%7Cbibliographic_details%7C3606996#page/1/mode/1/chapter/bibliographic_entity%7Cdocument%7C3874397)

*A Raisin in the Sun*  
Lorraine Hansberry  
**scanned script can be found on our OnQ

*For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf*  
Ntozake Shange  
[https://search-alexanderstreet-com.proxy.queensu.ca/view/work/bibliographic_entity%7Cbibliographic_details%7C3607862#page/1/mode/1/chapter/bibliographic_entity%7Cdocument%7C3812450](https://search-alexanderstreet-com.proxy.queensu.ca/view/work/bibliographic_entity%7Cbibliographic_details%7C3607862#page/1/mode/1/chapter/bibliographic_entity%7Cdocument%7C3812450)

*Molora*  
Yael Farber  
**scanned script can be found on our OnQ

NB: The Queen’s Library also has this Study Guide available to us: [https://guides.library.queensu.ca/black-and-african-diaspora-studies](https://guides.library.queensu.ca/black-and-african-diaspora-studies)
PHIL 256: Existentialism

Dr. Lisa Guenther
lisa.guenther@queensu.ca
Watson Hall 332

Class meets on Tuesdays 1-2:20pm and
Thursdays 11:30am-12:50pm in Waight 210

Office Hours: Thursdays 1-2pm in Watson Hall 332

TA: Joe Breidenstein - 16jb64@queensu.ca

Course Description

Existentialism is more than a theory; it’s a practice of radical freedom and responsibility. Inspired by Nietzsche’s perspectivism and by the phenomenological tradition, existentialism takes the concrete experience of individual consciousness as the starting point for philosophy. Many existentialists hold that the world, in itself, is meaningless and absurd; there is no God and no universal measure of right and wrong, good and evil. In the absence of objective standards for knowledge and ethics, individuals must choose or create their own meaning, accepting full responsibility for the implications of their choices. This includes the responsibility to affirm and support the freedom of others; to do otherwise would be “bad faith,” or a refusal to affirm the radical freedom of all human beings. Ultimately, the practice of individual freedom demands a struggle for collective liberation from oppressive structures such as sexism, racism, and economic inequality, which block the full expression of existential freedom and responsibility.

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. In this course, we will reflect on what it means to study existentialism on Indigenous land. How might a meaningful acknowledgement of territory and history shape the way we understand freedom, responsibility, and existence on Turtle Island? And what can we learn from the life and work of existentialist philosophers about the relation between theory and practice in our own work and lives?

Required Reading

Beauvoir, Simone de. *The Ethics of Ambiguity*. Philosophical Library/Open Road, 2015. (also available online at https://www.marxists.org/reference/subject/ethics/de-beauvoir/ambiguity/)


All other required readings are available on onQ.
Assignments

2 Essays
3,000 words each, including bibliography and footnotes
Worth 35% each for a total of 70%

Prompts will be posted on onQ closer to the due date, but you are always welcome to develop your own paper topic in consultation with the professor and T.A.

Be sure to cite your sources properly, and to include a complete bibliography. If not, your paper will be deducted up to 5%. You may use any bibliographic style, as long as it is consistent. See also the statements below regarding academic integrity and Turnitin!

Late papers will be deducted 2% per day.

If you do not submit your paper within 2 weeks of the due date, you will receive a zero for that assignment.

If you have a good reason (medical, family, personal, intellectual) for requesting an extension, please do so – before the due date!

2 Reflection Papers
1000 words each
Worth 10% each for a total of 20%

These are shorter assignments designed to let you explore the significance of existential philosophy for your own life and/or for a situation that matters to you. Prompts will be posted on onQ, but you are welcome to develop your own topic, and also to experiment with more creative forms of expression such as poetry, fiction, creative nonfiction, visual art, video, etc.

Attendance
Worth 10%

Philosophy is a collaborative practice of making sense of the world, so your attendance and participation in this class is vital. Attendance will be taken every class and will be graded out of 30 points (1 point per class). Since there are 36 classes in the semester, you are allowed 6 unexcused absences. Please note, however, that I will calculate your attendance grade by counting the number of signatures on the attendance sign-up sheets, and not on the basis of your own recollection of the number of classes you have missed, so be sure to sign the attendance sheet each class. An absence may be excused due to illness (including mental health issues) and family emergencies, but not due to work schedule conflicts, assignment deadlines in other courses, job interviews, and so forth. In order for your absence to be excused, you must send an email explaining the circumstances to lisa.guenther@queensu.ca.
NO CELL PHONES OR LAPTOPS IN CLASS. You cannot participate in class effectively if you are distracted by electronic devices. If you text during class, you will lose your attendance point for that class. If you need to use a laptop for accessibility reasons, please make sure this is included in your letter of accommodation.

Grade Scale: Queen’s Official Grade Conversion Scale will be used.

Accessibility

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Accessibility goes beyond specific accommodations for disability; it’s a matter of organizing the space of teaching and learning so that everyone has equal access to the resources they need to thrive in the classroom. If something is not working for you – whether it’s class dynamics, technology, readings, assignments, or anything else – please let me know, and we will work together to figure out a solution.

Conduct

Queen’s University is dedicated to learning, intellectual inquiry, the dissemination and advancement of knowledge, personal and professional development, and good citizenship. These aims require learning environments where everyone is treated with courtesy and respect. All participants in this course – students and the instructor – are therefore expected to interact in a considerate and inclusive manner. More information about the Student Code of Conduct can be found at: https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/board/StudentCodeOfConduct.pdf

Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the
regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Turnitin

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

Academic Consideration for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish/queensu.ca.uc/export/sites/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: http://www.queensu.ca/artssci/accommodations.

Schedule of Readings

Please read assigned text(s) before class and come prepared with one or two questions or comments about the reading(s).
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs. 9/5</td>
<td>Introduction: Existentialist Perspectives on Freedom and Responsibility (No assigned readings)</td>
</tr>
<tr>
<td>Tues. 9/10</td>
<td>Friedrich Nietzsche – <em>The Gay Science</em> (1882), Book II, Aphorism 125:</td>
</tr>
<tr>
<td></td>
<td>Nietzsche – <em>Thus Spoke Zarathustra</em> (1885), “Prologue” and “The Three Metamorphoses”</td>
</tr>
<tr>
<td></td>
<td><strong>Further Reading</strong></td>
</tr>
<tr>
<td></td>
<td>- Dostoevsky – <em>The Brothers Karamazov</em>, “The Grand Inquisitor”</td>
</tr>
<tr>
<td>Thurs. 9/12</td>
<td>Jean-Paul Sartre – <em>Existentialism is a Humanism</em> (1945), 17-39</td>
</tr>
<tr>
<td>Tues. 9/17</td>
<td>Jean-Paul Sartre – <em>Existentialism is a Humanism</em> (1945), 39-54</td>
</tr>
<tr>
<td>Thurs. 9/19</td>
<td>Sartre – excerpts from <em>Nausea</em> (1938), in <em>The Philosophy of Jean-Paul Sartre</em>, 58-68</td>
</tr>
<tr>
<td></td>
<td>Christine Daigle – “Sartre and Nietzsche”</td>
</tr>
<tr>
<td></td>
<td><em>(Joe Breidenstein will teach this class)</em></td>
</tr>
<tr>
<td></td>
<td>Sartre - excerpts from <em>The Transcendence of the Ego</em> (1934), in <em>The Philosophy of Jean-Paul Sartre</em>, 51-7</td>
</tr>
<tr>
<td></td>
<td><strong>Further Reading</strong></td>
</tr>
<tr>
<td>Mon. 9/30</td>
<td><strong>REFLECTION PAPER #1 DUE</strong></td>
</tr>
</tbody>
</table>
Tues. 10/1  Sartre – *Being and Nothingness*, “The Resistance” and “Being and Doing” in *The Philosophy of Jean-Paul Sartre*, 233-4, 255-81

Thurs. 10/3  Alexandre Kojève – *Introduction to the Reading of Hegel* (1934), Master/Slave Dialectic, 36-52

_Further Reading_
- For a very simple overview of the master slave dialectic, see https://medium.com/@tPhilosophia/hegels-master-slave-dialectic-in-the-phenomenology-of-spirit-4e9f61f541d
- For the original text, see Hegel, *Phenomenology of Spirit* – on Lordship and Bondage https://www.marxists.org/reference/archive/hegel/works/ph/phba.htm
- For a brief discussion of Hegel's influence on Sartre, see https://www.iep.utm.edu/sartre-p/#H2
- See also Frederick Douglass’s account of his battle with the slave overseer, Covey - https://etc.usf.edu/lit2go/45/my-bondage-and-my-freedom/1482/chapter-17-the-last-flogging/

Tues. 10/8  Sartre – *Being and Nothingness*, “The Encounter with the Other,” in *The Philosophy of Jean-Paul Sartre*, 188-204

Thurs. 10/10  Sartre – *Being and Nothingness*, “Self-Negation,” in *The Philosophy of Jean-Paul Sartre*, 151-5


_Further Reading_

Tues. 10/15  Sartre – *Anti-Semitism and Jew*, 4-38

_Further Reading (and Viewing)_
- James Baldwin - https://www.youtube.com/watch?v=L0L5feiA6AU
  Content Warning: Racial epithet
- Fabre, “Richard Wright and the French Existentialists”

Thurs. 10/17  Sartre – *Anti-Semitism and Jew*, 39-61 (and skim 98-110)

*(Joe Breidenstein will teach this class)*

_Further Reading_
- Sartre – “Colonialism is a System”
- Sartre – *Black Orphans*
- Sartre – Preface to *The Question* by Henri Alleg (on torture in Algeria)
- Sartre – “On Genocide”

Mon. 10/21  **ESSAY #1 DUE**

Tues. 10/22  Simone de Beauvoir – *The Ethics of Ambiguity* (1947), Chapter II, “Personal Freedom and Others,” 35-73 (skim Chapter I, 1-34 for a review of basic existentialist concepts)

Thurs. 10/24  **FALL BREAK – NO CLASS**


Tues. 11/5  Beauvoir – *The Ethics of Ambiguity*, Chapter III, S. 5, “Ambiguity” and “Conclusion,” 129-59

Thurs. 11/7  Beauvoir – *The Second Sex* (1948), Introduction (xix-xxv) and excerpts from “The Data of Biology” (3-10, 33-37) and “Childhood” (267-74)

Mon. 11/11  **REFLECTION PAPER #2 DUE**


Ralph Ellison, *Invisible Man* (1947, 3-33).  **Content Warning:** Racial epithet

Thurs. 11/14  Frantz Fanon – *Black Skin, White Masks* (1952), “Introduction” (1-7) and “The Fact of Blackness” (82-108, focusing on 82-92).  **Content Warning:** Racial epithet

**Further Reading**

- Kris Sealey, “Being-in-itself, Being-for-itself, Being-for-others” (on onQ under Further Reading)
- Lewis Gordon – *What Fanon Said: A Philosophical Introduction to his Life*
- David Marriott – *Whither Fanon?*

Tues. 11/19  Frantz Fanon – *Black Skin, White Masks*, “The Negro and Recognition” (168-73), “By Way of Conclusion” (174-81)
Further Reading
- Alfred J. Lopez – “Occupying Reality: Fanon Reading Hegel”
- Nigel Gibson – Fanon: The Postcolonial Imagination


Film clips from Battle of Algiers (dir. Pontecorvo, 1966)

Further Reading
- Fanon – A Dying Colonialism, “The Voice of Algeria,” 69-98
- Fanon – Wretched of the Earth
- Sartre – Preface to Fanon’s The Wretched of the Earth, xlii-lxii. Also available at https://www.marxists.org/reference/archive/sartre/1961/preface.htm
- Beauvoir – Force of Circumstance (1963), esp. 365-86
- Beauvoir – “In Defense of Djamila Boupacha” (1960)
- Julien Murphy – “Beauvoir and the Algerian War”
- Sonia Kruks – “Beauvoir and the Politics of Privilege”
- Albert Camus – Algerian Chronicles
- Eid and Ghazel – “Footprints of Fanon in Pontecorvo’s Battle of Algiers”


Further Reading

Thurs. 11/28 Closing Reflections

Mon. 12/2 ESSAY #2 DUE
This course is an experiment. Rather than studying abstract concepts of “social diversity,” we will bring our minds together to think about what it means to do philosophy here and now in Ka'tarohkwi/Kingston. What do we know, and what do we not know, about the place where we currently live? How does the history of this place shape our perception of the present and our imagination of future possibilities? What is the relationship between the university and the prison, given that West Campus is built on a former prison farm, Queen’s once owned the former Prison for Women, and unclaimed corpses from local prisons were once donated to Queen’s medical school (just to mention a few connections)? What can we learn about power, knowledge, and the possibilities for collective action by thinking in place rather than abstracting from particularity?

Throughout this course, we will engage with the work of social epistemologists who reflect on the ethical and political implications of knowledge and ignorance. Students will work in groups to create an educational resource for future students in this course, both to share what they have learned and to allow future students to build on their work. We will have several guest speakers throughout the semester, including Dolleen Tisawii'ashii Manning, El Jones, Marquis Bey, and members of local organizations such as EPIC (End the Prison Industrial Complex) and the P4W Memorial Collective. My hope is that, by beginning with the specificity of place, we can think more critically and creatively about social diversity, beyond a checklist of separate identities or an arena of competing interests.

This is a Principal’s Dream Course. The purpose of this course redesign program is “to enhance already-existing undergraduate courses in a way that encourages undergraduate research and inquiry as key approaches to learning.” To find out more about the program, click here.
stored or invested for future use) in favour of a collaborative model in which participants formulate a problem that affects their lives, then acquire the know-how to address that problem.

In order for this pedagogical model to work, students must come to class having read the assigned texts in advance, so you're ready to engage in a collective practice of critical reflection and creative problem-solving.

A typical week in this course will unfold as follows:

- **On Tuesdays and Thursdays**, classes will begin with a brief overview of the readings, followed by small-group discussion, then a full-group discussion to share and develop insights from the small groups.
- **On most Fridays**, the T.A. for this course, T.J. Skulstad-Brown, will facilitate a workshop to develop a booklet or zine as an educational resource for future students in this course. See below for more details about this collective project!

## Assignments

The assignments for this course are designed to foster dialogue and collaboration, while also giving you a chance to pursue individual interests:

- The **response paper** assignment is designed to ensure that, each class, a number of students have spent a little extra time thinking about the readings in advance.
- The **collective project** is designed to facilitate collaboration and self-directed inquiry, and also to share what you have learned with future students.
- The **final paper** invites you reflect at greater length on a specific issue or topic. This paper may be based on one of your response papers and/or your contribution to the collective project, but you are also welcome to write about a different topic altogether.

### 5 Response Papers
Worth 10% each for a total of 50%
700 words each (about 2.5 pages double-spaced)

At five points in the semester, you are expected to write a short paper in response to one of the assigned readings for Tuesday or Thursday classes. Since most Friday classes are workshops, there will not be an opportunity to submit a paper on Fridays unless a substantive reading has been assigned for that day. On days when more than one reading has been assigned, you may respond to one or more of the readings. Since there are 12 weeks in the semester, you will have many opportunities to submit a paper, but it is your responsibility to make sure you do not run out of time to submit all five papers.

Response papers must be submitted to the designated onQ dropbox the day before the class when this text is scheduled to be discussed. (So, for example, if the text is assigned for Tuesday, the discussion board will close at 5pm on Monday.) **Late papers will not be accepted.**

Unless otherwise stated, your paper should consist of four distinct parts (one paragraph each):  
1) A **brief summary** of the main ideas or argument of the text (20 points);
2) A more focused reflection on one idea that you find interesting or perplexing about the reading (this should be something that you would like to discuss further in your small group) (30 points);

3) A more open-ended reflection on the connection between this text and the broader themes of the course (again, this should be something you would like to discuss further with others in class) (30 points).

4) At least one discussion question that you would like to raise with your group in class (ideally based on your reflections in parts 2 and 3). (20 points, for a total of 100 points)

Please bring a (paper or electronic) copy of your short paper to class to help facilitate small group discussion.

Collective Project and Class Presentations
Worth 20%
(10% for the presentations, which are peer-evaluated, and 10% for the collective project, which is evaluated by me. Everyone in the class will get the same mark for the collective project, unless their peer evaluation feedback shows that they did not contribute equally to the project.)

In the Friday workshop sessions for this course, you will work together to create a booklet or zine as an educational resource for future students in this course. You are also welcome to create further resources, such as a short video, poster, powerpoint presentation, and/or social media posts – whatever helps you to share your knowledge with other students. But you are only required to create a booklet or zine (around 15-20 pages).

The class presentations will take place on Fridays starting on Feb. 28. Until then, the Friday classes are designed to help you come up with a topic for your collective project and a plan for completing this project by working in smaller groups on specific tasks. The purpose of the presentation is for each group to share its work and get feedback from the rest of the class.

The topic for your collective project is up to the class as a whole to define in dialogue with the course readings. Some questions to consider in defining a topic: What do you want to learn about Ka'tarohkwi/Kingston? Do you want to build on one of the topics we have discussed in class, or would you rather address a gap or silence in the course readings? What do you want to teach the next generation of students who take this class? More practically: What specific strengths, knowledges, capacities, skills, perspectives, and relationships do you bring to this class? For example, do you have an interest in visual art or memes? Did you grow up in Ka'tarohkwi/Kingston and have a personal connection to local prisons and/or Indigenous communities? What have you learned in other classes that might help you to reflect on the relation between knowledge and justice in this class?

The model for this collective project is a booklet created in 2015 by my students at Vanderbilt University for the States of Incarceration project. In the course, we studied the Trousdale Turner Correctional Center, a private prison built at the foot of an abandoned nuclear reactor in Tennessee. Students began the project by gathering together an “archive” of documents, images, and other information about the prison. They then decided on a specific story they wanted to tell about the site’s history and its connection to broader issues such as racism and the prison industrial complex. To tell this story in a clear and accessible way, they created a 20-page storyboard for the booklet and divided into smaller groups responsible for one or more pages of the booklet. Each group
presented a draft of their page to the class for feedback, then integrated this feedback into the final version of the booklet. We also created a webpage for the States of Incarceration website, a display panel for a traveling exhibition, and a powerpoint presentation to share what we learned in a more interactive public forum. I think the States of Incarceration project provides a useful model for how to learn about a specific place and share what you have learned with others, but you are welcome to depart from this model, or to create your own model from scratch. For another example of a similar project, see: https://oberlinpolitics.wixsite.com/carceralgeographies.

Final Paper
Worth 20%
2500 words including bibliography
Due Monday, April 6 before 11:30pm

This is your chance to gather together reflections from your weekly response papers and/or your group project to analyze a particular topic in relation to the philosophical issues of epistemic injustice and epistemic resistance that we have studied in class. Final papers must engage with at least 2 readings from the syllabus. Prompts will be distributed on onQ, but you are also welcome to create your own essay topic. Late papers will be deducted 2% per day.

Attendance
Worth 10%

Your attendance and participation in this course is crucial for the effectiveness of the active learning model. Simply put: If you are not present, you can’t collaborate! Attendance will be taken every class and will be graded out of 30 points (1 point per class). Since there are 36 classes in the semester, you are allowed 6 absences. Please note, however, that I will calculate your attendance grade by counting the number of signatures on the attendance sign-up sheets, and not on the basis of your own recollection of the number of classes you have missed, so be sure to sign the attendance sheet each class.

It is up to you to manage your own attendance, so if you know that you tend to miss classes towards the end of the semester when many assignments are due, be sure not to use up all of your allowed absences early in the semester.

Grade Scale: Queen’s Official Grade Conversion Scale will be used.

Accessibility

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Accessibility goes beyond specific accommodations for disability; it’s a matter of organizing the space of teaching and learning so that everyone has equal access to the resources they need to thrive.
in the classroom. If something is not working for you – whether it’s class dynamics, technology, readings, assignments, or anything else – please let me know, and we will work together to figure out a solution.

### Conduct

*Queen’s University is dedicated to learning, intellectual inquiry, the dissemination and advancement of knowledge, personal and professional development, and good citizenship. These aims require learning environments where everyone is treated with courtesy and respect. All participants in this course – students and the instructor – are therefore expected to interact in a considerate and inclusive manner. More information about the Student Code of Conduct can be found at:*


### Academic Integrity

*Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/board/StudentCodeOfConduct.pdf)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/board/StudentCodeOfConduct.pdf)), on the Arts and Science [website](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/board/StudentCodeOfConduct.pdf), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### Turnitin

*This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.*

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

*Please read [Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service](https://www.turnitin.com/about-us/privacy-policy), which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract*
with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

### Academic Consideration for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances ([http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Consideration%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Consideration%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: [http://www.queensu.ca/artsci/accommodations](http://www.queensu.ca/artsci/accommodations).

### Schedule of Readings

All required readings are available on onQ. For suggested further readings, see the longer version of this syllabus, which is posted on onQ.

**Tues., Jan. 7**  
Introduction: Thinking in Place

**Thurs., Jan. 9**  
Paulo Freire, *Pedagogy of the Oppressed*, Chapter 1

**Fri. Jan. 10**  
Paulo Freire, *Pedagogy of the Oppressed*, Chapter 2

**Tues., Jan. 14**  

**Guest Speaker: Kanonhsyonne Jan Hill**, Associate Vice-Principal (Indigenous Initiatives and Reconciliation)

**Thurs., Jan. 16**  
Laura Murray, “Ka’tarohkwi: The Original Swamp Ward?”  
[https://swampwardhistory.com/katarokwi-the-original-swamp-ward/](https://swampwardhistory.com/katarokwi-the-original-swamp-ward/)

Laura Murray and Paul Carl, “Beyond Sir John: Unsettling Public Memory in Kingston, Ontario” (61-81)

Glen Coulthard and Leanne Betasamosake Simpson, “Grounded Normativity / Place-Based Solidarity” (249-255)

**Guest Speakers: Laura Murray and Paul Carl**
Further Reading: Laura J. Murray, “Settler and Indigenous Stories of Kingston/ Ka’tarohkwi: A Case Study in Critical Heritage Pedagogy”

Fri. Jan. 17  
*Stones:* “Indigenous History” - [https://www.stoneskingston.ca/indigenous-history/](https://www.stoneskingston.ca/indigenous-history/)

**Workshop Discussion Question:** Paulo Freire argues that “problem-posing education” is a “humanist and liberating praxis” (*Pedagogy of the Oppressed*, 86). Name one or more problems or questions raised by what you know—or don’t know—about the Indigenous history of Ka’tarohkwi/Kingston? What would you need to learn about this problem or question in order to address it through “transforming action”?  

Tues., Jan. 21  

Patricia Monture, “Confronting Power: Aboriginal Women and Justice Reform”

Lisa Guenther, “What is Lost When We Pave Over a Prison”  
[https://www.theglobeandmail.com/opinion/article-what-is-lost-when-we-pave-over-a-prison/](https://www.theglobeandmail.com/opinion/article-what-is-lost-when-we-pave-over-a-prison/)

Film Screening: *The Garden Project* (dir. Sarah Wiley)

**Guest Speakers: Members of the P4W Memorial Collective**

*Further Reading:* P4W Memorial Collective Website  

Thurs., Jan. 23  

“Reap What you Sow: Radicals Reflect on Kingston’s ‘Save our Prison Farm’ Campaign”

**Guest Speakers: Cameron Willis (Penitentiary Museum) and a Member of EPIC (End the Prison Industrial Complex)**

“Victory” - [https://epic.noblogs.org/reflecting-on-the-prison-farms-victory/](https://epic.noblogs.org/reflecting-on-the-prison-farms-victory/)

**Fri. Jan. 24**

*Stones: “Penitentiary City”* - [https://www.stoneskingston.ca/penitentiary-city/](https://www.stoneskingston.ca/penitentiary-city/)

**Workshop Discussion Question:** Paulo Freire argues that “problem-posing education” is a “humanist and liberating praxis” (*Pedagogy of the Oppressed*, 86). Name one or more problems or questions raised by what you know—or don’t know—about prisons in Ka’tarohkwí/Kingston? What would you need to learn about this problem or question in order to address it through “transforming action”?  

**Note:** The Queen’s Library has compiled resources on six prisons in the Kingston area here: [https://guides.library.queensu.ca/kingstons-penitentiaries/overview](https://guides.library.queensu.ca/kingstons-penitentiaries/overview) You may find these resources useful for your collective project.

**Tues., Jan. 28**


**Thurs., Jan. 30**

Katherine McKittrick, “Nothing’s Shocking: Black Canada” in *Demonic Grounds: Black Women and the Cartographies of Struggle* (91-120)


**Fri. Jan. 31**

*Stones: “Black History”* - [https://www.stoneskingston.ca/black-history/](https://www.stoneskingston.ca/black-history/)

**Workshop Discussion Question:** Paulo Freire argues that “problem-posing education” is a “humanist and liberating praxis” (*Pedagogy of the Oppressed*, 86). Name one or more problems or questions raised by what you know—or don’t know—about Black history in Ka’tarohkwí/Kingston? What would you need to learn about this problem or question in order to address it through “transforming action”?
Tues. Feb. 4  Miranda Fricker, *Epistemic Injustice*, “Introduction” (1-8) and “Testimonial Injustice” (9-29)

Thurs. Feb 6  Miranda Fricker, *Epistemic Injustice*, “Hermeneutical Injustice” (147-75)

Fri. Feb. 7  Vanderbilt University students, “Prison Profiteering in a Nuclear Shadow”

**Workshop:** Take a look at the booklet/zine created by Vanderbilt students in 2015. What works in this booklet, and what could be improved? What can you learn from this for your own collective project? Begin brainstorming to choose a topic for your collective project.


(For further reading, see the whole special issue: [https://muse.jhu.edu/issue/35136](https://muse.jhu.edu/issue/35136))


**Guest Speaker: Dolleen Tisawii'ashii Manning**

Fri. Feb. 14  **Workshop:** Decide on topic for collective project and “storyboard” your booklet/zine by mapping out specific sub-topics for each page. Pay attention to the overall “flow” of your story from page to page. Form groups to work on specific tasks, such as creating content for each page, finding images, and (if applicable) creating short video(s), a poster, powerpoint presentation, social media posts, etc. – whatever helps you to create and share knowledge with future students in this class.

Tues. Feb. 18  Reading Week

Thurs. Feb 20  Reading Week

Fri. Feb. 21  Reading Week


Thurs. Feb. 27  El Jones, Excerpts from *Live from the Afrikan resistance!*


**Guest Speaker: El Jones**
Further Reading: El Jones, “The prisoners at the Burnside jail are engaged in a non-violent protest; here is their statement”

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<tr>
<td>Fri. Feb. 28</td>
<td>2-3 Small Group Project Presentations and Feedback OR Time to work on collective project</td>
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Further Reading: “The Colonialism of the Present: An Interview with Glen Coulthard”
https://www.jacobinmag.com/2015/01/indigenous-left-glen-coulthard-interview/

4-6pm, Lecture by Glen Coulthard in Watson 517 – Attend for extra participation credit

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<td>Fri. Mar. 6</td>
<td>2-3 Small Group Project Presentations and Feedback</td>
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<td>Tues. Mar. 10</td>
<td>José Medina, <em>The Epistemology of Resistance</em>, “Resistant Imaginations and Radical Solidarity” (Section 6.0 (PDF pages 357-368), Section 6.2 (PDF pages 379-98), Section 6.6 (PDF pages 432-6) – in the print copy of the book, these are pp. 250-9, 266-81, 308-11)</td>
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<td>Fri. Mar. 13</td>
<td>2-3 Small Group Project Presentations and Feedback</td>
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<td>Tues. Mar. 17</td>
<td>Audre Lorde, “Poetry is not a Luxury”</td>
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<td>Audre Lorde, “The Master’s Tools Will Not Dismantle the Master’s House” (110-13)</td>
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<td>Thurs. Mar. 19</td>
<td>Kristie Dotson, “How Is This Paper Philosophy?”</td>
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<td>Fri. Mar. 20</td>
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Thurs. Mar. 26  Marquis Bey, Excerpts from *Them Goon Rules* (pp 59-82 – but I highly recommend the full excerpt!)

**Guest Speaker: Marquis Bey**


Fri. Mar. 27  2-3 Small Group Project Presentations and Feedback

Tues. Mar.31  Alexis Pauline Gumbs, “Growing Abolition in Durham, North Carolina”


Fri. Apr. 3  **Final Collective Project Presentations and Peer Evaluations**

**Mon. Apr. 6**  **Individual Paper Due** (submit through onQ dropbox)
PHIL 318: Philosophy of Law  

Critical Theories of Punishment

Dr. Lisa Guenther  
lisa.guenther@queensu.ca  
Watson Hall 332

Class meets Mondays 1-2:30pm and  
Wednesdays 11:30am-1pm in Jeffery Hall 126

Office Hours: Mondays 11:30am-12:30pm  
and Wednesdays 1-2pm

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory.

Course Description

The right to enforce the law and to punish lawbreakers is central to liberal political theory. Some philosophers base the right to punish on retributive grounds, arguing that lawbreakers deserve to be punished in a way that is proportional to the offense. Others appeal to consequentialist grounds, arguing that a just punishment is one that yields beneficial results such as rehabilitation or deterrence. Still others question the necessity of punishment and advocate a restorative approach to justice that seeks to reconcile victims and offenders. But these ideal theories of justice are incomplete without an analysis of the relation between power and punishment in concrete, historical contexts. In the United States and Canada, people of colour and Indigenous people are incarcerated at far higher rates than white settlers, and they often receive harsher punishments for the same crimes. In this course, we will critically examine the problem of hyper-incarceration in relation to the genealogy of punishment developed by Nietzsche and Foucault, and through an engagement with key texts in the philosophy of punishment, including work by Kant, Bentham, and Locke.

Required Reading


All other required readings are available at onQ.

Recommended Reading

I have recommended further reading for each class meeting (listed under “SEE ALSO”). If you have trouble finding recommended texts, please let me know, and I will provide further information.
Assignments

3 Essays
8 pages each (2,000 words, including bibliography and footnotes)
Worth 30% each for a total of 90%
Prompts will be posted on onQ

Your essay should engage critically with at least one of the assigned readings, as well as at least one academic text beyond the assigned readings! If you do not engage with at least one other academic text, your paper will be deducted up to 5%.

Be sure to cite your sources properly, and to include a complete bibliography. If not, your paper will be deducted up to 5%. You may use any bibliographic style, as long as it is consistent.

Late papers will be deducted 2% per day.

If you do not submit your paper within 2 weeks of the due date, you will receive a zero for that assignment.

If you have a good reason (medical, family, personal, intellectual) for requesting an extension, please do so – before the due date!

Attendance
Worth 5%

Attendance will be taken at the beginning of each class. You are allowed three unexcused absences per semester. If there are extenuating circumstances that prevent you from attending class, please submit a written note by email.

Participation
Worth 5%

Philosophy is a collaborative practice of making sense of the world, so your participation in this class is vital. Participation, however, does not mean dominating the conversation. It means coming to class having read the assigned texts carefully, and engaging with your fellow students in a shared effort to understand the readings and to reflect critically on the issues they raise. Depending on class dynamics, I may ask some students to step back or to speak up more often. Please come prepared with at least one comment or question per class.

I will also post weekly questions on onQ discussion boards, so if you don’t feel comfortable speaking in class, you may participate online. In order to receive credit for online participation, you must respond to the question within a week of the initial post. A couple of sentences is sufficient.
**NO CELL PHONES OR LAPTOPS IN CLASS.** You cannot participate in class effectively if you are distracted by electronic devices. If you text during class, you will be given an unexcused absence for that day. If you need to use a laptop for accessibility reasons, please make sure this is included in your letter of accommodation.

**Grade Scale**

Queen’s Official Grade Conversion Scale will be used.

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**Accessibility**

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Accessibility goes beyond specific accommodations for disability; it’s a matter of organizing the space of teaching and learning so that everyone has equal access to the resources they need to thrive in the classroom. If something is not working for you – whether it’s class dynamics, technology, readings, assignments, or anything else – please let me know, and we will work together to figure out a solution.

**Conduct**

Queen’s University is dedicated to learning, intellectual inquiry, the dissemination and advancement of knowledge, personal and professional development, and good citizenship. These aims require learning environments where everyone is treated with courtesy and respect. All participants in this course – students and the instructor – are therefore expected to interact in a considerate and inclusive manner. More information about the Student Code of Conduct can be found at: https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/board/StudentCodeOfConduct.pdf

**Academic Integrity**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the
seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### Turnitin

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

### Academic Consideration for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances [link](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.ustc/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: [link](http://www.queensu.ca/artsci/accommodations).

### Schedule of Readings

Please read assigned texts before coming to class and come prepared with one or two questions or comments about the text.

**Law, Politics, and Punishment**
Mon. 9/10  Introduction

Wed. 9/12  Thomas Hobbes, *Leviathan* (1651), Chapters 13-14, 17-18 (pp 86-100, 201-21)

Mon. 9/17  John Locke, *Second Treatise* (1689), Chapters 1-4 (pp 267-85)

Wed. 9/19  John Locke, *Second Treatise* (1689), Chapter 5 (pp 285-302)

Mon. 9/24  The Great Law – KAYANEREHKOWA - http://www.ganienkeh.net/thelaw.html
(Focus on Wampum # 1-2, 5, 17-20, 25, 28, 36-39, 46-9, 57-61, 65, 72-80, 84-98, 104, 107)

Guest Speaker: Kanonhsyonne/Janice Hill, Director of Indigenous Initiatives, Queen’s University

Wed. 9/26  John Borrows, “Heroes, Tricksters, Monsters, and Caretakers: Indigenous Law and Legal Education”

Guest Speaker: TBA

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**Retributive, Consequentialist, and Restorative Theories**

Mon. 10/1  Immanuel Kant, “Penal Law and the Universal Principle of Justice” (1797) (pp 544-51) - http://www.yorku.ca/blogan/kant%20punishment.pdf

Wed. 10/3  Jeremy Bentham, “The Utilitarian Theory of Punishment” (1785) (pp 286-95)

  Bentham, *The Panopticon Writings* (1787) (pp 31-7, 45-54)

Mon. 10/8  THANKSGIVING – NO CLASS


  Myisha Cherry, “Why I Don’t Believe in Forgiveness”


Fri. 10/12  **Paper #1 Due**

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**Power and Punishment**
Mon. 10/15  Friedrich Nietzsche, *On the Genealogy of Morality* (1887), Second Treatise (pp 38-71)

Wed. 10/17  Michel Foucault, *Discipline and Punish* (1975), Chapter 1, “The body of the condemned” (pp 3-31)

Mon. 10/22  Foucault, *Discipline and Punish*, “Panopticism” (pp 195-228)

Wed. 10/24  Foucault, *Discipline and Punish*, “Illegalities and delinquency” (pp 257-92)

Mon. 10/29  Foucault, “Society Must Be Defended” (1975-6), Chapter 11 (pp 239-63)

Wed. 10/31  Perry Zurn and Andrew Dilts, “Active Intolerance: An Introduction” in *Active Intolerance: Michel Foucault, the Prisons Information Group, and the Future of Abolition* (pp 1-11)

“43 Years Ago Today: Foucault’s Statement on French Prisons”
http://www.critical-theory.com/43-years-ago-today-foucaults-statement-on-french-prisons/

Fri. 11/2  Paper #2 Due

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**Punishment and Anti-Black Racism in the United States**

Mon. 11/5  Angela Y. Davis, *Are Prisons Obsolete?* (2003), Chapters 1-3 (pp 9-59)

Wed. 11/7  Angela Y. Davis, *Are Prisons Obsolete?* (2003), Chapters 4-6 (pp 60-115)

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**Punishment and Settler Colonialism in Canada**

Mon. 11/12  Nancy Macdonald, “Canada’s Prisons are the ‘new residential schools’” (Feb. 18, 2016) – http://www.macleans.ca/news/canada/canadas-prisons-are-the-new-residential-schools/

Robert Nichols, “The Colonialism of Incarceration” (pp 435-55)

Wed. 11/14  Patricia A. Monture, “Confronting Power: Aboriginal Women and Justice Reform” (pp 25-31)

Fran Sugar and Lana Fox, “Nistum Peyako Séh‘awwin Iskwewakl: Breaking Chains” (pp 465-82) - Content Warning: Narratives of sexual and physical violence

Guest Speakers: TBA
Mon. 11/19  Sherene Razack, “Gendered Racial Violence and Spatial Justice: The Murder of Pamela George” (pp 123-56) – **Content Warning:** Homicidal violence against Indigenous women

Wed. 11/21  Emma LaRocque, “Re-examining Culturally-Appropriate Models in Criminal Justice Applications” in *Aboriginal and Treaty Rights in Canada* (pp 75-96) – **Content Warning:** Child sexual abuse

Mon. 11/26  Val Napoleon and Hadley Friedland, “Indigenous Legal Traditions: Roots to Renaissance” (pp 1-20)

Wed. 11/28  Concluding Discussions

**Fri. 11/30**  **Paper #3 Due**
PHIL 324 – AFRICAN PHILOSOPHY  
WINTER 2019  
COURSE SYLLABUS 

Professor: Jon Miller  
Office: 334 Watson Hall  
Tel: 613-533-6000 ext.77041  
Email: jon.miller@queensu.ca  
Office hours: Mondays 12:00-1:00pm and by appointment (easy to make!) 

1. This course offers an advanced introduction to African philosophy. It breaks the subject into a number of discrete topics, though some overlapping themes will emerge through the semester. By the end, students will have a solid understanding of the history and future prospects for the field.

2. Readings will be drawn from the required texts: 
   - *The African Philosophy Reader* ed. by Coetzee and Roux (2nd ed);  
   - *Wretched of the Earth* by Fanon;  
   - *The Colonizer and the Colonized* by Memmi;  
   - A course packet available from the Campus Bookstore;  
   - A collection of material on reserve in the library (only relevant to reparations).

3. The following workload is required of all students in the course: 
   - One medium (2400 word) paper due during the semester – 40%;  
   - One long (3000 word) paper due in April during the exam period – 50%;  
   - Attendance and participation, including in the debate – 10%.

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>TIMES</th>
<th>TEXTS</th>
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</thead>
</table>
| History and methodology | Weeks 1-2 | Required:  
(a) "Four trends in current African philosophy" by Oruka  
(b) "An alienated literature" by Hountondji |
| Persons         | Weeks 3-4 | Required:  
(a) Chap. Two by Gyekye (packet)  
Recommended:  
(b) "Self as a problem in African philosophy" by Okolo  
(c) "Akan and Euro-American concepts of the Person" by Appiah (packet)  
(d) "Personal Identity in African Metaphysics" by Adeofe (packet) |
| Aesthetics      | Week 5  | Required:  
(a) "Is primitive art 'art'" by Blocker (packet)  
(b) "On the distinction between modern and traditional African aesthetics" by Blocker (packet)  
(c) "Non-Western Art and Art's Definition" by Davies (packet)  
Recommended:  
(d) "Philosophical relevance of Akan" |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Required</th>
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</thead>
<tbody>
<tr>
<td>Metaphysics</td>
<td>Week 6</td>
<td><em>(a) African Religions and Philosophy, chap. three by Mbiti (packet)</em></td>
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<td><em>(b) African Philosophy in Search of Identity, chap. five by Masolo (packet)</em></td>
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<tr>
<td>Epistemology</td>
<td>Week 7</td>
<td><em>(a) &quot;Truth and an African Language&quot; by Wiredu (packet)</em></td>
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<td><em>(b) &quot;African epistemology&quot; by Kaphagawani and Malherbe</em></td>
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<td><em>(c) &quot;Logic &amp; rationality&quot; by Sogolo</em></td>
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<tr>
<td>Feminism</td>
<td>Week 8</td>
<td><em>(a) &quot;Colonial Racism: Sweeping Out Africa with Mother Europe's Broom&quot; by Nzegwu (packet)</em></td>
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<td><em>(b) &quot;Black women: shaping feminist theory&quot; by hooks (packet)</em></td>
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<td><em>(c) &quot;The curious coincidence of feminine and African moralities&quot; by Harding (packet)</em></td>
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<td><em>(d) In My Father's House chap. one, by Appiah (packet)</em></td>
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<tr>
<td>Ethics</td>
<td>Week 9</td>
<td><em>(a) &quot;The moral foundations of an African culture&quot; by Wiredu</em></td>
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<td><em>(b) &quot;Person and community in African thought&quot; by Gyekye (packet)</em></td>
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<tr>
<td></td>
<td></td>
<td><em>(c) &quot;Particularity in Morality and its Relation to Community&quot; by Coetzee</em></td>
</tr>
<tr>
<td>Political philosophy</td>
<td>Weeks 10-11</td>
<td><em>(a) Wretched of the Earth by Fanon</em></td>
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<td></td>
<td></td>
<td><em>(b) The Colonizer and the Colonized by Memmi</em></td>
</tr>
<tr>
<td>Reparations debate</td>
<td>Week 12</td>
<td><em>(a) Collection of readings (reserve)</em></td>
</tr>
</tbody>
</table>
POLICIES, PROTOCOL, ETC.:

Following is a non-exhaustive list of policies and protocols that will be implemented for this course. Please read them carefully; if you have any questions, ask me.

MARKING:
- There are no curves.
- Standard rounding conventions will be used.
- There are no opportunities for extra credit. Nor will it be possible to rewrite papers after they have been marked.

LECTURES:
- As a third year course, PHIL 324 will be more participatory than 100- and 200-level courses. For our course to succeed, you must attend and contribute to lectures. Given the important role you will play in class, what you do or don't do will be factored into your final mark.
- Certain standards of behaviour are expected of you, as members of the university community. Among other things, you should attend class (arriving on time), engage fully in the lectures, and not detract from the educational experience of others.

COMMUNICATION:
- You are very welcome to contact me with any of your questions or concerns. Email is the best way to do so, though phone calls to my office are also fine.
- You can assume that I will receive messages between 8:00am-5:00pm Monday-Friday. You cannot assume that I will receive messages sent after 5pm or on the weekends/holidays.
- I will try to answer your message quickly. However, because of volume, patience may be required.
- When communicating with me, remember that you're in a professional context. So whether you're asking a question in class or sending me an email, don't call me by my first name ("Hey Jon"); instead, use either Dr. Miller or Prof. Miller.
- Some points specific to email:
  - Write the class number (PHIL 324) in the subject line.
  - Give your full name as your signature and not just a nickname or first name only.
  - Avoid using ALL CAPS as well as hostility.
  - To ensure that messages are successfully sent and received, you should always use your Queen's account (not a private one, like gmail or hotmail).

MISCELLANEOUS:
- I do not assume that you have substantial background in philosophy. I do, however, assume that you have reading and writing abilities commensurate with the third year of university.
- For logistical reasons, I cannot accept submission of assignments by email.
- Extensions are allowed only for cases of documented family or medical emergency.
- Though this class is important to me, there are also other commitments on my time. So please understand if I am not available to you all the time.
- Finally, a disclaimer: not everything said in class comes from me; in fact, much of it is culled from conversations and publications of others. To avoid tedium, I won't be citing my sources. If you want to know more, just ask.
POLS – 320
Indigenous Politics – Comparative Alternalities
John MacDonald Hall 2
Mondays 8:30-10:00, Thursdays 10:00-11:30
INSTRUCTOR: Danielle Delaney
EMAIL ADDRESS: dd123@queensu.ca
OFFICE LOCATION: C411
OFFICE HOURS: Mondays & Wednesdays 11:30-1:30pm (or by appointment).

1. Statement on Academic Integrity
Academic Integrity is constituted by six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see https://academicintegrity.org/). These values are central to building, nurturing and sustaining an academic community in which all members of the community are able to thrive. Adherence to these values forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University. (See the Senate Report on Principles & Priorities: https://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities/)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available on the Arts and Science’s website (see Academic Regulation 1: https://www.queensu.ca/artsci/sites/default/files/academic_regulations.pdf) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

2. Course Description
Lakota scholar and indigenous activist, Vine Deloria Jr, once said: “I do not believe that demonstrations can carry a group of 1 million in a nation of 203 million very far without getting them squashed.” Deloria neatly encapsulated the political reality facing indigenous peoples—numerical small, politically limited, and yet deeply resistant to the systems of political control placed over them. This course explores the impacts of and responses to colonization by indigenous peoples in a comparative context. Within the framework of political science methodology, this course explores a variety of themes including: land rights, sovereignty, self-determination, and the Indigenising of democracy and social protest. Students have the opportunity to develop international and cultural perspectives.
As an introductory course, we explore these themes in broad strokes to understand the underlying theories and logics guiding the political and legal discourses of indigeneity. While this course foregrounds the impact of and responses to colonization by Indigenous peoples in North America, we will also study the development of these discourses in both international and comparative contexts.

3. Learning Outcomes
The goal of this course is to get you conversant on the major topics of Indigenous politics within and without Canada. You should walk away from this course with a firm understanding of major discourses within Indigenous politics. The course aims to provide an understanding of the major theoretical debates—particularly around recognition, sovereignty, and land rights—and students will develop the necessary language to analyze arguments presented in these debates.

The course strives to provide students with an understanding of the legal instruments and institutions central to Indigenous politics. The course provides a mix of case analysis, legal theory, and political theory with the aim of developing a broad understanding of how the major debates within Indigenous politics have shaped colonial/imperial legal systems.

4. Copyright of Course Materials
The materials provided in this course are designed for use as part of POLS 400 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyright material (such as book chapters or journal articles) have either been licensed for use in the course or fall under the exception or limitation in Canadian Copy right law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of copyright laws (see https://library.queensu.ca/help-services/copyright-fair-dealing)

5. Readings

Required Books:

Glen Coulthard, Red Skin White Masks: Rejecting the Colonial Politics of Recognition. 2014


6. Class Organization: lecture
This class is what is says on the tin: an hour and half of lecture twice a week on Indigenous politics. The title is somewhat misleading as ‘Indigenous politics’ is a subject matter that encompasses everything from land right in Canada, the rights of the ‘uncontacted tribes’ in Brazil, the sovereignty demands of American Indians/Alaska Natives, to the economic development plans of the коренные малочисленные народы in Russia. Attempting to cover the entire breadth of Indigenous politics inside a single semester is a challenge that would benefit no one. What this course will attempt to do is make you conversant in the major themes and discourses surrounding Indigenous politics. It is both an introduction the language nation-states use when referring to Indigenous peoples, demands for justice
raised by Indigenous communities, and the major critiques of Indigenous politics/federal laws on Indigenous peoples raised by Indigenous scholars. There is a lot to cover even with aggressive editing.

Because this is a lecture course with limited chances for in-depth class conversation, which is a pity. However, in order to ameliorate that a little bit there will be opportunities throughout the semester to attend workshops, guest speakers, and presentations by Indigenous scholars that I will alert you to.

7. Grading Scheme – Assignments & Assessments
There will be two (2) midterm exams and a final exam that will account for 25%, 35% and 40% of your grade respectively. Therefore, unless you make specific arrangements with me prior to the due date, any exam that is turned in late will suffer a reduction of grade by 10% per day.

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>25%</th>
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<tbody>
<tr>
<td>Exam 2</td>
<td>35%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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8. Grading Method – Numbers In, Letter Out
All elements of this course will receive numerical marks. Your final (letter) grade for the course will be determined by converting your numerical course average into a letter grade in compliance with Queen’s Official Grade Conversion Scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
<th>Queen’s Grade Descriptors</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Truly exceptional</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Reasonably good</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>Unsatisfactory pass</td>
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<tr>
<td>D</td>
<td>53-56</td>
<td>Unsatisfactory pass</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>Unsatisfactory pass</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>Unsatisfactory pass</td>
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</table>

9. Grading Scheme Components

Because this is a lecture course with limited room for conversation, your assessments for this course will come in the form of three exams—two (2) midterms and a final exam. They are cumulative over the course of the semester, but they will all follow the same general form: take home with roughly a week
to complete them, multiple choice, limited to five to ten questions per exam. Before you get too excited, you must explain—with citations—your reasoning for your choice. Thus, it is possible to get near-full points on a question even if you select the ‘wrong’ choice. You may also work in pairs, in fact I encourage it, however each pair will be graded together rather individually.

11. Accessibility
Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Materials in the course are available in an accessible format or with the appropriate communication supports upon request. For further information, please consult: http://www.queensu.ca/equity/accessibility/policystatements/accessibility-statement

Course Schedule and Readings

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
</tr>
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<tbody>
<tr>
<td>Jan 6th</td>
<td>We’ll start with a quick introduction to some of the major phrases that you’ll hear repeatedly over the course of the semester: ‘Indian Country,’ federal recognition, land-based versus community-based, etc. Second half of lecture will look at two of the major pieces of federal legislation in Canada &amp; the United States for different approaches to major questions regarding Indigenous rights.</td>
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<thead>
<tr>
<th>Readings</th>
<th>Internation Law:</th>
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<tbody>
<tr>
<td></td>
<td>International Labour Organization Convention 169</td>
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<td></td>
<td>United Nations Declaration on the Rights of Indigenous Peoples</td>
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<tr>
<th>January 9th</th>
<th>Major Laws – US &amp; Canada</th>
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<tbody>
<tr>
<td></td>
<td>Before we get into the more theoretical aspects of the course, which will dominate most of our conversation, today we’re going over the major controlling pieces of federal law in the United States &amp; Canada.</td>
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<table>
<thead>
<tr>
<th>Reading</th>
<th>Federal law (Canadian):</th>
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<tbody>
<tr>
<td></td>
<td>The Constitution Act of 1982, Schedule B to the Canada Act (1982) (UK), Section II. Rights of the Aboriginal People of Canada</td>
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<tr>
<td></td>
<td>The Indian Act</td>
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<thead>
<tr>
<th></th>
<th>Federal law (United States):</th>
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<tbody>
<tr>
<td></td>
<td>Indian Reorganization Act of 1934</td>
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<tr>
<td></td>
<td>Indian Self-Determination and Education Assistance Act of 1975</td>
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<tr>
<td>Week 2</td>
<td>Recognition – Federal Law (Canada)</td>
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<tr>
<td>January 13th</td>
<td><em>What do nation-states mean when they discuss the recognition of indigenous rights? How has that recognition been entered into federal laws? What is the original position of Indigenous peoples within colonial law?</em></td>
</tr>
</tbody>
</table>
| Readings | **Cases:**  
| | St. Catherine's Milling and Lumber Co. v. The Queen (1888) 14 App. Cas. 46 (J.C.P.C.)  

<table>
<thead>
<tr>
<th>January 16th</th>
<th>Recognition – United States</th>
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<tbody>
<tr>
<td>Monday we went through the original cases in the Canadian context which set the legal requirements for recognition. This week we’ll go through the cases the Canadian Court relies upon in Calder.</td>
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</tbody>
</table>
| Readings | **Cases:**  
| | Menominee Tribe v. United States, 391 US 404 (1968)  
| Federal Statutes:  
| | Official Guidelines to the Federal Acknowledgement Regulations 25 CFR 83  
| Articles:  
| | Stephan Pevar, *The Rights of Indians and Tribes*, 1-27 |

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<thead>
<tr>
<th>Week 3</th>
<th>Legal Recognition – Other Contexts</th>
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<tbody>
<tr>
<td>January 20th</td>
<td><em>This week we consider how other countries have constructed recognition of Indigenous communities.</em></td>
</tr>
</tbody>
</table>
| Readings | **Articles:**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 23&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Recognition – Political Theory</td>
<td>What do Western theorists mean when they say Indigenous peoples ought to be ‘recognized’? What work does that do within their theories of multiculturalism &amp; as a response to Indigenous demands for justice?</td>
</tr>
<tr>
<td>Week 4</td>
<td>Recognition – the Critiques</td>
<td>Last week we discussed different theories of recognition within the Western tradition. This week we consider some critiques.</td>
</tr>
<tr>
<td>January 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Land</td>
<td>The right to land (and whether those rights have been extinguished via the Discovery Doctrine or other colonial mechanism) is one of the main debates within Indigenous politics. This week we will consider land claims, ‘the trust responsibility,’ and the Doctrine of Discovery.</td>
</tr>
<tr>
<td>MIDTERM!!!</td>
<td></td>
<td><em>Your first midterm goes out today at 12:00pm. You have one week to complete it. You may work in pairs.</em></td>
</tr>
<tr>
<td>Week 5</td>
<td>Land and the Trust Responsibility</td>
<td>The trust responsibility is an underlying theory of a number of Indigenous claims against nation-states throughout the United States. Most theories of</td>
</tr>
</tbody>
</table>
the trust relationship spring from US federal Indian legal doctrines. This week we’ll explore the Trust Doctrine and how the legal theory has been picked up in other national contexts.

| February 6th | **Land and Sovereignty**
Land claims and sovereignty are deeply intertwined within Indigenous politics. This week we consider the Indigenous critique of legal constructions Indigenous land claims and how those claims impact sovereignty.

| Readings | Articles:

Stephan Pevar, *The Rights of Indians and Tribes*, 29-44

| Readings | Articles:


Walter Echo-Hawk, “Johnson v. M’Intosh: How the Indians Lost Legal Title to America,” in *In the Courts of the Conqueror: the 10 Worst Indian Law Cases Ever Decided*. 2010

| **MIDTERM!!** | *Your first midterm is due TODAY at 4:30pm in the Political Studies drop box on the third floor of Mac-Correy. Be aware of the late policy.*

| Week 6
February 10th | **Land and the Demands of Culture**
This week considers the settler requirement of Indigenous removal from the land and John Borrows’ hopeful reformulation of Indigenous land claims.

| Readings | Articles:


| February 13th | **Land and Contract**
This week is a little US-centric; however, we will consider this week how Indigenous communities have appropriated and structured colonial/imperial legal structures to reclaim their lands.

| Readings | Cases:


| Week 7  February 17<sup>th</sup> | Articles:  
Cobell v. Salazar Congressional Research Services Report  
Stephan Pevar, The Rights of Indians and Tribes, 70-78 |
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<tr>
<td>February 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Family Day. No Class</td>
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<tr>
<td>Week 8  February 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Winter Reading Week. No class.</td>
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</tbody>
</table>
|  | Indigenous Rights and International Law – the Human Rights regime  
This week we’ll take a step outside the North American context to consider Indigenous rights in the context of international law. Unlike the North American context, the primary legal framework for Indigenous claims has been that of human rights rather than government-to-government relations or a trust relationship |
| Readings  | Articles:  
| February 27<sup>th</sup> | Indigenous Rights – Who can claim them  
Most of this course we’ve stayed within North America with a few excursions into Russian federal law. This week we go outside those bounds to consider the broader community of Indigenous activism and claims. |
| Readings  | Articles:  
| Week 9  March 2<sup>nd</sup> | International Norms on Indigenous Rights  
This week we consider the emergence of transnational Indigenous rights discourse and how it moves. |
| Reading  | Articles:  
| March 5<sup>th</sup> | Self-Determination, Sovereignty, and Self-Governance – what’s the difference?  
A couple of terms have been floating in the background of the cases we have read, occasionally used interchangeably, and here we’re going to tackle them a bit more clearly. |
<table>
<thead>
<tr>
<th>Reading</th>
<th>articles:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Stephan Pevar, The Rights of Indians and Tribes, 81-107</td>
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</table>

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<tr>
<th>MIDTERM!!!</th>
<th><strong>Your second midterm goes out today at 12:00pm. You have one week to complete it. You may work in pairs.</strong></th>
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</thead>
</table>

| Week 10  | **Self-Determination & International Law** |
| March 9th | *Is what it says on the tin. Today we’ll go through international law’s demands for the protection of Indigenous self-determination* |

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<tr>
<th>Readings</th>
<th>Articles:</th>
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| March 12th | **Tribal Governance / Self-Governance** |
|           | *What does Indigenous self-governance actually look like? Has it been meaningfully expressed or allowed? What ought Indigenous self-governance mean?* |

<table>
<thead>
<tr>
<th>Reading</th>
<th>Cases:</th>
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<tr>
<th>MIDTERM!!</th>
<th><strong>Your second midterm is due TODAY at 4:30pm in the Political Studies drop box on the third floor of Mac-Correy. Be aware of the late policy.</strong></th>
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</thead>
</table>

| Week 11  | **Tribal Membership – who decides?** |
| March 16th | *This week we consider how Indigenous communities in different nation-state contexts determine (are allowed to determine) membership.* |

<table>
<thead>
<tr>
<th>Readings</th>
<th>Cases:</th>
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<tbody>
<tr>
<td></td>
<td>Santa Clara Pueblo v. Martinez, 436 U.S. 49</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Week 12</td>
<td>Treaty Rights</td>
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<tr>
<td>March 23rd</td>
<td>Treaty Rights – Indigenous reformulation</td>
</tr>
<tr>
<td>March 26th</td>
<td>Treaty Rights</td>
</tr>
</tbody>
</table>
| Week 13 | Indigenous Activism  
Water protectors, Idle No More, Zapatistas, indigenous & quilombolas resistance to Jair Bolsonaro—Indigenous activism in the past decade has been intense and far more visible on the global scale. This week we consider the underlying Indigenous theories bolstering this rise of Indigenous activism |
| March 30th |  
Reading  
Articles:  
| April 2nd | Indigenous Activism pt 2  
Continuation from Monday  
Reading  
Articles:  
| FINAL EXAM | Your final exam will go out this week. It is due APRIL 9th in the Political Science Drop Box. |
Academic integrity comprises the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar: see Academic Regulation 1 (http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Students are advised that incomplete standing will be granted only with the permission of the chair of undergraduate or graduate studies (as appropriate) and only where there is a clear demonstration of need. Applications for “Incomplete” standing must be made in the first instance to the instructor on the form available in the General Office. The simple fact of non-submission of work does not constitute an application and will result in a grade of zero for that assignment.

Students who feel that there are reasons to have their grades reviewed should follow the steps set out in the Faculty of Arts and Science’s Regulation 11, “Review of Grades and Examinations” (http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-11).

The material in this course outline and the accompanying POLS 347 topic outline is copyrighted and is for the sole use of students registered in POLS 347. This material shall not be distributed or disseminated to anyone other than students registered in POLS 347. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

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Accessibility Statement:

Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Pols 347 is available in an accessible format or with appropriate communication supports upon request.

Please contact Cynthia MacIntosh, Undergraduate Assistant, in one of the following ways:

Email: ugpols@queensu.ca
Phone: 613-533-6230
In Person: Room C321, Mac-Corry, 8:30 am - 4:30 pm.

Accommodations Statement:

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcds/ds/

GRADING SCHEME:

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
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<tr>
<td>A+</td>
<td>93</td>
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<td>A</td>
<td>87</td>
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<td>A-</td>
<td>82</td>
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<td>B+</td>
<td>78</td>
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<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
</tr>
<tr>
<td>Grade</td>
<td>Numerical Course Average (Range)</td>
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<td>A+</td>
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<td>A</td>
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<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<td>B</td>
<td>73-76</td>
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<td>B-</td>
<td>70-72</td>
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<td>C+</td>
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<td>C</td>
<td>63-66</td>
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<td>C-</td>
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<td>D-</td>
<td>50-52</td>
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<td>49 and below</td>
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</table>

Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale:
Course Description

This course provides an introduction to African politics by exploring a broad range of issues from both historical and contemporary perspectives. It examines major themes and issue of importance to African politics, including the legacy of colonialism, post-colonial politics and authoritarian rule, Africa during and after the Cold War, economic development and foreign aid, democratization and ‘good governance’, violent conflict and state failure, environmental issues and challenges, and the relationship between Africa and emerging powers such as China and India.

Course Requirements

Students are expected to carefully and thoughtfully read all reading assignments before each class and participate actively in discussions.

The class format will consist of a combination of lecture, discussion, and multimedia.

Your final grade for the course will be determined as follows:

1. Class Attendance and Participation (15%): You are required to attend all classes unless there is a personal, medical or other emergency. To be excused for any absences, you need to show medical or other documentations.
   Your class participation will be an important component of your grade and learning experience.
   Each student must come to class on time. Cell phones and all other electronic devices should be silenced and put away at the start of class. Laptop computers must be used only for note taking and wireless access should be disabled during class. During the first week of class, each student is expected to choose one particular African country to follow throughout the course and contribute to class discussions by sharing how their country’s politics relates to the topic of each week.

2. Map Quiz (10%): Students are expected to know the name and capital city of each African country, as well as some of the major geographic features of the continent.

3. In-Class Mid-Term Exam (25%): The exam will cover all materials from the first section of the course, including all reading assignments, lecture and class discussion. The exam will be closed-books and closed-notes. It will consist of multiple-choice, short answers, and long essay questions.

4. Final Exam (25%): The exam will consist of long essay, short answers, and multiple-choice questions from the second section of the course, including all required readings, lecture and class discussion.

5. Research Paper (25%): Each student will write an analytical paper on one major theme covered in class about the particular African country they chose to follow at the beginning of the course. To ensure a diverse geographic pool, the country choices will be
approved on a first come, first served basis. Also, prior to beginning your paper, please make sure to consult with me about the specific topic that you’d like to focus on in your paper. The paper should be 10 to 12 pages long (double-spaced, 12 pt.). No late paper is accepted without prior approval from me or without appropriate documentation.

Course Textbooks You are required to buy the following two books:


Recommended Books:


Class Schedule and Readings

Week One: 09/5 – 09/10 Introduction and Overview

- Audrey Cheng, Africa in the Eyes of Westerners
  https://www.huffpost.com/entry/africa-in-the-eyes-of-wes_b_5145765
  https://www.tandfonline.com/doi/pdf/10.1080/1461670X.2016.1262748
- Thomson, Alex, Ch.1, pp.1-7. Introduction

Week Two: 09/12 – 01/17 Historical Context – Pre-Colonial Africa

- Englebert & Dunn, Ch. 2, pp. 17-22.
- Thomson, Alex, Ch. 2, pp. 8 - 11.
- Falola, Toyin, African Civilizations: From the pre-colonial to modern day.
  https://www.eolss.net/Sample-Chapters/C04/E6-97-09.pdf
Week Three: 09/19 – 09/24 Historical Context – The Colonial Legacy & Impact of Colonialism

- Englebert & Dunn, Ch. 2, pp. 23-43. § Herbst, Ch. 3, pp. 96.

- Thomson, Alex, Ch. 2, pp. 12-31.


Week Four: 09/26 – 10/01 Nationalism and the Politics of Independence

- Thomson, Alex, Ch. 3, pp. 32-59.

- Gordon, Donald, Ch. 3, pp. 60-70.


10/03 Map Quiz

Week Five: 10/03 – 10/08 The African State System

- Englebert & Dunn, Ch. 4, pp. 141-198.

- Thomson, Alex, Ch. 6, pp. 109-131.


Week Six: 10/10 – 10/15 Identity Politics: Ethnicity, Class and Religion
■ Englebert & Dunn, Ch. 3, pp. 63-114.

■ Thomson, Alex, Ch. 4, pp. 60-83 & Ch. 5, pp. 84-108.


Week Seven: 10/17 – 10/22 Coercion, Conflict, Warfare and Conflict Resolution
■ Thomson, Alex, Ch. 7, pp. 132-153.


Week Eight: 10/24 – 10/29 Fall Mid-Term Reading Week & Mid-Term Exam
■ NO CLASS OCTOBER 24th (STUDY FOR THE MIDTERM)

■ MIDTERM EXAM OCTOBER 29th

Week Nine: 10/31 – 11/05 Political Reform and Democratization
■ Thomson, Alex, Ch. 11, pp. 243-274.

■ Englebert & Dunn, Ch. 5, pp. 199-230.


Week Ten: 11/07– 11/12 The Political Economy of African States
- Thomson, Alex, Ch. 8, pp. 188-205.

Week Eleven: 11/14– 11/19 Pan Africanism and Regional Integration

Week Twelve: 11/21 – 11/26 The International Relations of African States
- Thomson, Alex, Ch. 8, pp. 132-146.
- Englebert & Dunn, Ch. 8, pp. 343-406.
Week Thirteen: 11/28 – 11/28 Women in African Politics & Sustainable Development


Important Dates

October 3         Map Quiz
October 29        Midterm Exam
November 28       Term Paper Due
November 29       Fall Term classes end
November 30       Fall Term pre-examination study period begins

Disclaimer: This syllabus is tentative and may be subject to change at my own discretion. However, the students would be duly notified whenever that happens!
POLS-358
Critical Perspectives on Contemporary Capitalism
Winter term 2018

Wednesdays 10 – 11:30 a.m., Fridays 8:30 - 10 a.m.
Room: Miller Hall, Rm 201

INSTRUCTOR: Eleanor MacDonald
EMAIL ADDRESS: e.macdonald@queensu.ca
OFFICE LOCATION: Room C430, Mackintosh-Corry Hall
TELEPHONE: 613-533-6631
OFFICE HOURS: Wednesdays 11:30 a.m. -- 12:30 p.m.
TEACHING ASSISTANTS: Linda Mussell linda.mussell@queensu.ca
                     Michael Steacy 17mls4@queensu.ca
Course Description

The purpose of this course is to familiarize students with a number of critiques of capitalism. The course introduces a range of critical approaches: Marxist, Polanyian, social democratic, anarchist, environmentalist, anti-racist, anti-colonial, and feminist. The course also views capitalism historically, noting how these critiques shift and emerge in response to changes and developments in the mechanisms of capitalist production and accumulation. The course considers related concerns with their relationship of capitalism to the state, to culture, to democracy, and to a range of political and social problems including inequality, alienation, oppression, militarism, and environmental degradation. In the concluding weeks...
of the course, we examine some of the most recent theoretical developments in understanding capitalism.

**Course objectives**

- to learn what defines capitalism as a mode of production
- to understand some of the historical and geographical changes in capitalism’s development
- to become familiar with a range of critical perspectives on capitalism
- to be able to analyze, compare and contrast a range of critical perspectives
- to consider the contribution to capitalism (according to these perspectives) to social and political problems and concerns
- to develop stronger reading, writing, and critical thinking skills

**Course format**

The course will be predominantly lecture-based with some opportunity for small group work and class discussions. A number of films will also be shown in class. The lectures draw on and develop the readings, and offer additional information not available in the readings. Students are strongly advised to attend all lectures, and to obtain notes from their peers if they miss attendance. No powerpoints or lecture summaries are provided by the instructor. The reading material is supplementary to the lecture, and students are advised to do the readings during the week in which they are assigned.

**A Note About Teaching Assistants**

This course has two teaching assistants, Linda Mussell and Michael Steacy. Both are graduate students in the Political Studies department. They will be engaging primarily with your written work for the course, reviewing and grading your homework, your essays, and your final exam. While neither is holding regular office hours, each will be scheduling office hours in advance of the two main assignments in the course, so that you can consult with them as you are preparing your work. These office hours will be announced in class and posted on the onQ site.

**Assignments and Marking Scheme**

Student performance in the course is assessed based on the following assignments: weekly homework, a short essay, a longer essay, and a final exam.

**Weekly homework** questions and instructions are posted on the onQ site each Wednesday morning, and the homework is due the following Wednesday morning. The questions are open-ended and designed to allow you to reflect on the course material. A typical homework assignment would refer to some aspects of the lectures and/or the readings for that week. The instructor and TAs monitor the assignments, and may periodically provide some feedback. Students are
required to complete at least nine of the eleven posted questions, and to submit them on or before their deadlines. The assignments will not be individually graded; the final grade on the homework will be based on the compilation of all submitted assignments by the end of the course.

**Assignment #1** is a short assignment (1200 – 1500 words), the purpose of which is to use some of the theoretical material from the first few weeks of the course to reflect on a major social/political issue. More detail will accompany the assignment itself.

**Assignment #2** is an essay (1800 – 2000 words). Topics will be provided, and more detail will accompany the assignment.

**The final exam** will be held during the final exam period, and will be comprised of essay questions that cover a range of material from the course.

<table>
<thead>
<tr>
<th>Weekly homework</th>
<th>weekly</th>
<th>15%</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>due February 9th</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>due March 9th</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>April in exam period</td>
<td>35%</td>
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</table>

Late penalties on assignments #1 and #2 are 5% of assignment grade per day (weekends excluded). Extensions will not be given for problems of ‘overwork’. No late homework is accepted, but students may choose to submit only nine out of eleven homework assignments.

**Readings and Resource Materials**

Course readings are either provided via an electronic link within syllabus, or they may be accessible in the “Course Readings” section of the onQ site, or they are on-line in Stauffer library, in their e-book or e-journal collections.

The course materials also include some videos, some of which may be presented in class, while others are for viewing outside of class time.

Some additional readings may also be assigned as determined by the instructor.

Please note that, while all readings are recommended, the readings that are marked with an asterisk are especially recommended (required).

It is strongly recommended that students set aside approximately four to five hours a week for this course (and for other courses, as well) to do the necessary readings each week. This should allow you not only to do the readings marked with an asterisk, but, in many cases, to delve into the other readings as well.

**Course Outline and Readings**

**Week 1:**
*January 10*
“Course Introduction – Human Needs and the Economy, Critical Issues and their relation to the Economy”

January 12

“What is capitalism? What is Economic and Political Liberalism?”:

* Adam Smith, *The Wealth of Nations, Book 1: Chapters 1, 2, 3 and 7*

* Hayek: [https://www.youtube.com/watch?v=SHsCknrCPE](https://www.youtube.com/watch?v=SHsCknrCPE)


Week 2:

January 17

Marx’s “humanist” critique: capitalism as unjust:

* Wages of labour: [https://www.marxists.org/archive/marx/works/1844/manuscripts/wages.htm](https://www.marxists.org/archive/marx/works/1844/manuscripts/wages.htm)

* Estrangement: [https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm](https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm)

* Theses on Feuerbach: [https://www.marxists.org/archive/marx/works/1845/theses/theses.htm](https://www.marxists.org/archive/marx/works/1845/theses/theses.htm)

* Preface to A Contribution to a Critique of Political Economy: [https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm#005](https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm#005)

January 19

Marx’s “structuralist” critique: crises and instability:

* Capital Volume 1, Chapter 1, “Commodities” [https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm](https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm)


* Capital Volume One, Chapter 32 “Historical Tendency of Capitalist Accumulation” [https://www.marxists.org/archive/marx/works/1867-c1/ch32.htm](https://www.marxists.org/archive/marx/works/1867-c1/ch32.htm)

Week 3:

January 24

Historical developments (1) in capitalism; debates within Marxism (reform vs revolution):

* Karl Kautsky *Social Democracy vs. Communism: Chapter 2 “Marxism and the Dictatorship of the Proletariat”* [https://www.marxists.org/archive/kautsky/1930s/demyscom/ch02.htm](https://www.marxists.org/archive/kautsky/1930s/demyscom/ch02.htm)
• Chapter 8 “Socialism and Democracy”
  https://www.marxists.org/archive/kautsky/1930s/demyscom/ch08.htm
• *The Co-operative Commonwealth Federation, “The Regina Manifesto”:  
  http://www.socialisthistory.ca/Docs/CCF/ReginaManifesto.htm

January 26
Ideology, hegemony and the changing worker/consumer; Gramsci and the Frankfurt School:
• Valeriano Ramos, Jr, “The Concepts of Ideology, Hegemony, and Organic Intellectuals in Gramsci’s Marxism”
  https://www.marxists.org/history/erol/periodicals/theoretical-review/1982301.htm
• *Theodor Adorno and Max Horkheimer, Chapter 2 from Dialectics of Enlightenment, “Culture Industry: Enlightenment as Mass Deception”

Week 4:
January 31
Polanyian theory: the “double movement”; fictitious commodities:
• *Karl Polanyi The Great Transformation, pp. 33 – 76

February 2
Historical developments (2). Keynesian theory, social democracy, the rise of the welfare state:
  http://www.ie.ufrj.br/moeda/pdfs/concept-uncertainty.pdf
• Broadbent Institute Report on Social Democracy overview
  http://www.broadbentinstitute.ca/reflections_on_the_social_democratic_tradition

Week 5:
February 7
Theorizing the state:

February 9
Theorizing racial capitalism and the prison-industrial complex:
• *Assata Shakur “On Race War” Wednesday 16th August 2017* [https://www.zedbooks.net/blog/posts/assata-shakur-on-race-war/](https://www.zedbooks.net/blog/posts/assata-shakur-on-race-war/)
• *Loïc Wacquant, “From Slavery to Mass Incarceration: Rethinking the Race Question in the US”, New Left Review, 13, January-February 2002*

Week 6
February 14
Anti-colonialist critique: war, debt, trade, and development:
• *Frantz Fanon, “On Violence” in Wretched of the Earth:* [http://home.ku.edu.tr/~mbaker/CSHS503/FrantzFanon.pdf](http://home.ku.edu.tr/~mbaker/CSHS503/FrantzFanon.pdf)
• Homi Bhabha, “Forward: Framing Fanon” in Wretched of the Earth: [http://home.ku.edu.tr/~mbaker/CSHS503/FrantzFanon.pdf](http://home.ku.edu.tr/~mbaker/CSHS503/FrantzFanon.pdf)

February 16
Anarchist theory


*READING BREAK*

**Week 7**
*February 28*

**Socialist feminist critiques:**

**March 2**

**Environmentalist critiques: ecofeminist and anti-racist:**
- Rachel Carson, *Silent Spring* – excerpt
- Val Plumwood, *Feminism and the Mastery of Nature* – excerpt
- *Pulido, Laura “Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence” Progress in Human Geography, 08/2017, Volume 41, Issue 4*

**Week 8**
*March 7*

**Environmentalist critiques: eco-socialism and social ecology:**
• *Joel Kovel, “Ecosocialism, Global Justice, and Climate Change” 
*Capitalism, Nature, Socialism*, Volume 19, No. 2 (June 2008), pp. 4 - 14

**March 9**

Indigenous anti-capitalism and decolonization:

• *Glen Coulthard: “For our Nations to Live, Capitalism Must Die”* https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/
• *Leanne Simpson: Interview with Naomi Klein*:

**Week 9**

**March 14**

Waring and rethinking the quantification of value:

• Marilyn Waring – interview with Dr. Cathy Cavanaugh, at Athabasca University, January 1993 http://aurora.icaap.org/talks/waring.htm
• *Marilyn Waring – If Women Counted* (film)

**March 16**

Joel Bakan and the critique of the corporation:

• *Joel Bakan – The Corporation* (selections and video)

**Week 10**

**March 21**

Historical developments (3) rise of neo-liberalism, Thatcher/Reagan, trade, finance capital and the politics of debt:

• David Harvey, *A Brief History of Neoliberalism*, Ch. 6 “The Neoliberal State”, pp. 64 – 86

**March 23**

Capitalism, redistribution and dispossession


**Week 11**  
**March 28**  
**Recent developments: surveillance, security, and moral accountability:**
• *Shoshana Zuboff, “Big other: surveillance capitalism and the prospects of an information civilization”, Journal of information technology, 2015/03/01*
• *Inderpal Grewal, Saving the Security State, “Introduction: Exceptional Citizens”, pp. 1-32*
• Peter Fleming, John Roberts and Christina Garsten, “In Search of Corporate Social Responsibility”, *Organization*, 20 (3) 337 - 348

**Week 12**  
**April 4**  
**Capitalism, democracy and ownership of the commons:**
• *Taylor Owen, “How Internet Monopolies Threaten Democracy” – read blog entry (Dec 17, 2017) and listen to Ideas program: [http://taylorowen.com](http://taylorowen.com)*
• *George Monbiot, Out of the Wreckage, Chapter 1*
• Andrew Sayer, *Why We Can’t Afford the Rich*, Part 1 and Conclusion

**April 6**  
**Course review and exam preparation**
Introduction

Week 1:

September 13
“Course Introduction – Human Needs and the Economy”

September 16
“Critical Issues and their Analyses”

Arts of the Possible
Author(s): Adrienne Rich
Published by: The Massachusetts Review, Inc.
Stable URL: http://www.jstor.org/stable/25091341
Accessed: 05-01-2018 14:10 UTC

Part 1: The Foundational Theories

Week 2:

September 20
“What is capitalism? What is Economic and Political Liberalism?”

- Milton Friedman: Capitalism and Freedom (excerpts) at http://www.mtholyoke.edu/acad/intrel/ipe/friedman.htm

September 23
“Marxist Critique #1– Capitalism as Inhumane: Alienation, Humanism, Commodity Fetishism”

Week 3:

September 27
“Marxist Critique – The Structure of Capitalism, Historical Materialism”
- Karl Marx, Excerpt from A Critique of Political Economy, pp. 42 – 46

September 30
“Polanyi: Capitalism’s Disembedded Markets and ‘False’ Commodity”
- Karl Polanyi, The Great Transformation, pp. 33 - 76

Week 4:

October 4
“Anarchism: Challenging the Power of Property and the State”
- Emma Goldman, “Anarchism: What it really stands for” in Anarchism and Other Essays (ed. Emma Goldman), pp. 53 – 73
  https://www.marxists.org/reference/archive/goldman/works/1910s/anarchism.htm
- George Woodcock, Anarchism: A History of Libertarian Ideas and Movement, Prologue, pp. 11 - 34

October 7:
“Social Democracy, Keynesianism & Post-Keynesianism -- Preservation and Modification of Capitalism and the State”
- Dennis Guest, The Emergence of Social Security in Canada, Chs. 1 and 7

Part II: Theoretical Developments

Week 5

October 14
“Identity Politics: Capitalism and Class/Race/Gender”
• Maria Mies, “Globalization of the Economy and Women’s Work in a Sustainable Society”, *Gender Technology And Development* (March 1998), 2 (1), pg. 3-37
• Linda Carty, “The Discourse of Empire and the Social Construction of Gender” in Enakshi Dua and Angela Robertson (eds) *Scratching the Surface: Canadian Anti-racist Feminist Thought*, pp. 35 - 48

**Week 6**
*October 18 and 21*
“Ideology, Hegemony & Culture, “The New Left”, and the Critique of the Culture Industry”

• Antonio Gramsci, “The Intellectuals: The Formation of the Intellectuals” in *Selections from the Prison Notebooks*
• Ioan Davies, *Cultural Studies and Beyond*, Chapter 7, “Popular Culture and Its Politics

**Week 7**
*October 25 and 28*
“Globalization and Imperialism”

• Leo Panitch and Sam Gindin, “Global Capitalism and American Empire” *Socialist Register* (ed. Colin Leys and Leo Panitch) 2004, pp. 1 – 42,
• Jeffrey J Williams, “The Geography of Accumulation: An Interview with David Harvey” *Minnesota Review*: Fall 2007/Winter 2008; 69
• website on “Mapping Capital” at [http://it.stlawu.edu/~global/images/mapfour.4.html](http://it.stlawu.edu/~global/images/mapfour.4.html)

**Week 8**
*November 1 and 4*
Environmentalism

• Murray Bookchin, “Ecology and Revolutionary Thought” at the Anarchist Archives Website and “Radical Politics in an Era of Advanced Capitalism”
http://dwardmac.pitzer.edu/anarchist_archives/bookchin/ecologyandrev.html
http://dwardmac.pitzer.edu/anarchist_archives/bookchin/gp/perspectives18.html

- Joel Kovel, “Ecosocialism, Global Justice, and Climate Change” Capitalism, Nature, Socialism, Volume 19, No. 2 (June 2008), pp. 4 - 14
- “Seeds of Suicide” – short video at http://www.vandanashiva.org/

Part III: Issues

Week 9
November 8
Issue: Explaining the Economic Recession

- Jonathan Jarvis, “The Short and Simple Story of the Credit Crisis” on on You Tube at http://www.youtube.com/watch?v=Q0zEXdDO5JU&feature=fvw

Week 10
November 15
Power and Democratic Control: The Corporation and Corporate Social Responsibility


November 18
International Trade & Investment: Challenges of Globalized Capitalism
• Lori Wallach, Introduction to *Whose Trade Organization*

**Week 11**  
*November 22*  
**Water**
• Maude Barlow, *Our Water Commons*, pp. 1 – 32  
• [http://waterlife.nfb.ca/](http://waterlife.nfb.ca/)  
• [http://www.blueplanetproject.net/](http://www.blueplanetproject.net/)

*November 25*  
**Wal-Mart**
• Walmart Watch website at: [http://walmartwatch.com/](http://walmartwatch.com/)  
• *Los Angeles Times* Pulitzer Prize winning series on Wal-Mart found at [http://www.pulitzer.org/archives/6828](http://www.pulitzer.org/archives/6828)

**Week 12**  
*November 29*  
**Rescuing/reconfiguring/rejecting capitalism**
• Ithaca Hours information at [http://www.ithacahours.com/](http://www.ithacahours.com/)  
• Navdanya information at [http://www.navdanya.org](http://www.navdanya.org)  
• Canadian Centre for Policy Alternatives at [http://www.policyalternatives.ca](http://www.policyalternatives.ca)  

*December 2*  
**Course Review**
POLS – 400/931
Comparative Social Movements
INSTRUCTOR: Danielle Delaney
EMAIL ADDRESS: dd123@queensu.ca
OFFICE LOCATION: C411
OFFICE HOURS: by appointment via Microsoft Teams

1. Statement on Academic Integrity
Academic Integrity is constituted by six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see https://academicintegrity.org/). These values are central to building, nurturing and sustaining an academic community in which all members of the community are able to thrive. Adherence to these values forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University. (See the Senate Report on Principles & Priorities: https://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities/)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available on the Arts and Science’s website (see Academic Regulation 1: https://www.queensu.ca/artsci/sites/default/files/academic_regulations.pdf) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

2. Course Description
In April of 2016 a group of young indigenous activists came to a small spit of land in the middle of the Cannon Ball River called Turtle Island where traditional healers and elders had been holding ceremonies and prayer-protest against the impending construction of the Dakota Access Pipeline. This meeting was the start of the Sacred Stone and Oceti Sakowin protest camps. Was this a flashpoint protest lead by indigenous activists, or was this the start of a new indigenous social movement? Was this an indigenous protest, an environmental protest, or something else entirely? At what point does political protest become a social movement? When does conflicting, collective political claims levied by polities against each other and third parties move from ‘normal’ politics, to contentious politics, to revolution?

This course grapples with these types of questions through a comparative lens. We will spend a little time surveying the social movements and contentious politics literature to build a theoretical base and shared language for describing the political phenomena as well as exploring current methodologies for
collecting and analyzing evidence/data. The majority of our time, however, will be spent examining how such forms of contentious politics—and how we understand them as different types of political phenomena—have worked in different times and places, as well as thinking through parallels and differences among them.

This is an advance political science seminar, students are invited to think creatively and critically about not just the current theories around social movements and contentious politics, but how these theories apply. Students will be expected to write a seminar paper (5,000-6,000 words for undergraduates; 7,000 to 8,000 words for graduate students) analyzing a specific moment of contentious politics.

3. Learning Outcomes
By the completion of the course, students will 1) have a clear understanding of the theoretical models and frameworks used in political science to study social movements, 2) be able to compare social movements, protests, and contentious politics across time & nation-state borders, 3) a solid grasp of the current debates in the social movements literature, 4) the conceptual tools necessary to conduct their own analysis of social movements, protests, and contentious politics, and 5) refine their analytic & writing skills based on class writing assignments.

4. Copyright of Course Materials
The materials provided in this course are designed for use as part of POLS 400 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyright material (such as book chapters or journal articles) have either been licensed for use in the course or fall under the exception or limitation in Canadian Copy right law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of copyright laws (see https://library.queensu.ca/help-services/copyright-fair-dealing)

5. Readings
This is a course that requires a lot of reading. The contentious politics/social movements literature is a deep one with a number of major debates. We will work through most of the major debates in the field. We will not be reading these books in their entirety, but pretty close for a few of them. If you are considering pursuing a graduate degree in political science or sociology, I highly encourage you to buy these books & have them on hand. These are the touchstone text in the literature to which everyone refers at least once.

Required Books:
David Snow & Sara Soule. 2010. A Primer on Social Movements (Norton & Company Publishing)


Doug McAdam, Sidney Tarrow, Charles Tilly. 2001. Dynamics of Contention (Cambridge University Press)

Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings. Eds Doug McAdam, John McCarthy, Mayer Zald (Cambridge University Press 1996)


6. Class Organization: the graduate seminar (modified for covid)

Three hours on a conference call is a lot of time to sit in one place with a headset on. Rather than meet once a week for an extended period of time for seminar discussion via Teams (or other appropriate conferencing technology) we will be meeting for no less than one hour per week all together to discuss the readings. These conversations will be supplemented by the activities listed below:

*a. weekly presentations* – each week a pair of students will be required to upload a presentation on the week’s readings going through the major themes of the readings, introduce each of the readings, and propose questions the presenters had on the readings for further discussion. These presentations should outline the major theoretical concerns of the readings, their methodological focus, and how they fit into what we’ve covered thus far. Presentations should be emailed to me in advance of our weekly meeting so they can be uploaded to onQ. I am agnostic on presentation software, though I note that onQ plays best with PowerPoint and Prezi.

*b. current affairs/reaction discussions* – we examine important news developments relevant to our class themes, especially those that class members may have uncovered while writing a reaction paper. It’s a particularly rich time to study social movements around the globe with contentious politics on the rise and it is highly encouraged to apply the theoretical/methodological readings we’ll be covering to current events. To that end, each week a pair of students will post a topic of discussion on the onQ discussion boards for the class to consider. These posts can cover anything from current BLM protests to reconsidering historical moments of contentious politics as long as the discussion post includes 1) how the posters would consider studying their example, and how their chosen example would be approached by the week’s readings.

*c. Q&A* – Once a week we’ll hold chat discussions via the onQ chat function. Note that these are distinct from the discussion boards as their 1) real time, and 2) time locked. This is meant to be an informal conversation to address smaller, technical questions about the readings, assignments as they approach, or simple to touch base with each other and the instructor.

*d. core reading discussion* – Our weekly meetings where we explore & examine the theories, analysis, and arguments in our required readings will be held via Microsoft Teams (unless I am notified
otherwise). Discussion leaders are highly encouraged to post questions to the class in advance of the class discussion to get the ball rolling.

7. Grading Scheme – Assignments & Assessments
The final grade in the course will be computed using the percentages shown below. For further descriptions of the assignments, see the sections below in this syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Online presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Reaction paper</td>
<td>10%</td>
</tr>
<tr>
<td>Research proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Literature review</td>
<td>15%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

8. Grading Method – Numbers In, Letter Out
All elements of this course will receive numerical marks. Your final (letter) grade for the course will be determined by converting your numerical course average into a letter grade in compliance with Queen’s Official Grade Conversion Scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
<th>Queen’s Grade Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Truly exceptional</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Reasonably good</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>Unsatisfactory pass</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>Unsatisfactory pass</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>Unsatisfactory pass</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>Unsatisfactory pass</td>
</tr>
</tbody>
</table>

9. Grading Scheme Components

a. class participation & conduct (15%)
Attendance and participation in seminar are important and will account for 15% of the final grade. Attendance includes both participation in the weekly online discussions as well as participation in that week’s posted discussion on OnQ. To receive full credit for participation, students are expected to attend the entire session. This course is conducted as a seminar, not as a lecture. While I lead the class,
the discussion is based on collective effort and all of our inputs and participation. It is therefore imperative that you are prepared for a dynamic class discussion. You are expected to complete all the weekly readings, identify the themes and main arguments, and take note of the weaknesses and criticisms. You need to demonstrate that you have engaged with the texts carefully. Active and substantive participation is important to achieving good grades. Please keep in mind that while participation is strongly encouraged, participation that is disrespectful or unproductive is intolerable.

To this end, this class has a zero-tolerance policy on rude, disrespectful, intolerant, and/or offensive behaviour and/or speech. Students who prove disrespectful or disruptive through their actions and/or speech towards the instructor or other students will be asked to leave. Any of the following will reflect negatively on your participation grade: missing classes, general nonparticipation in or disruption of class, sleeping during class, coming to class late or leaving early, and distracted use of electronic devices.

Below is a baseline criteria that will be used to determine your in-class participation grade:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Attendance Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a 80-90+ grade range (the A range)</td>
<td>Attendance at 8-11 classes with regular, well-informed contributions to the discussion. Numerical grade is scaled to the quality of the contributions. This includes raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussion, expanding the class’ perspective, and appropriately challenging assumptions, biases, and perspectives.</td>
</tr>
<tr>
<td>For the 70-78 grade range (the B range)</td>
<td>Attendance at the 6-7 classes with regular contributions along the lines cited above</td>
</tr>
<tr>
<td>For the 60-69 grade range (the C range)</td>
<td>Attendance at 5 classes with some contributions</td>
</tr>
<tr>
<td>For the 50-59 or F range</td>
<td>Attendance at 4 or fewer classes</td>
</tr>
</tbody>
</table>

Note: The number of classes attended sets the minimum/default grade that you can expect in the course for participation. To move your participation grade “up” from that floor in your attendance/participation category you must make regular contributions to the class discussion of a reasonable quality.

b. weekly presentations (10%)
The presentations should be concise and coherent identifying the main concepts, themes and arguments of the reading material. Presentations should take no longer than 20 minutes. Students should consider how the texts relate to theoretical frameworks, each other, as well as to previous sessions. The presentation should be followed by a set of questions for class discussion addressing among other things methodology, arguments, and weaknesses of the readings.

In summary:
a) You are responsible for a PowerPoint (or equivalent) presentation to be posted to OnQ.
b) You are responsible to prepare a set of questions based on the readings and how they relate to the course
c) You are responsible for facilitating the discussion both when we meet via Teams and on the chat boards.

c. reaction papers (10%)
Reaction papers are to be 3 to 4 pages in length. In addition to identifying the main arguments and concepts of the readings for the week chosen, the reaction paper should identify the strengths and weaknesses of those arguments & methodologies. It’s encouraged that your reaction paper be for the week that you are on deck to present, but you can choose to do a reaction paper on a different week, of course, but consider how to use your time most effectively.

Consider this paper as the beginning of your literature review for your research paper.

d. research proposal (10%) due week 8 – October 30th
As part of the preparation for the research paper students are expected to submit a research proposal (1-2 pages for undergraduates, 2-3 pages for graduate students) that includes the following: the research question, preliminary thesis, explanation of the debate(s), and a preliminary bibliography. The research proposal is graded on a pass/fail basis, failure to submit a proposal will result in non-acceptance of the course research paper.

Graduate students – your research proposal should also contain a proposed research methodology.

e. literature review (15%) due week 10 – November 13th
The next section of your paper is a literature review which should situation your paper within the existing literature for your proposed topic. A good literature review will both introduce the literature to which you will be responding in your paper as well seek to situation your argument within that scholarly discussion. A poor literature review will read like a book report, so if you suddenly find yourself having flashback to sixth grade English assignments, you might want to reconsider what you’re writing.

Literature reviews should be around 1-2 pages for undergraduates, 2-3 for graduate students, but not this is a rough guideline as your literature review may be longer or shorter depending upon your topic or your approach. If you have any concerns about your lit review please set up a time to discuss it.

d. research paper (30%)
Students will use their research proposal to write a research paper of 6000 – 7000 words for undergraduates, and 8000 - 9000 words for graduate students. The paper will present both theoretical and empirical analysis on a social movement, protest, or moment of contentious politics. There are two different due dates for the research paper: Week 11 (November 20th) and December 19th at the end of exam week. Students who submit on the first deadline will receive feedback on their paper with the option to revise their paper. Students who submit on the second deadline will receive minimal feedback on their paper in exchange for the extra time and NO option for revision. Those papers that chose to revise for a higher grade must turn in both the revised paper and the previously marked-up paper.
Note due to covid I will be using the review function on Microsoft to make comments on your papers. If you do not have Microsoft office for whatever reason please contact me so we can figure out an alternative.

December 19th is **FINAL** date for all research papers.

**Formatting**
All assignments must be submitted using Times New Roman, 12pt font, double-spaced, with 1-inch margins and page numbers. Do not submit a title page.

**Citation Style**
All assignments must use Chicago Manual of Style, 16th edition (Author-Date). Most journals require this citation style, so it is good to get practice with it. No exceptions are permitted. All submissions must include a works cited or bibliography.

**Late Policy:**
Assignments that are submitted late will receive 2% penalty per day for up to 7 days, including weekends. After the 7 days assignments will not be accepted and will receive a zero grade.

**11. Accessibility**
Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Materials in the course are available in an accessible format or with the appropriate communication supports upon request. For further information, please consult: http://www.queensu.ca/equity/accessibility/policystatements/accessibility-statement

### Course Schedule and Readings

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Sept 11th</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Social Movements, Protest, and Contentious Politics</td>
<td>This course begins with an overview of how social movements are generally categorized &amp; analyzed. As we move forward, we’ll pick these frameworks apart and explore some of the major theoretical debates in the field.</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>Required: Snow &amp; Soule. 2010. “Conceptualizing Social Movements,” in A Primer on Social Movements. 1-22</td>
</tr>
<tr>
<td></td>
<td>McAdam, Tarrow &amp; Tilly. 2001. “What Are They Shouting About?” in Dynamics of Contention. 3-37</td>
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<td></td>
<td>Martin Luther King. 1963. “Letter from a Birmingham Jail.”</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sept 18th</td>
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<tr>
<td><strong>The Clash of the Models: the classical model, resource mobilization model, political process, and beyond</strong></td>
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</tbody>
</table>
The contentious politics literature employs a number of different models to study political phenomena. This week will introduce the major models current used in the field.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Sept 25th</th>
<th>Political Opportunity</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Required:</td>
<td>Snow &amp; Soule, “Mobilizing Grievances,” in <em>A Primer on Social Movements</em> 23-63</td>
</tr>
<tr>
<td>McAdam, Tarrow, &amp; Tilly. 2001. “Comparisons, Mechanisms, and Episodes,” in <em>Dynamics of Contention</em>. 72-88</td>
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<td></td>
</tr>
<tr>
<td>Readings Brin</td>
<td>Required:</td>
<td>Snow &amp; Soule, “Contextual Conditions,” in <em>A Primer on Social Movements</em>. 64-108</td>
</tr>
<tr>
<td>Tarrow, “States and opportunities: The political structuring of social movements,” in <em>Comparative Perspectives on Social Movements</em>. 41-61</td>
<td></td>
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<tr>
<td>McAdam, Tarrow &amp; Tilly. “Lineaments of Contention,” in <em>Dynamics of Contention</em>. 38-71</td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>10/2</th>
<th>Organization &amp; Resource Mobilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings Shuying Meagan</td>
<td>Required:</td>
<td>McAdam, Tarrow &amp; Tilly, “Mobilization in Comparative Perspective,” in <em>Dynamics of Contention</em>. 91-124</td>
</tr>
</tbody>
</table>
| Week 5 | 10/10 | Framing: the basic model  

*In this section we’ll shift focus to look at how people talk about social movements. What are the stories we tell about our participation in politics? How do we frame our participation in contentious politics?*  

**Readings**  

*Required:*  


Charlie Jessica  


| Week 6 | 10/16 | Framing and (or?) Storytelling  

*Goffman gets the ball rolling within sociology and political science, but presents a fundamental question that researchers have been grappling with ever since: what is the difference between a ‘story’ and a ‘frame’?*  

**Readings**  

*Required:*  

Katie  

Francesca Polletta. 2006. *It Was Like A Fever*. 1-31, 32-52, 109-140, 141-166  

Jo-ann Archibald Q’um Q’u Xiiem, Jenny Bol Jun, Lee-Morgan and Jason De Santolo, “Introduction” in *Decolonizing Research: Indigenous Storywork as Methodology* 2019. 1-17  


| Week 7 | 10/23 | Framing: Moral & Ideological Frames  

*When does culture matter? Which cultural frames motivate people to engage in collective action & contentious politics? This week introduces (or perhaps just re-focuses) on abstracted grievances.*  

**Readings**  

*Required:*  

Zoha  


| Week 8 10/30 | **Framing – Identity**  
*The contentious politics literature discusses identity as key method of framing grievances mobilizing social movements. But what do we mean by identity?*

**Reading**

**Kaia**

*Required:*


**DUE: Research Proposals**

| Week 9 11/6 | **Emotion**  
*The pleasures and intensities of activism; or, how activism can create an emotional home within an otherwise inaccessible political universe.*

**Reading**

**Caspin**

*Required:*


| Week 10 11/13 | **Movements, Parties, States**  
*Are movements alternatives or precursors to parties? Or does thinking in terms of political parties miss the point entirely?*

**Readings**

**Emily**

*Required:*


McAdam, Tarrow & Tilly, “Nationalism, National Disintegration, and Contention,” in *Dynamics of Contention*. 227-263

<table>
<thead>
<tr>
<th>Week 11 11/20</th>
<th>Movements &amp; States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dan Lainer-Vos, “Social Movements and Citizenship: Conscientious Objection in France, the United States, and Israel,” <em>Mobilization</em> 11:3 (October 2006): 357-75</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: Research papers for comment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12 11/27</th>
<th>Movements &amp; States: the Dynamics of Repression</th>
</tr>
</thead>
</table>
POLS 436: Race and U.S. Politics

Meeting times: Tuesdays: 8:30 am to 11:30 am

Location: Biosciences Room: 2111

Instructor: Fan Lu
fan.lu@queensu.ca
Office: C429 Mackintosh-Corry Hall
Office Hours: 12-2pm Tuesdays

Course summary:

This course puts race front and center in the narrative of American politics. Few U.S. public policies are completely race-neutral because the individuals who bore—and continue to bear—the brunt of negative consequences in healthcare, environmental, law enforcement, gun regulation, education, social welfare and other policy areas tend to be racial minorities. Through historical documents, news media, and academic research, students examine the extent to which race has shaped American political institutions, public opinion, and behavior. Topics include the subjugation of Blacks, Latinos, and Asian Americans during the 19th and 20th centuries; the civil rights movement; contemporary manifestations of racial discrimination and their impact on who gets elected to positions of power and whose prerogatives become law.

Learning objectives:

This course has two kinds of objectives. The first is to become more savvy observers of American politics, and the second is to sharpen reading, writing and analytical skills. The specific outcomes are as follows:

1. Be proficient on the history of racial conflict in the U.S. and its impact on political development.
2. Compare and describe the role of race in contemporary U.S. politics relative to non-U.S. contexts.
3. Engage in dialogue about race and diversity.
4. Conduct independent research through analysis of historical documents, news journals, and political science literature

Course readings: No textbook!

Course components:

Debate: (2 X 10%): 20%.
Reading write-ups (5 X 8%): 40%.
Term paper: 30%
Participation: 10%
Debate:
Two teams of about two students each (depends on class size) will present arguments for/against the debate topic of the week. Each team will have about ten minutes to present their argument, after which there will be ten minutes for rebuttal. During the first week of class students choose which weeks they would like to debate, and I will try my best to accommodate your first choice. However, which side of the debate topic you argue will be decided by a random coin toss.

Reading write-ups:
This is not a “5 best out of n” scenario, so you cannot submit 7 write-ups and hope the highest 5 marks will be counted. Only 5 write-ups per students will be graded, but you have flexibility on which 5 weeks you choose to submit a write-up. The task is to complete one- to two-page, double-spaced essay that summarizes the readings, critiques them, explores a new research design or question that you believe has been overlooked by the literature we read that week.

If submitting a write-up for the week, they are due at 5 pm on Mondays (this gives me time to read your submission). Late submissions are not accepted. Words that exceed page limit will not be read.

Term paper:
Ten-page double spaced essay that explores, in greater depth and with greater precision, one of the weekly debate topics. Words that exceed page limit will not be read.

Research is a collaborative process, with all the (dis)advantages that comes with inter-dependence. I offer you the opportunity to collaborate on term papers, albeit with guidelines:

1) Maximum of two students can co-author one term paper.
2) Co-authors submit one paper with two names. You will receive the same grade regardless of who claims to have done more work.
3) It takes time to get a feel of how well you work together. If you disagree with your co-author, or realizes s/he is not pulling his/her weight, you may decide to work by yourself after all. However, if you choose to continue with the partnership, you must let me know by March 10. After this date, you cannot back out of the co-authorship regardless of any disagreement that ensues between you and your co-author.

Papers due at 11:59 pm on April 3, 2020. Any papers submitted between 12:00am on April 4 12:00 am on April 5 will incur a late penalty of 1 point from the numeric score. For each day thereafter, including weekends, there is a penalty of -2.

Participation:
Active engagement in the evaluation of debates and class discussion. We live in a time during which the language and perspectives we use to discuss race is changing rapidly. This class offers a space to learn and discuss these challenges and changes, so please be respectful, patient and kind to both your peers and yourself.
Grades: All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<td>B+</td>
<td>77-79</td>
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<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<td>C</td>
<td>63-66</td>
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<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<td>D</td>
<td>53-56</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

Academic integrity:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range
from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Class Conduct:

**NO recording** (audio, video, photo) is allowed without the consent of the instructor. **DO NOT** point your cell phone or computer camera at the instructor, fellow students or the classroom screen. Laptop computers may be used for note-taking, but should not be used for multi-tasking during class. Be respectful of those around you and make sure that your screen is not a distraction.

Email Policy:

When sending email to the instructor, please include the designation “Pols 422” or “422” in the subject line. Unidentified email may not be opened. On weekdays, I typically respond to emails within 24hrs. On weekends, I typically respond by Monday evening. Remember that in professional settings, emails should not be treated as text messages. Therefore, capitalize where appropriate, “you” is not “u”, and use appropriate salutations. “Dear Fan”, “Hi Professor Lu”, “Hello Fan”, “Hi Dr. Lu” are all appropriate. “Hey” is not.

Accommodations for Disabilities:

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

**Academic Consideration for Students with Extenuating Circumstance**

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at:
http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Fan Lu
Instructor/Coordinator email address: fan.lu@queensu.ca

Course Outline:

Jan 7: Introduction

Jan 14: Legacy of marginalization


Barack Obama. 2006. The Audacity of Hope, Chapter 7 “Race”

Debate topic: Race is the central dividing line in U.S. politics. Yes/No

Jan 21: Identity


Debate topic: Race (i.e. Black, Latino, Asian, Muslim, White etc.) is a politically meaningful identity in the U.S. Yes/No

Jan 28: Discrimination


Debate topic: Racial minorities assimilate in response to discrimination. Yes/No
Feb 4: Participation
Hajnal, Zoltan and Taeku Lee. 2011 Why Americans don’t join the party: Race, immigration, and the failure (of political parties) to engage the electorate. Princeton University Press. Chapters 1-2
Debate topic: Racial minorities do not adopt meaningful partisan labels. Yes/No.

Feb 11: Elections
Debate topic: Playing the “race card” helps racial minority candidates win elections. Yes/No

Feb 18: No class b/c winter midterm reading week

Feb 25: Immigration
http://pages.ucsd.edu/~zhajnal/resources/white-backlash-manuscript.pdf
Debate topic: The U.S. should open its borders to Mexican immigrants. Yes/No.

March 3: Inter-racial relations 1
Parker, Christopher and Matt A. Barreto. 2013. Change They Can’t Believe In: The Tea Party and Reactionary Politics in America. Princeton University Press. Chapter 1
Debate topic: White racial resentment is just another form of conservative ideology. Yes/No
March 10: Individual meetings regarding term paper progress.

March 17: Inter-racial relations 2


Debate topic: Shared experiences with marginalization foster political alliances among racial minorities. Yes/No

March 24: Intersection with marginalized communities


Debate topic: Women, indigenous groups and racial minorities are natural allies. Yes/No

March 31: Race in Canada vs. U.S.


Debate topic: There is an “illusion of difference” between race in the U.S. and Canada. Yes/No
POLS – 451
Anarchist Politics – The Art of Not Being Governed
Fridays 11:30-2:30pm Kingston Hall Z10
INSTRUCTOR: Danielle Delaney
EMAIL ADDRESS: dd123@queensu.ca
OFFICE LOCATION: C411
OFFICE HOURS: Fridays 12:00-2:00pm (or by appointment).

1. Statement on Academic Integrity
Academic Integrity is constituted by six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see https://academicintegrity.org/). These values are central to building, nurturing and sustaining an academic community in which all members of the community are able to thrive. Adherence to these values forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University. (See the Senate Report on Principles & Priorities: https://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities/)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available on the Arts and Science’s website (see Academic Regulation 1: https://www.queensu.ca/artsci/sites/default/files/academic_regulations.pdf) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

2. Course Description
Once described as the ‘art of not being governed,’ anarchist politics holds open the possibility of politics without rule, governance without a state, organization without a political order. Political science often treats anarchist politics as a problem to be solved: the end (or collapse) of the sovereign through corruption, war—civil or otherwise, or collapsing civil institutions means the end of politics itself. But is it possible to have politics without the social hierarchy of the ruler and the ruled? Rather than the end of politics and the indication of a failure of governance, can anarchic politics be a possibility?

This course considers the contemporary possibility of anarchist politics, attempting to illuminate the politics that might come from resistance to rule. Anarchist politics come in a multitude of forms—organized resistance to state authority and expressions of power to mutual aid societies and cooperative politics all fall within the umbrella of anarchist politics. Resistance and revolution have
taken a central focus within popular conception of anarchist politics, but this class explores the broad history of anarchist political theory.

3. Learning Outcomes

This is an advanced political science seminar; students will be asked to think both critically and experimentally about anarchist political theory and practice. We will explore both through close engagement with anarchist political pamphlets, key texts in both late modern and contemporary political theory—including Proudhon, Bakunin, Kropotkin, as well as modern attempts to decolonize anarchist theory and politics—and current expressions of anarchist politics. In this manner we will trace anarchist political theory’s development as a constellation of resistant theories and techniques, as well as their place in contemporary politics. The primary goal of this course is for students to develop and understanding of the key elements of anarchist theory and an understanding of how those theories have been put into practice by anarchist activists. Students should leave the course with not only an overview of the history of anarchist thought, but an understanding of the current debates within anarchist thought. Students will be able to not only differentiate between the different forms of anarchist political thought, but make arguments based upon those theories.

4. Copyright of Course Materials

The materials provided in this course are designed for use as part of POLS 400 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyright material (such as book chapters or journal articles) have either been licensed for use in the course or fall under the exception or limitation in Canadian Copy right law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of copyright laws (see https://library.queensu.ca/help-services/copyright-fair-dealing)

5. Readings

Required Books:*

Paul Thomas, Karl Marx and the Anarchists (1980)


Mikhail Bakunin, Statism and Anarchy (1873) (Cambridge University version)

Kropotkin’s Revolutionary Pamphlets: A collection of writing by Peter Kropotkin, translator Roger Baldwin [1927 [1970])

Robert Nozick, Anarchy, State, Utopia (1974)

Maia Ramnath, Decolonizing Anarchism: An Antiauthoritarian History of India’s Liberation Struggle (2011)
John Rapp, *Daoism and Anarchism: Critiques of State Autonomy in Ancient and Modern China* (2012)


* don’t panic about this list. We’ll talk about it the first day of class.

6. Class Organization: the graduate seminar (lite)
You may have noticed that there’s a lot of reading in this course. There’s been a lot of writing about anarchism and its potential theories! We’re getting through the very basics of the Western ‘canon’ (to the degree that such a thing can be considered to exist within anarchist politics) and then branching out to some of the divergent (academic) intellectual rabbit holes.

a. weekly ‘on call’ – each week it will be someone’s turn to be ‘on call,’ meaning they will be responsible rescuing class discussion if it flags, pulling together a one-page (not more than one page) cheat sheet on the readings for that week, and in short being the mini-expert on the readings for that week. Do not expect to be off the hook if it’s not your week to be on-call, but if it is then be double prepared.

c. Q&A – you have the option of emailing questions to me in advance of class. This is not a requirement, but if something occurs to you in advance of class, feel free to email them my way. The questions can be directly relevant to the class readings OR be on more general topics relevant to understanding anarchist politics/political theory. (For example, if you spot something in the news that seems directly on point to class, feel free to shoot it my way to make sure it gets picked up during class discussion. OR! Send it to that week’s discussion leader.)

7. Grading Scheme – Assignments & Assessments
The final grade in the course will be computed using the percentages shown below. For further descriptions of the assignments, see the sections below in this syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class participation</td>
<td>15%</td>
</tr>
<tr>
<td>weekly on-call</td>
<td>10%</td>
</tr>
<tr>
<td>paper proposal &amp; initial bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Initial paper rough draft</td>
<td>15%</td>
</tr>
<tr>
<td>Second paper rough draft</td>
<td>15%</td>
</tr>
<tr>
<td>Research paper</td>
<td>30%</td>
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</table>

8. Grading Method – Numbers In, Letter Out
All elements of this course will receive numerical marks. Your final (letter) grade for the course will be determined by converting your numerical course average into a letter grade in compliance with Queen’s Official Grade Conversion Scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
<th>Queen’s Grade Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Truly exceptional</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Reasonably good</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>Unsatisfactory pass</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
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<tr>
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<tr>
<td>F</td>
<td>49 and below</td>
<td>Unsatisfactory pass</td>
</tr>
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</table>

9. Grading Scheme Components

a. class participation & conduct (15%)

Attendance and participation in seminar are important and will account for 15% of the final grade. Attendance will be taken. To receive full credit for participation, students are expected to attend the entire session. This course is conducted as a seminar, not as a lecture. While I lead the class, the discussion is based on collective effort and all of our inputs and participation. It is therefore imperative that you are prepared for a dynamic class discussion. You are expected to complete all the weekly readings, identify the themes and main arguments, and take note of the weaknesses and criticisms. You need to demonstrate that you have engaged with the texts carefully. Active and substantive participation is important to achieving good grades. Please keep in mind that while participation is strongly encouraged, participation that is disrespectful or unproductive is intolerable.

To this end, this class has a zero-tolerance policy on rude, disrespectful, intolerant, and/or offensive behaviour and/or speech. Students who prove disrespectful or disruptive through their actions and/or speech towards the instructor or other students will be asked to leave. Any of the following will reflect negatively on your participation grade: missing classes, general nonparticipation in or disruption of class, sleeping during class, coming to class late or leaving early, and distracted use of electronic devices.

Laptops are allowed during the presentation time for the purpose of note taking – during discussion time, I expect you to place your laptops away. If you have notes on the readings, it is therefore preferable to print them before class.

Below is a baseline criteria that will be used to determine your in-class participation grade:
<table>
<thead>
<tr>
<th>For a 80-90+ grade range (the A range)</th>
<th>Attendance at 8-11 classes with regular, well-informed contributions to the discussion. Numerical grade is scaled to the quality of the contributions. This includes raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussion, expanding the class’ perspective, and appropriately challenging assumptions, biases, and perspectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the 70-78 grade range (the B range)</td>
<td>Attendance at the 6-7 classes with regular contributions along the lines cited above</td>
</tr>
<tr>
<td>For the 60-69 grade range (the C range)</td>
<td>Attendance at 5 classes with some contributions</td>
</tr>
<tr>
<td>For the 50-59 or F range</td>
<td>Attendance at 4 or fewer classes</td>
</tr>
</tbody>
</table>

Note: The number of classes attended sets the minimum/default grade that you can expect in the course for participation. To move your participation grade “up” from that floor in your attendance/participation category you must make regular contributions to the class discussion of a reasonable quality.

b. weekly on-call (10%)
You will be on deck to field questions from the professor (me) if (when) they hit the blank wall of silence. You will further be responsible for:

a) a one-page summary of the major themes/important points of the readings for that week;

b) preparing a set of questions based on the readings and how they relate to the course;

c) facilitating the discussion.

c. paper proposal & initial bibliography (10%, pass/fail) due week 5 – February 7th
You can’t really fail this one unless you turn in nothing on February 7th (do not do this!) or what you turn in is absolutely not a serious paper proposal. What I expect from you is a one to two-page proposal of what you are thinking of writing on for your final paper on anarchist theory. The paper can be one of three things: an argument piece (ie: Bakunin’s theory sucks & here’s why), an intellectual history (anarcho-capitalism is actually a historically grounded theory & here’s why), or a policy of praxis (this is what anarchists ought to do in the real world & here’s why). Notice in all of these paper types ‘& here’s why’ is a core component. Your papers must be researched & sourced regardless of the type you pick.

d. initial rough draft of paper (15%) due week 8 – February 28th
The initial rough draft of your paper should be treated as a very annotated/extended outline. You should have the general flow, major piece/arguments, and overall argument of your paper at this point. At this point you should have between 25% to 30% of your paper complete.

e. Second rough draft of paper (15%) due week 11 – March 20th
At this point you should between 50% and 75% of your paper complete. Your thesis and the bulk of your argument sections should be done. Your conclusion might not be there and the bridging pieces between arguments might not be there, but the intellectual heavy lifting out to be done at this point.
d. research paper (30%)
As stated above the final project for this course is a paper. You’ve got a choice between a political theory argument paper, an intellectual history paper, or an argument for praxis as explained earlier. The papers should between 5000 and 7000 words.

April 9th is FINAL date for all research papers.

Students may submit papers in the following ways:
a) Hard copy in seminar on the first due date
b) Hard copy in POLS drop box or undergraduate secretary (Mac-Corry C321)

Formatting
All assignments must be submitted using Times New Roman, 12pt font, double-spaced, with 1-inch margins and page numbers. Do not submit a title page. You must include the word count at the end of your paper. Don’t include the bibliography, do include footnotes/endnotes.

Citation Style
I’m style agnostic by and large, except for APA. I hate the APA style, please use literally anything else.

Late Policy:
Assignments that are submitted late will receive 2% penalty per day for up to 7 days, including weekends. After the 7 days assignments will not be accepted and will receive a zero grade.

11. Accessibility
Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Materials in the course are available in an accessible format or with the appropriate communication supports upon request. For further information, please consult:
http://www.queensu.ca/equity/accessibility/policies/statements/accessibility-statement

Course Schedule and Readings

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 10th</th>
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<tbody>
<tr>
<td><strong>Introduction:</strong> Anarchism’s (western) Grandfather - Proudhon</td>
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<tr>
<td>We’ll start with “What Is Property” by Pierre-Joseph Proudhon, generally held to be the first dedicated text on anarchist theory in Western political theory.</td>
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</tr>
<tr>
<td>Readings</td>
<td><strong>Required:</strong></td>
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<tr>
<td>Thomas, Marx and the Anarchists, 1-13</td>
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<tr>
<th>Week 2</th>
<th>January 17th</th>
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<tbody>
<tr>
<td><strong>Proudhon &amp; Marx, the academic brohood that was not to be</strong></td>
<td></td>
</tr>
<tr>
<td>Readings</td>
<td><strong>Required:</strong></td>
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<tr>
<td>Week 3</td>
<td>January 24th</td>
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<tr>
<td><strong>Max Stirner: The Ego and Its Own</strong></td>
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<td><em>We’re actually skipping about 90% of the heavy Hegelian theorizing about the nature of the mind because while it certainly informs Stirner’s anarchist theorizing (and why certain anarchists latched onto Stirner) that intellectual enterprise of Stirner’s is better understood as part of his theorizing on the mind, rather than on property—or what he refers to as “ownness”.</em></td>
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**Readings**

*Required:*

- Stirner, “Ownness” and “The Owner”

*Optional:*

- Thomas, *Marx and the Anarchists*: 123-164

<table>
<thead>
<tr>
<th>Week 4</th>
<th>January 31st</th>
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<tr>
<td><strong>Mikhail Bakunin: Statism and Anarchy</strong></td>
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<tr>
<td><em>Bakunin and his repeated dust-ups with Marx are perhaps some of the best reported and analyzed intellectual disagreements within Western philosophy. This week we’ll meet the man himself.</em></td>
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**Readings**

*Required:*

- Mikhail Bakunin, Statism & Anarchy, 3-26, 26-51, 129-138, 138-143, 177-181, 198-203

*Optional:*

- Thomas, *Marx and the Anarchists*: 280-300, 336-342

<table>
<thead>
<tr>
<th>Week 5</th>
<th>February 7th</th>
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<tr>
<td><strong>Peter Kropotkin</strong></td>
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<tr>
<td><em>As much as I would love to assign The Conquest of Bread, it’s a bit more a critique of communism as envisioned by certain Russian intellectuals than a full articulation of his anarchist theory. So, we’ll be working from his pamphlets.</em></td>
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**Readings**

*Required:*


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<tr>
<th>Week 6</th>
<th>February 14th</th>
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<tr>
<td><strong>Emma Goldman – anarcho-syndicalism</strong></td>
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**DUE!!!**

*Paper Prospectus and initial bibliography*
And now we get out of the late modern period that marks the beginning of anarchist political theory in the West. With Emma Goldman we start considering proliferation of anarcho- (ie, anarcho-communism, anarcho-syndicalism, anarcho-capitalism) movements within the larger umbrella of anarchist politics.

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<tr>
<th>Readings</th>
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**Week 7**  
**February 21st**  
*No Class, Reading Week*

**Reading**  
*NA – start drafting your papers*

**Week 8**  
**February 28th**  
**Anarchists or Libertarians? The question about the an-caps**

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<tr>
<th>Reading</th>
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**Due!!!**  
*Rough draft of paper in class start of class*

**Week 9**  
**March 6th**  
**Decolonizing anarchist theory**  
*Anarchist political theory has a bit of an ethnocentrism problem. Modern anarchist theory has focused not only on decolonizing itself, but also on attempting to wed together anti-colonialism with anarchist praxis.*

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<tr>
<th>Readings</th>
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**Week 10**  
**March 13th**  
**Anarchism & ‘the east’**  
*This week we’ll explore the anarchist undertones in Daoist critiques of the state. We’ll consider how much of what is popular conceived of as ‘anarchist theory’ is culturally contextualized.*

<p>| Readings | Required: |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Anarcha-Indigenism</th>
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<tr>
<td>March 20th</td>
<td>Required Reading:</td>
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<tr>
<td>Alex Khasnabish, “Anarch@-Zapatismo: Anti-Capitalism, Anti-Power, and the Insurgent Imagination.” (ibid)</td>
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<th>Week 12</th>
<th>African Anarchism</th>
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<td>March 27th</td>
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<tr>
<th>Week 13</th>
<th>‘post’ Anarchism</th>
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<td>April 3rd</td>
<td>Required:</td>
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* DUE!! *Your final paper is due April 9th by 4:30pm in the pol studies drop box*
POLS 456: Debates in Contemporary Political Thought: Theorizing Identity
WINTER 2020

INSTRUCTOR: Eleanor MacDonald
E-MAIL ADDRESS: macdone@queensu.ca
OFFICE LOCATION: C430 or C320 MacCorry
COURSE HOURS: Mondays, 8:30 – 11:30
CLASSROOM: M-C D405
OFFICE HOURS: Tuesdays, 2:30 – 3:30 or by appointment

Acknowledgement of Territory

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

In this course, we acknowledge this history and the impact of colonialism on these peoples and this land. We do so through the inclusion of authors who reflect on these issues, and through raising these issues and their broader implications for the study of identity politics.

Academic integrity

Academic integrity comprises the five core fundamental values of honesty, trust, fairness, respect and responsibility (http://www.academicintegrity.org/ica/home.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar: see Academic Regulation 1 (http://www.queensu.ca/artsci/academic-calendars/regulations/academic-
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Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in this course. This material shall not be distributed or disseminated to anyone other than students registered in this course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Students with Disabilities

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) office (formerly the Disability Services Office) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services.

Preferred Name and OnQ/Class lists:

If you have a preferred name that you wish to appear in onQ and on classlists, you can make this change by logging into SOLUS. Please follow these steps: Log into SOLUS; Click
Choose ‘Preferred’ from the ‘Name Type’ drop down menu; Enter in preferred name and click ‘Save’.

Please allow 24-48 hours for this preferred name to be registered within the system.

**Accommodations Statement**

http://www.queensu.ca/equity/accessibility/policystatements/accommodation-statement

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http://www.queensu.ca/studentwellness/accessibility-services/

**Academic Considerations for Students in Extenuating Circumstances**

The **Senate Policy on Academic Consideration for Students in Extenuating Circumstances** was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at:

http://www.queensu.ca/artsci/accommodations.

Students in other Faculties and Schools should refer to the protocol for their home Faculty.

**GRADING SCHEME:**

All components of this course will receive letter grades, which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale. Here are both scales:

<table>
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<tr>
<th>Arts &amp; Science Letter Grade Input Scheme</th>
<th>Queen’s Official Grade Conversion Scale</th>
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<td>Assignment</td>
<td>Numerical value for calculation of final mark</td>
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| Assignment | Numerical value for calculation of final mark | Grade | Numerical Course Average (Range) | Descriptor |
### COURSE INFORMATION

#### Course Description

Whether we are discussing rising populism in the electoral victories of authoritarian governments, the Black Lives Matter & #MeToo movements, the differential impacts of climate change, or, really, most if not all of the political issues of our times, we quickly encounter “identities” as political phenomena. There are numerous ways to think about identities – as social categories, as subjective experiences, as discursive productions, as economically and politically derived. In this course, we study a range of ways of theorizing identity, including Marxist, Foucauldian, psychoanalytic, anti-racist, feminist, queer, and indigenous theories. We also look at a range of identities: class, gender, race, sexuality, and indigeneity among others. In thinking about identity, this course is primarily concerned with identity politics that challenges oppression based on identity categories. Thus, the question of what identities are, is inseparable from questions of power and oppression, and their bases in economic, legal, cultural and political structures, institutions, discourses and practices. As well, the experience(s) of being/having identity need to be considered in various dimensions, as subjective, emotional, psychic, interrelational, and movement based. Identity can be both unifying and divisive, oriented to agency or debilitating to political action. This course views theorizing identity as a route to thinking about social justice questions and movement activism, and as a prism through which to understand many of the significant questions of contemporary social and political thought.
Course Format

The course meets weekly for a three hour seminar. The seminars are discussion-focused, and are intended to maximize the opportunities for students to learn from and with each other. From time to time, there may be brief lectures on some topics. The seminars will also include presentations (on essay topics) and small group work.

Course Objectives:

- to become familiar with a variety of theoretical approaches to understanding identity politics, including developing conceptual vocabulary accompanying the different approaches
- to become familiar with a range of identity politics issues and historical events that inform this theoretical work
- to develop critical intellectual skills involved in comparing and contrasting the political implications of different theoretical understandings of the self, subjectivity and identity
- to practice advanced skills in reading, writing, listening and speaking
- to learn the skills involved in developing an engaging, supportive and challenging intellectual community
- to reflect upon one’s own experiences of identity, privilege, oppression, difference, normalcy, etc, and to interrogate the relationship of those experiences to conceptions of justice and political activity

Assignments:

1. **Class participation:** Students will be expected to do all reading prior to the class, and to come prepared for class discussion on the readings. Please come to seminars prepared with comments and questions about the text(s) assigned for each week. Our abiding assumption is that we will learn the most from each other, if everyone participates roughly equally. Ideally, everyone should make the effort to include others, to acknowledge the contribution of others, and to develop both listening and speaking skills. The use of any jargon should be minimized, and students should avoid interrupting each other or dominating the conversation.

   Over the course of the term, we will develop shared vocabularies as we work together on concepts and theories. The hope is to create a genuine intellectual community of people who are keen to understand the different aspects of identity politics, and the different ways in which identities may be theorized. There will, no doubt, be a range of views on this. You should use the readings and the discussion to develop your views; you will, if you attend to it, also witness the intellectual development of your peers.

   The seminar functions best if students do not take notes on their computers, but instead engage in discussion, listening attentively and contributing in both small group and whole class discussions. You may wish to jot down some ideas, but the seminar is intended to be a place for sharing ideas, for open and interested discussion, for thinking and responding. You may wish to take a few handwritten notes during the seminar, and then spend time after class making a more comprehensive record of what has transpired.
2. **Seminar facilitation:** Each student will be assigned to a small group of two or three students, who will together facilitate one of the seminar weeks. Seminar facilitation will be assigned during the first class of the term. This will require a more intensive prior reading of the material, the preparation of discussion topics to focus class discussion, and the introduction of these topics or questions to the class. Seminar facilitation involves the skill of planning and structuring the discussion, including managing time to ensure that all materials are discussed. It also involves chairing the discussion. **In no case does it involve summarizing the material to the class.** It is strongly advised that the students contact the professor in the week prior to the seminar to present and review their facilitation plan.

3. **Critical questions for workbook:** As lead-up to seminar facilitation, together with the other members of their facilitation group, students are required to prepare a set of three or four questions for reflection and writing in students’ course workbooks. These are to be sent to the course instructor who will post them on the course discussion board. The instructor may also add one or more additional questions to direct student reflection and writing. Questions are due on the Wednesday before the relevant seminar, before 4 p.m. Questions will be posted to the whole class by Friday morning at 9 a.m. One helpful piece of writing on preparing questions for discussing theory can be found in this document by Kyla Wazana Tompkins. Her advice is especially helpful for thinking about seminar facilitation, but is also useful for preparation for the work of the course in general: “We Aren’t Here to Learn What We Already Know” - http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/

Please don’t be intimidated by Tompkins’ standards. They are quite high. Nevertheless, I thought you would find her insights useful when thinking about these readings, and also thinking about the course in general.

4. **Course workbook:** Each week from week 2 through week 11, a number of questions will be posted on our course onQ site. These will have been prepared by the facilitators for that week and by the instructor. They will be available before 9 a.m. on the Friday morning prior to the relevant seminar. Over the course of the term, each student is to provide written responses (approximately 500 words per question) to either sixteen or twenty-two of these questions in a course “workbook.” (The minimum requirement of 16 is for students who choose the “essay” option; the minimum requirement of 22 is for students who choose the “exam” option. No more than three of these workbook entries is permitted in any given week, and at least eight entries must be made prior to the February Reading Break.

The course “workbooks” can be found on-line on the onQ site. In addition to your answers/reflections on the questions, you may also wish to add some of your own questions or thoughts about the readings and topic for that week. In other words, feel free to use the workbook as a workbook, to write down ideas, questions, and comments on the readings or seminars.

From a technical point of view, the workbook requires you to “upload” on a weekly basis, rather than to write text directly into it. So, keep a word document of your responses of your workbook submission, and when you are ready to upload your workbook entries for the week, go to the relevant tab on the onQ site, and upload it there. (The preferred format for uploading is as a “Word” document.)
The instructor has access to your workbook, but other students in the class do not. (If you wish to communicate with other students, please use the on-line discussion board.)

While your writing style in the workbook may be less formal than a standard academic essay, the expectation is that your workbook submissions will nonetheless be interesting and worthwhile pieces of writing, and offer good demonstrations of your writing skills. They should be edited for grammar, spelling, and general clarity. They offer an opportunity to experiment with different writing styles and ways to approach communicating your ideas. (Students may wish to note, when thinking about writing political theory, the wide variety of writing styles represented in the course readings.)

The workbook responses are due before 8:00 a.m. on Mondays -- the day of the seminar, and will only be considered toward the final grade if submitted before this time. The reason for this restriction is that a principal purpose of the written preparation of these workbooks is to prepare students for the discussion, and to elevate the level of discussion in the seminar.

A final version of the workbook is due, in print, on April 1st at our last seminar. Students should compile all of their workbook entries into one document.

5. Final Exam or Final Essay: Students have a choice between submitting a final essay in the course or writing a final three-hour exam. (Please note the implications of each for the number of workbook entries that are required.)

Final essays will be approximately 4000 words. They must be related to the course material, which is to say that they are expected to tackle questions related to the themes of identity, oppression, and social justice, and to make use of some of the theoretical material covered in the course. The essay should be based on a research question that links the topics, readings and discussions in the course to an identity-based political movement. It may take some time to land on a suitable topic, so I encourage you to start thinking about the possibilities early in the course.

If you are choosing this option, by March 1st, you should provide the instructor with a one-page summary of your research question, and with a bibliography (of approximately eight sources). The final essay is due on April 10th.

The final exam will be in the final exam period and scheduled by the Exams Office. There will be some choice of questions, and the exam will assume knowledge of the readings in the course and the seminar topics and discussion points.

Marking scheme:

Course participation (attendance, preparation, and engagement in discussions): 10
Seminar Facilitation (including preparation of workbook questions): 15
Workbook (based on either 15 or 20 entries) due April 1st: 40
Final exam or Final Essay: 35
**Weekly Topics and Readings**

All readings are either available in e-journals or e-books in the Queen’s library system, or on-line (where links are provided) or they will be made available on the course onQ site. If you ever have difficulties getting access to a reading, please contact me as soon as possible, so that I can rectify this for you and for the rest of the class.

Although each week has a particular topic as its focus, many of the readings for that topic could easily have been included under one or even many other topics. The topics themselves tend to merge with one another, and new insights can be developed from thinking across and between the topics that cover different weeks. I encourage you to keep this in mind when you are doing each week’s readings, as well as when you are writing workbook entries.

The readings are frequently difficult and often presume prior knowledge of theoretical material, historical context, and of other authors and debates. It is impossible to avoid this at this level of study. I understand that this can be intimidating. It is best to persevere, and to get what you are able to out of the readings, while acknowledging that there is much you may miss, particularly on first or second reading. Make a note of what you don’t understand, or of what you find perplexing or concerning. The purpose of the seminar is to create a conversation about these readings and topics in which students are encouraged to ask questions, as well as to express confusion or concern. You are not expected to be experts on the readings, only to have read them and to be prepared to engage in discussion. It is very likely that other students in the class will share some of the same confusion or questions that you have.

The theoretical work in the field of identity politics is itself, nearly entirely, “within” identity politics. That is, while there are analyses of identity politics from positions of neutrality and even hostility, this scholarship is not reflected in the theoretical literature offered here, nor is it characteristic of identity politics theorizing. What we read in this course are the contributions of people who are impassioned about progressive social change, and concerned with ending the injustices that are based in oppression of people on the basis of their identity. Identities are both felt as unjust, and yet felt as a source of strength for overcoming injustice, and this ambivalence is a tension that many of the readings discuss. Following Marx’s edict in the 11th Thesis on Feuerbach, the purpose of philosophy “is not to understand the world, but to change it.” These works need to be read in this light. (Another variation on this is Stuart Hall’s remark that “theory is only a detour on the way to something more important.” It is important to take a good detour, but it is also important to remind oneself, periodically, that we are theorizing in order actually to get to where it is possible to do something differently whether that be our politics, our research, or our lives.)

There is an abundance of material on the topic of identity, and numerous theoretical positions that can be taken. There are also many different identities that can be considered. One of the insights I have gained from working with this material is that, while there are obvious efforts to develop theoretical models that are applicable to multiple identities, all identity categories (including -- and perhaps especially -- intersectional categories) have unique aspects and insights into social justice concerns and struggles. The specificity of an identity frequently
resists theoretical generalizations. For this rendition of this course, the theoretical models we will be considering include the following: Marxist theory, psychoanalytic theory, indigenous decolonization theory, anti-racist theory, feminist theory, queer theory, postmodern theory, Foucauldian theory, and post-positivist/critical realist theory. For the most part readings focus on gender, race, class, sexuality, and/or indigeneity. Students are welcome to introduce other identity considerations into discussions or develop them in their written work.

Please note that some readings may be removed and/or replaced by others. The syllabus is (always) a document in process.

**Throughout the course: news information and historical background**

Students should stay apprised and informed, if possible, of current events that relate to the topics of the course. Students may wish to follow mainstream reputable news sources to develop their knowledge of identity politics issues. These might include *The Globe and Mail*, *New York Times*, the *Washington Post*, and the *Guardian*. Listening directly to the voices of people in identity politics movements is also extremely important. One way of doing so is to find and follow blogs and websites of movement activists and intellectuals. Another way to stay informed is through viewing documentaries (e.g. “The 13th”, “Kahnestake”, “I Am Not Your Negro”, “The Stuart Hall Project”) or podcasts. Recently, there activist course reading lists have also emerged that provide relevant and timely insights by activists into their own movements. See, for example, the Standing Rock syllabus ([https://nycstandwithstandingrock.wordpress.com/standingrocksyllabus/](https://nycstandwithstandingrock.wordpress.com/standingrocksyllabus/)) and the Black Lives Matter syllabus ([http://www.blacklivesmattersyllabus.com/](http://www.blacklivesmattersyllabus.com/)).

**SEMINAR TOPICS AND READING REQUIREMENTS**

**Week 1 (January 6) Introduction**  No readings assigned. Brief introduction to the topic, and discussion of expectations and requirements for the seminars. Seminar facilitation is assigned to students.

**Week 2 (January 13) What is identity politics?**


[http://www.hu.mtu.edu/~jdslack/readings/CSReadings/Hall_Old_and_New_Identities_Ethnicities.pdf](http://www.hu.mtu.edu/~jdslack/readings/CSReadings/Hall_Old_and_New_Identities_Ethnicities.pdf)


Carol Hanisch, “The Personal is Political” (the original article plus author’s commentary): [http://carolhanisch.org/CHwritings/PIP.html](http://carolhanisch.org/CHwritings/PIP.html)

**Week 3 (January 20) Marxism: Capitalism, exploitation, alienation, class & other identities**

Marx, Karl. Selections from *The Marx/Engels Reader*:
- “Marx on the History of His Opinions” pp. 3 – 6
- “Estranged Labour” from *The Economic and Philosophic Manuscripts of 1844* pp. 70 – 81
- “Wage Labour and Capital” pp. 203– 217
- “The Fetishism of Commodities and the Secret Thereof” from *Capital Volume 1*, pp. 302 – 329

Coulthard, Glenn. “For Our Nations to Live, Capitalism Must Die”
[https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/](https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/)


**Week 4 (January 27) Psychoanalytic framework – identity and psyche**


**Week 5 (February 3) Postcolonial and indigenous identities: the challenges of decolonization**

Leanne Simpson, *As We Have Always Done*, Chapter 2 “Kwe as Resurgent Method” & “Land as Pedagogy”


**Week 6 (February 10) Anti-racist theory**

Patricia Williams, “The Pain of Word Bondage” and “On Being an Object of Property” both in *The Alchemy of Race and Rights*


Michael Omi and Howard Winant, “The Theoretical Status of the Concept of Race”, Chapter 1 in *Race, Identity and Representation in Education*, edited by McCarthy Crichlow, Dimitriadis and Dolby, 2005, pp. 3 - 12

**FEBRUARY 17: READING BREAK – NO CLASS**

**Week 7 (February 24) Foucault, discourse, and subjectivity**

Method (pages 92-102) and Domain (pages 102 – 104)

Foucault, Michel. “The Subject and Power” *Critical Inquiry* Summer 1982, Volume 8, No. 4


**Week 8 (March 2)  Postmodern theory**


**Week 9 (March 9)  Queer Theories**


Sedgwick, Eve Kosefsky. *Epistemology of the Closet*, p. 1 - 63 (focus especially on pp 22 forward)


**Week 10 (March 16): Responding to the Postmodern Challenge: Identities Revisited**


Steven Seidman, “Deconstructing Queer Theory or the Under-Theorization of the Social and the Ethical”, *Social Postmodernism: Beyond Identity Politics*, (ed.Linda Nicholson and Steven Seidman)

**Week 11 (March 23): Identities and Social Movements**


Mani, Lata. “We Inter are: Identity Politics & #MeToo” *Feminist Review*, Volume: 122 issue: 1, page(s): 198-204 (Article first published online: September 23, 2019; Issue published: July 1, 2019)


**Week 12 (April 1): Course overview and wrap-up. Workbooks due.**
POLS 466
Politics of War in Africa
Fall 2019
Monday 11:30-14:30
Room Mac-Corry C508

Instructor: Dr. Yolande Bouka
Email address: yolande.bouka@queensu.edu
Office location: Mac-Corry C425
Student hours: Monday 14:30-16:00

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Students who feel that there are reasons to have their grades reviewed should follow the steps set out in the Faculty of Arts and Science’s Regulation 11, “Review of Grades and Examinations” (http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-11).

Copyright of Course Materials
This material is copyrighted and is for the sole use of students registered in this course. This material shall not be distributed or disseminated to anyone other than students registered in this course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.
Course Description

This seminar aims to challenge popular understanding of African conflicts. It will introduce students to the political dimensions of violent conflict in Africa. It will provide a survey of international politics and foreign policy imperatives in Africa that impact peace and war making on the continent. It will examine and test various international relations theories through the analysis of concrete historical and contemporary cases. The course will center African actors’ agency in global politics through major historical formations that inform current transformations in African peace and security landscape. It will examine how African political leaders navigate increasingly complex regional international environments. Some of the themes addressed will include the legacies of the Cold War; economic constraints and opportunities; neighboring states domestic and foreign policies; the increasing prominence of non-state actors in Africa’s international political and security arena; and the role of various continental and regional organizations in conflict management.

Course Goals

This course aims

• To provide students with an intensive introduction to the broad structures and processes of international politics and foreign policy in Africa;
• To promote critical engagement with a wide range of theoretical and policy literature in African conflict;
• To encourage reflection on popular representation of African politics and development;
• To examine and emphasize African agency in international relations;
• To further students’ research and writing skills to presenting arguments in a clear and concise fashion.

Learning Outcomes

At the end of this course, students should be able to:

• To develop theoretically and contextually grounded knowledge of politics of war, both within and between African states.
• To demonstrate knowledge of several salient cases of conflicts and peace processes in recent African history.
• To better understand the variety of political and security challenges in Africa;
• To apply critical reading and writing skills.

Required Texts/Audio/Visual:

• Marie Beatrice Umutesi. Surviving the Slaughter
• Articles and chapters available on onQ
• Listed podcasts and documentaries
Course Schedule:

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sept 9</td>
<td>Introduction and Key Concepts</td>
</tr>
<tr>
<td>2.</td>
<td>Sept 16</td>
<td>IR and Understanding the Modern African State</td>
</tr>
<tr>
<td>3.</td>
<td>Sept 23</td>
<td>Military History and Colonial Violence</td>
</tr>
<tr>
<td>4.</td>
<td>Sept 30</td>
<td>The Cold War</td>
</tr>
<tr>
<td>5.</td>
<td>Oct 7</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>6.</td>
<td>Oct 14</td>
<td>Neopatronialism, State Failure and Insurgencies</td>
</tr>
<tr>
<td>7.</td>
<td>Oct 21</td>
<td>Political Economy of War</td>
</tr>
<tr>
<td>8.</td>
<td>Oct 28</td>
<td>Gender and Violence</td>
</tr>
<tr>
<td>9.</td>
<td>Nov 4</td>
<td>Identity and Violence [Class to be rescheduled]</td>
</tr>
<tr>
<td>11.</td>
<td>Nov 18</td>
<td>Regionalization of Conflict and Intervention</td>
</tr>
<tr>
<td>12.</td>
<td>Nov 25</td>
<td>Ending Wars and Keeping the Peace</td>
</tr>
</tbody>
</table>

Course Assessment

- Attendance and Participation: 15%
- Introduction/Facilitation: 20%
- Reading journals (5): 10%
- Creative book review: 20% [OCTOBER 21]
- Final group paper: 35% [DECEMBER 6]

1. Attendance and participation (15 percent)

Thoughtful participation is crucial to the success of any seminar. A grade will be given based on the level and quality of participation and contribution reflected in engagement with the reading and subject. Each class you are expected to come prepared to discuss the contributions of each author/reading to our understanding of the subject.

At the end of every class, you will be asked to fill out a sheet with a short question that reflects on some aspect of our discussion. In addition to serving as a record of your attendance, the participation sheet is also a vehicle that you can use to add any additional comments that you may have not had a chance to make during our discussion. Here are the baseline criteria that will be used to determine your in-class participation grade.

To be eligible for a grade in the 80-90+ range:

- Attendance at 8-10 classes with regular, well-informed contributions to the discussions. Numerical grade is scaled to the thoughtfulness of contributions. This includes raising substantive questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’
perspective, and appropriately challenging assumptions and perspectives.

<table>
<thead>
<tr>
<th>To be eligible for a grade in the 70-79</th>
<th>Attendance at 6-7 classes with regular contributions alone the lines cited above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be eligible for a grade in the 60-69 range</td>
<td>Attendance at 5 classes with some contributions</td>
</tr>
<tr>
<td>50-59 or below 50</td>
<td>Attendance at 4 or fewer classes.</td>
</tr>
</tbody>
</table>

Note: The number of classes attended established the minimum/default grade you can expect in the course. To move your participation grade “up” from the minimum grade in your attendance category, you must make regular and substantive contributions to the class and group discussions and activities.

2. Introduction and Facilitation of Class Topic (20 percent)

Early in the term you will be paired with another student and will be assigned one week to introduce and facilitate the class topic based on the readings for that week. The aim is to identify major themes and to get the discussion started. Together, you will make a short presentation of the readings, using the “pecha kucha” method to introduce the main ideas from the readings and help make sense of these ideas and/or questions and reflections the readings raised. You will then facilitate a 35-minute discussion on the reading for the week. The discussion should explore points of agreements and disagreements and points of connection with other themes of the course in addition to exploring historical or present-day examples/events to illustrate the concepts of that week’s theme.

You are asked to provide me with a copy of the presentation, your plan for discussion facilitation (i.e. discussion questions, topic emphasis, examples raised, etc.). The introduction and facilitation will be evaluated based on: the clarity of ideas presented and linkage to the course material/discussions; thoughtfulness and coherence in the design and how you engage the class in the topic.

3. OnQ Reading Journal (20 percent)

In this course we will treat writing as a tool for learning rather than a measurement of what you already know. The heart of this enterprise will be your reading journal. In it you will respond to assigned readings, ask questions, develop your own perspectives, and engage in dialogues of ideas with your classmates. This journaling exercise also aims to encourage you to think critically about the evolution and current status of political and security developments in various African contexts. The point is to have you actively engage with texts so you can clearly articulate their arguments and your response to them. If you apply consistent effort to journal writing assignments, you will grow more comfortable and competent as a critical thinker and writer in the course of the semester. Each week, your journal entry will engage with and reflect on the readings for that week. Your entries should include your own thoughts and reflections on the topic, not simply describe the reading.

As this assignment is in a journaling format, you may use the first-person pronoun (Example: As I listened to the podcast, I was truck by…). You should write in complete sentences (no bullet points or outlines). DO NOT COPY directly from your sources. Cite your source (s) at
the end of your work and include URL addresses. Include your word count at the beginning or at the end of your submission.

A total of five (5) weekly journal entries should be submitted, starting on the second week of class. Each weekly entry must be submitted online in our onQ course site no later than Sunday, 7:00PM (the day before our Monday class) to be eligible for an A range grade. Late assignments will be graded with a late penalty. Your submission and insight will contribute to the basis of our class discussion and as such, I need enough time to incorporate them into our session. As such, no submission will be accepted after 11:30am on Monday.

JOURNAL SUBMISSION SCHEDULE – Due date fall on the day BEFORE our class meeting. You must submit at least 5 entries.

<table>
<thead>
<tr>
<th>Journal Submission</th>
<th>Due date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sunday, Sept. 15 by 7:00PM</td>
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<tr>
<td>2</td>
<td>Sunday, Sept. 22 by 7:00PM</td>
</tr>
<tr>
<td>3</td>
<td>Sunday, Sept. 29 by 7:00PM</td>
</tr>
<tr>
<td>4</td>
<td>Sunday, Oct. 6 by 7:00PM</td>
</tr>
<tr>
<td>5</td>
<td>No submission on Sunday, Oct. 14</td>
</tr>
<tr>
<td>6</td>
<td>Sunday, Oct 20 by 7:00PM</td>
</tr>
<tr>
<td>7</td>
<td>Sunday, Oct. 27 by 7:00PM</td>
</tr>
<tr>
<td>8</td>
<td>Sunday, Nov. 3 by 7:00PM</td>
</tr>
<tr>
<td>9</td>
<td>Sunday, Nov. 10 by 7:00PM [to be rescheduled]</td>
</tr>
<tr>
<td>10</td>
<td>Sunday, Nov. 17 by 7:00PM</td>
</tr>
</tbody>
</table>

4. Creative Book Review (20%) – Due October 21
Novels provide an excellent gateway to how people live during and after war. Because we are focusing on conflict dynamics in the Great Lakes Region, for your assignment you will be asked to read Surviving the Slaughter by Beatrice Umutesi. Your book review should consist of a creative way to offer a summary and most importantly an analysis of the content of the book. The summary should highlights of the major arguments, features, trends, concepts, themes, ideas, and characteristics of the book. While you may use direct quotes from the book (make sure you always give the page number), such quotes should not be the bulk of the summary. Much of your grade will depend on how well you describe and explain the material in your own words/images. Then you need to offer an analysis of the book. Offer yours thoughts, responses, and reactions to the book and relate its content to the themes we will have discusses so far in the class. Create a medium for someone who has never heard of the book and is trying to decide whether to read it to understand the dynamics of conflict in the Great Lakes Region. Here are some ideas:

- Graphic novella
- Mind-map
- Power-point slide deck
- Audio/Video/TV interview
- Photo essay
- Poster
In assigning a grade, I will look at the level of creativity involved in the presentation of the information. I will assess the quality of synopsis. Finally, I will evaluate analytical and normative assessment of the themes of the books and who well you able to link the novel with topics we will have covered in class.

5. Final Group Paper (35 percent)

Throughout the course, we will be thinking about the ways in which domestic and foreign politics impacts the emergence and trajectory of war in Africa. For your final assignment, you will be paired with another student to work on an empirical research paper on an African conflict, past or present, and analyze the dynamics of said conflict. In addition to a brief history of the conflict and its actors, you will need to assess how the theories we will have discusses contribute (or not) to understanding the conflict. Be sure to address at least two distinct theories with respect to the conflict you have chosen, even if you decide to dismiss them as explanations. This paper should draw on our class readings and additional research for your empirical evidence. Your paper will be assessed in terms of how well it incorporates the evidence of your research into a set of overarching arguments. Quality of writing is an equally important component in this assessment. Write your arguments in your own words to minimize the use of direct quotation.

a) Topic proposal: One page description of proposed topic, country of interest, and approach (ungraded – but a 5% penalty on the entire assignment will be imposed this proposal is not submitted)
   • One page double-spaced, 12-pt font, one-inch margins
   • Submitted to onQ by September 27th, at 5pm.
   • Saved in Words as POLS466_FirstAuthorLastName_SecondAuthorLastName_Proposal
   • Containing your names, course code and date at the top of page 1.
   • Written in full paragraphs (no bullet points) in a simple, accessible, concise, and formal language.

b) Annotated bibliography: On your chosen topic, with a minimum of 20 new sources. (10/35 points)
   • Go to the Student Academic Success Service to see the format of annotated bibliography: https://sass.queensu.ca/onlineresource/topics/annotated-bibliography/
   • Submitted to onQ by November 1st, 2019 at 5pm.
   • Saved in Words as POLS466_FirstAuthorLastName_SecondAuthorLastName_Proposal
   • Containing your names, course code and date at the top of page 1.
   • Written in a simple, accessible, concise, and formal language.

c) Final paper (25/35 points)
   • Between 15-20 pages (not including endnotes), 12-pt font, one-inch margins
   • Peer-review on November 25 (bring 2 hard copies)
• Preparation and participation
The success of the seminar depends on the participant’s thorough preparation and willingness to engage in open and respectful discussion grounded in thoughtful engagement of assigned texts. At a minimum, all participants are expected to: attend every seminar; have read all of the assigned texts for that seminar; post a comment on the texts prior to class, and be prepared to critically discuss those texts and their broader implications in class. Through participation in seminar discussion, each person refines her/his/their own understanding of the material, helps others to think them through, and practices valuable analytic and communication skills. Our goal in the classroom is collaborative learning and the exchange of ideas. To achieve this, come to each class prepared with what you believe are the central arguments, concepts and ideas of each reading, how they relate to the others and to your own work, and how they relate to the overall themes of the class. Come to class prepared and engaged. Print out the readings and your reading reflections so you can refer to them during class.

• Respectful listening
We will have differences of opinion and varying ways of learning and engaging with material. I ask that we listen to and learn with each other respectfully, and we can come to an agreement the first class on how.

• Decolonial approach
This course deals specifically international relations in Africa. This requires us to adopt an Afro-centric approach to world politics. This will take lots of effort and critical thinking about the world (and our place in it). To engage in this challenging task, I ask us all to adopt a “learning mode.” This means that we humbly and charitably listen to others and remember that everyone is learning. We do not have the same level of exposure and experience with African politics. We all have blind spots (I know I do!). Try to meet people where they are at when you challenge them (and we should challenge each other!). When you are hurt or angry, I ask you to (try to) continue to engage. I am here to support you and help you through this challenging semester. Be generous and please don’t give up on each other.

Moreover, on a class on Africa (or any other class for that matter), we must all seriously reflect on the ways in which our language and behavior can marginalize others. There is never any place for homophobic, sexist, racist, or otherwise degrading and threatening language and behavior. This does not require you to stay clear of
controversial or divisive issues; quite the contrary, in fact! Our classroom should be a productive environment to discuss controversial and sometimes painful subject matters in a thoughtful way.

**Policies**

**Cell phones and laptops**

All phones and laptops must be turned off/silenced and put away unless otherwise indicated. Laptop use undermines classroom participation. For this reason, I ask students not to use computers in class, unless you have a specific learning need you have discussed with me in advance. I encourage you to take notes with pen and paper, and then type these up/take photos after class if you want a record of notes. Please refrain from using social media during class unless specifically instructed to do so.

**Grades**

All components of this course will receive numerical grades, which will be converted at the end of the course into a letter grade according to the University’s conversion rules, which are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Communications**

The course relies on onQ as the main tool of communication. This syllabus, announcements, assignments, and other course materials will be posted and submitted on onQ. Readings will be available electronically via the library reserve system, unless stated otherwise. Should there be any changes and/or additions, they will be posted on onQ. There, it is very important that
you a) set up a onQ notification system, so they you are aware of new postings; an b) check the course site regularly.

As with all university-level courses, if you have questions about the course content, processes or assignments, they should begin by consulting the syllabus and onQ. If you still need help, you are welcome to visit me during student hours, or before or after class. You are also welcome to email me short questions, but note that it may take up to 48 hours to respond.

**Deadlines:**

All assignments should be submitted on time. Computer problems, forgetfulness, conflicts with social events, etc., do not qualify. Save and print your work regularly as you write. Problems with technology are not an acceptable reason for late work. Late papers will be penalized 10% of the grade per working day.

### Week 1 – Introduction and Key Concepts

- Yolande Bouka. 2018. “Wakanda, Afrofuturism, and Decolonizing International Relations Scholarship.” *Political Violence @ Glance*
- Abdou Rahim Lema. 2019. "*Getting the Story Right.*" *Africa is a Country*
- Williams, Chapters 1 and 2

### Week 2 – IR and Understanding the Modern African State


### Week 3 – African Military History and Colonial Violence

• Vandervort, Bruce. War of Imperial Conquest in Africa, 1830-1914, Chapter 4: Flood Tide
• Reid, Richard J. Warfare in African History. Chapter 3

Recommended
• Heywood, Linda M. Njinga of Angola: Africa’s Warrior Queen, Chapter 5: Warfare and Diplomacy
• Watch The Burma Boy (YouTube)

Week 4 – The Cold War

• Roessler, Philip, and Harry Verhoeven. When Comrades go to War. Chapter 2: Liberation, Counter-Revolution and War.

Week 5 – Neopatronialism, State Failure and Insurgencies

• Williams, Chapter 3.
• Reyntjens, Chapter 1
Week 6 – Political Economy of War

- Collier, Paul; Sambanis, Nicholas (eds). 2005. Understanding Civil Wars: Evidence and Analysis: Vol 1 - Africa. Washington: The World Bank. Chapter 1 + one of the case-study chapters of your own choosing (focus on the African conflict you most want to learn about, and make sure you look only at the chapters in volume 1).
- Williams, Chapter 4
- Reyntjens, Chapter 2
- Lauren Wolfe. 2015. How Dodd-Frank is Failing Congo. Foreign Policy

Week 7 – Gender and Violence

- Reyntjens, Chapter 3

Recommended

- Listen to podcast: 2. Rita Lopidia – South Sudan. Women in Conflict.

Week 8 – Identity and Violence

- Williams, Chapter 6 and 7
- Reyntjens, Chapter 4

Week 9 – Micro Dynamics of Violence

- Reyntjens, Chapter 5


**Week 10 – Regionalization of Conflict and Intervention**

• Reyntjens, Chapter 7

**Week 11 – Ending Wars and Keeping the Peace**

• Williams, Chapters 9 and 10
• Reyntjens, Chapter 8

12
Professor: M. Shobhana Xavier, PhD
Email address: shobhana.xavier@queensu.ca
Course Lectures: Tuesdays 8:30am to 10:30am
Room: Theological Hall AUD
Professor Xavier’s Office: 412 Theological Hall
Professor Xavier’s Office hours: Tuesdays 11:30am to 12:30pm and by appointment.

Tutorials: Tuesdays 10:30am to 11:30am

Teaching Assistants:

Sam MacLennan
s.maclennan@queensu.ca

Stephanie Nijhuis
stephanie.nijhuis@queensu.ca

Jennifer LeBlanc
19jill2@queensu.ca

Isaac White
19imtw@queensu.ca

This Course is on OnQ site. Please ensure you check it regularly, as I use this to communicate with you. Additional readings can also be accessed through this course site as well.

** Use of Technology: ** The use of technology is not permitted during class time (i.e., cellphones, iPhone watches, and laptops etc.), unless these technologies are directly aiding your learning process, in which case you must inform me of this educational requirement at the beginning of the semester. Otherwise, these technologies are distracting to your peers and your instructor. I will ask you to leave the class if you are using these technologies. If you need to use such technology, please do step out and return to the class when you are done.

Course Description

This course will identify and describe characteristics of religion as they appear in popular culture (e.g. comics; movies; music; sitcoms; social media; sports) and analyze how such depictions present, shape, and create perceptions of religion in public discourse. In exploring the presentation of religion in popular culture, we will engage with indigenous traditions, the Nation of Gods and Earth (5%ers), Sufism, Islam, and Hinduism, as well as much more.
Intended Student Learning Outcomes:
Ideally, at the end of the semester, students will demonstrate an ability to:

1. articulate what religious studies is as a study and discipline

2. comfortably discuss religious traditions that appear in popular culture using religious studies terminologies and approaches.

3. practice religious studies-specific critical writing, reading, and thinking skills.

4. make acute connections between culture and aesthetics; between texts and contexts, between ideology and representations, and between individuals and communities.

Required Texts:

Religion and Popular Culture by Chris Klassen, available as an online text as well.

Ms. Marvel Vol. 1: No Normal

Netflix

Additional readings posted to OnQ as PDF.

Course Requirements

1. Attendance in Tutorials: 10%
2. Engaged Participation in Tutorials: 10%
3. In lecture Unannounced Quizzes (3 (out of 4)) quizzes at 5% each): 15%
4. The Matrix Film Review 2-3 page analysis: 10%
5. In lecture mid-term examination: 20%
6. Ms. Marvel Comic Analysis 2-4 page analysis: 15%
7. Test 20%

1. Attendance in Tutorials: Regularly weekly attendance is mandatory for this course, especially for your tutorial sessions. Attendance requires you to arrive on time and remain present for the whole session. Your tutorial leader will maintain an attendance record for the semester. This will be assessed on an ongoing basis by your teaching assistant and will be worth 5% of your final grade.

2. Regular active participation in tutorial is based on critical and thoughtful engagement in class discussions and small-group activities throughout the term in your tutorial groups. Your consistent engagement throughout the term will be worth 10% of your final grade. Your individual teaching assistant will assess you on this particular grade.
3. **In Lecture Unannounced Quizzes (3 out of 4):** Throughout the semester there will be in lecture unannounced quizzes. These quizzes will consist of multiple choice, matching, and fill in the blank options. These quizzes will be unannounced and take place at the last 15 minutes of lecture. There will be no make-up options for these quizzes. There will be 3 quizzes in total throughout the semester and they will be worth 15% of your final grade.

4. **Film Review of Matrix:** you will be viewing *Matrix* as part of readings on your own (we will watch select clips in class together). This film is accessible online Netflix and via the library. You will be required to write a 2-3-page reflection on the film, while relating the film to a reading(s) and lecture(s) in our course. No outside material should be used. Film reviews that do not engage with any course readings will receive an automatic failing grade. This film review will be watch 10% of your final grade, more details about requirements and expectations will be posted closer to the due date and reviewed by your teaching assistant and professor. The film review is due on February 4th online via OnQ by 4:30pm.

5. **In lecture mid-term examination:** On February 11th, there will be an in-class mid-term examination. The format of the exam will be matching, multiple choice, and short answers. This exam cannot be written at any other time and will be worth 20% of your final grade.

6. **Ms. Marvel Comic Analysis:** You will be required to write a review of the Ms. Marvel comic, particularly looking at how female Muslim identity is portrayed in the comic and how it creates an alternative to the popular narratives of Muslim women we have discussed in the course. Please ensure that you engage with course readings and lecture in your analysis. No outside material should be used. This analysis is due by the 7th of April by 8:30am, online via OnQ and will be worth 15% of your final grade.

7. **Test:** The test for this course will take place in course on the last day of our class March 31st 2020. The test is not cumulative and will only assess material from after the mid-term examination. It will include matching, multiple choice, short answers and a long answer. It will be worth 20% of your final grade.

### Weekly Reading Schedule

**CLASS SCHEDULE:** Readings are to be completed on the day listed, as are assignments (reading due on January 11th, 2020 is listed on January 11th, 2020).

<table>
<thead>
<tr>
<th>Week, Dates and Topics</th>
<th>Readings</th>
<th>Announcements</th>
</tr>
</thead>
</table>
• Read and review your *syllabus* and course expectations |  

**Week 2:** | • *Religion and Popular Culture* by Chris Klassen, read | **Guest Speaker:** |
| Week 3:  
Friday January 21th: | Chapter 4: “Performativity” pp. 72-92.  
- Guest Speaker: Dr. Adam Ali, University of Toronto | Dr. Adam Ali, University of Toronto  

| Week 4:  
January 28th: | Watch Matrix (Available on Netflix)  

| Week 5:  
- Netflix Viewing: Homecoming a Film by Beyoncé | Matrix film review due today. Please upload it OnQ by 11:30am.  

<p>| Week 6: | IN CLASS MID-TERM TEST | There are no |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 11th</td>
<td>Week 7: No classes (Reading Week) Wishing you a peaceful reading week 😊</td>
<td>tutorials this week.</td>
</tr>
<tr>
<td>February 18th</td>
<td>Week 8: <strong>Religion and Popular Culture</strong> by Chris Klassen, read Chapter 6: “Racism and Anti-racism” pp. 113-132.</td>
<td>Guest Lecturer: Professor Biko Mandela Gray, Syracuse University.</td>
</tr>
<tr>
<td>February 25th</td>
<td>Religion and Hip Hop The Five Percenters (5%ers)</td>
<td></td>
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<tr>
<td>March 3rd</td>
<td>Indigenous Traditions and Hip Hop: A Tribe Called Red</td>
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<tr>
<td>March 10th</td>
<td>The Making of a Celebrity: The Church of Kanye</td>
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<tr>
<td>March 17</td>
<td>“The Era of Rumi: Contemporary Sufism and Popular</td>
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<tr>
<td><strong>Week 12:</strong></td>
<td>• <em>Religion and Popular Culture</em> by Chris Klassen, read Chapter 5: “Feminist Theories” pp. 93-112.</td>
<td></td>
</tr>
<tr>
<td>Islam, Women, and Ms. Marvel.</td>
<td>• <em>Ms. Marvel: No Normal</em> comic</td>
<td></td>
</tr>
<tr>
<td><strong>Week 13:</strong></td>
<td><strong>In class test.</strong></td>
<td></td>
</tr>
<tr>
<td>March 31st:</td>
<td><strong>Last Day of Class</strong></td>
<td></td>
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</tbody>
</table>

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**Due Dates and Late Policy**

Assignments are due on specified dates, as they are indicated in this document in the weekly reading schedule. Assignments that are submitted late will be deducted 5% a day and will not be accepted after a week of the due date, unless under extenuating circumstances, for which proper documentation is necessary. If you require any extension for course assignment, please contact Queen’s Accommodation Services directly, and complete accommodation requests. Your professor or teaching assignment cannot provide extensions on assignment due dates.

**Accommodations Statement**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly
encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

**Academic Consideration for Students in Extenuating Circumstances**

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see [link](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)). Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: [link](http://www.queensu.ca/artsci/accommodations). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor’s Name: Shobhana Xavier
Instructor’s email address: shobhana.xavier@queensu.ca

**Grading Scheme**

We use the “letters in, letters out” grading scheme. All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

<table>
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<td>B</td>
<td>73-76</td>
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<td>B-</td>
<td>70-72</td>
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<td>C+</td>
<td>67-69</td>
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<td>C</td>
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<td>C-</td>
<td>60-62</td>
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<td>D-</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
Muslim Expressions in Canada RELS 296

Professor: M. Shobhana Xavier, PhD
Course Meeting: Tuesday from 4:00pm to 5:30pm and Thursdays from 2:30pm to 4pm.
Course Meeting Location: MC D201
Email address: shobhana.xavier@queensu.ca
Phone number: 613.533.6000 x74320
Office: Theological Hall 412
Office Hours: Tuesdays 2:30pm to 3:30pm and Thursdays from 11:30am to 12:30pm (walk-in).

I always welcome you to contact me outside of class and office hours. My door is always open during my office hours. Stop by or call me during the office hour. If the office hour does not work with your schedule, please let me know and I will try to work out a time to meet you. If you prefer emails, I aim to respond within 48 hours.

This Course is on OnQ site. Please ensure you check it regularly, as I use this to communicate with you. Additional readings can also be accessed through this course site as well.

** Use of Technology: The use of technology is not permitted during class time (i.e., cellphones, iPhone watches, and laptops etc.), unless these technologies are directly aiding your learning process, in which case you must inform me of this educational requirement at the beginning of the semester. Otherwise, these technologies are distracting to your peers and your instructor. I will ask you to leave the class if you are using these technologies. If you need to use such technology, please do step out and return to the class when you are done. The use of these technologies during class will impact your participation grade.

Course Description

What is the history of Islam in Canada? Who were the earliest Muslims and what are their stories of migration and integration into a new nation where they were/are the minorities or are racially and ethnically marked, such as in Canada? What are the ways in which Islam in Canada has transformed through migration, particularly in terms of expressions of piety and rituals? How have encounters with other non-Muslims and/or diverse Muslim communities informed the translation and transformation of Islam in Canada? What transnational linkages have been maintained or created in the diaspora? In what ways have Muslim Canadians engaged their diverse identities politically, or through their social activism? In a collaborative and peer-based environment, we will explore some of the complex answers to the above questions. Throughout this semester, you will learn about the historical and contemporary expressions of the diversity of Islam and Muslims in Canada.

Together, we will study experiences of Muslims in Canada through a twofold process. First, we will take a chronological approach to lay the foundation of the history of some early Muslims in Canada, particularly their migration and displacement histories. Then, for the rest of the course,
we will investigate timely and intricate case studies that impact Muslim experiences in Canada. Some of these case studies will intersect with issues of media representations, Islamophobia, and gender and sexuality, to name just a few.

To help us understand some of the lived reality of these complex expressions of Islam, I have invited many experts, community members, and activists to our classroom to share their valuable time with us. Additionally, I along with other Queen’s faculty have organized many events with this particular course in mind for the university community. Therefore, not only will we be engaging with exciting readings, lectures, and in class discussions throughout the semester, but our encounters will also include many diverse speakers both in and outside of the classroom. Collectively, all of these textual and lived materials will begin to help us think about the intricacies of what we call Islam, and how different Muslims live their Islam in Canada. It is my hope that at the end of our time together this semester, you will become an informed religious studies student of Islam in Canada, but also critically aware of your own location.

### Intended Student Learning Outcomes:

Ideally, at the end of the semester, students will demonstrate an ability to:

- Recognize some of the historical and contemporary developments of Islam in Canada.
- Differentiate and model how a religious studies’ student approaches the study of Muslim communities, as opposed to how media, insiders, or others may discuss Islam or Muslims.
- Demonstrate how the experiences of Muslims in Canada may be historically, theologically, regionally, and transnationally informed.
- Begin to develop religious studies-specific *critical writing, reading, and thinking skills*.
- Think carefully about your positionality and own bias to the subject content at hand.

### Required Texts

There are no required textbooks for this particular course. All the readings will be available as PDFS or web links via OnQ. Please ensure you have access to OnQ and the readings during the class.

### Assessment of Learning Outcomes

1. Engaged Participation: 15%
2. In class mid-term examination 20%
4. Conference or Panel Critical Review: 10%
5. Reflections on Guest Speakers (1 at 10%, x 2): 20%
6. Media Portfolio (5%) and Blog Response to Canadian Media Representation on Muslims in Canada (20%): 25%
Further Details for Assessment of Learning Outcomes

1. **Engaged Participation**: There is no grade for attendance in our course. Active participation in class will help you learn better in this course and get a deeper understanding of key concepts. As such, this course will recognize your regular participation and active engagement in all class activities and discussions. These discussions will help you use your readings and lecture materials, and apply them to discussions and various in class activities. It is my hope that you come prepared for each class, actively listen, and contribute critically and seriously to class discussions. Throughout the semester, I will be assessing your engaged and critical participation, so do not be shy to provide your perspective. All relevant questions and responses will be valued in the class. However, this grade will be impacted if students are regularly on their laptops and cellphones or otherwise distracted. Your final participation grade is worth 15% of your final grade.

2. **In lecture mid-term examination**: On October 22nd we will have a in class mid-term examination. The format of the exam will be matching, multiple choice, and short answers. This exam may not be written at any other time and it will be worth 20% of your final grade.

3. **Wajd: Songs of Separation (2018) Film Review**: On October 29th, we will have a campus wide screening of the film Wajd: Songs of Separation (2018). The documentary is by the Syrian Canadian filmmaker Amar Chebib who is based in Vancouver. After viewing the film, I invite you to write a 2-3 page (double-spaced) critical review of the film, that relates the contents of the documentary with themes discussed in our course, especially our readings on Sufism. I also invite you to include your own reflections on the film (only a paragraph). A detailed handout with a rubric will be provided to you closer to the due date. This assignment will be due on **Tuesday November 5, 2019**, in class and will be worth 10% of your final grade.

4. **Conference or Panel Critical Review**: There will be a conference and a panel that take place during this semester, that cover topics that are of interest to us. It is my hope that you attend both of these events. For one of them, you will write a 2-3 page critical review and reflection after you have attended the event. The review will be double-spaced and should use Times New Roman font, size 12. In completing your review, please ensure to provide a brief summary (one paragraph) of the event, including names of speakers. The majority of the review should involve some specific connections you found to the course reading and/or lecture material. What were these connections? If you did not find connections, how did the event conflict with what you have encountered in the course material? What are some questions you still have left after having attended the event or what are new questions that have arisen? You may also share your own personal reflection of the event you experienced (one paragraph). The review will be worth 10% of your final grade.

   a. **Review due October 29th** for Religion and Alt-Right conference (we will attend as a class)
   b. **Review due November 21st** for Muslim Femininities panel (will take place after class)
5. **Critical reflections on in-class guest speakers:** We are lucky that this semester our course will welcome various guest speakers to the classroom to share their perspectives and approaches to different topics that challenge us to think about Muslims in Canada in diverse and layered ways. For two of the guest speakers, I invite you to write a review, which includes a reflection, what they shared and how it relates to one or two of the course material that we have been engaging with. This critical reflection should be 2-3 pages double-spaced. The paper must use Times New Roman font, that is size 12. The critical reflections must be submitted to your professor at least one week after the speaker has visited the course, at the latest. As such, there are different deadlines for this assignment throughout the semester. You are required to only write on two speakers. Each paper will be worth **10% for a total of 20%** of your final grade. Some speakers include:

   b. Sara Abood: November 14th, 2019.

6. **Media Portfolio and Blog Response to Canadian Media on Muslims in Canada:** Your final assessment for this course will be based on a two-part project. Throughout the semester, I encourage you to collect a media portfolio, you will then use that media portfolio along with the material from the course (and only the course, no outside research is required) to write a blog that engages the topic of Muslims in Canada. The blog should be a response to the patterns you found in collecting your materials for your media portfolio. The blog is meant to be creative and should be written for an accessible audience (i.e., something you could, if you wanted to, share on Facebook). In total this assignment is worth **25%** of your final grade.

   a. **Media portfolio:** Throughout the semester, I encourage you to collect various newspaper articles, twitter posts, social media posts (Instagram and Facebook), that relate to the topic of Muslims in Canada. These items will likely be a mix of screen shots, hyperlinks and etc. You should aim to have one item per week, and should by the end of the semester have 10-12 items in your portfolio. As you collect these items, you should pay attention to patterns and tendencies that you noticed in the pieces you collected. For instance, what topics do they cover? How do they cover them? Why do they cover them? These items must be items that were published starting from September 2019-December 2019. This portfolio will be worth **5%** of your final grade and will be part of your blog assignment.

   b. **Blog:** The concluding assessment for our course will be a blog. The blog should reflect on your own intellectual journey in the course, as well as your reflection of the media pieces you collected for your media portfolio. This blog could be on a website online or if you prefer written in a word document. However, I encourage you to be creative (use gifs, memes etc.), and also ensure that you write for a public audience. That means you need to take what you have learned in the course and convey some of that to a larger audience. **What would you want people to know about Muslims in Canada, especially considering what people post, write and share about this topic?**
Learning Activities (Extra Credit Events)

1. **On campus events:** Throughout the semester, there will be various Islam and Muslim-related campus events, such as talks, screenings, and panels. Many of these events have been organized for this particular class and for *Islamic Heritage Month*, which takes place on October. You are encouraged to attend these events for the course. If you attend for extra-credit towards your engaged participation, please ensure that you take a photograph or a selfie at the event (please do not distract the event to do this) and also write a 150-word tweet and email it to me after the event. Do not publicly tweet or share the picture, unless you want to. Emailing it to me is enough. Such events include:

   a. “‘Light from Within’- An Alternative Approach to Islamic Art”, Agnes Etherington 6:30pm, October 24th, 2019 by Dr. Ulrike al-Khamis, from the Aga Khan Museum.

I will advertise relevant events throughout the semester.

2. **Kingston Mosque/JK visit:** We have the opportunity to visit the local Islamic Kingston Community and the Ismaili Jamatkhana. We can discuss the details of whether this is of interest to students and when such a trip may be organized.

Due Dates and Late Policy

Assignments are due on specified dates, as they are indicated in this document in the weekly reading schedule. Assignments that are submitted late will be deducted 5% a day and will not be accepted after a week of the due date, unless under extenuating circumstances, for which proper documentation is necessary. The decision to accept late assignments is at the discretion of your instructor.

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
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<td>C-</td>
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<td>Week</td>
<td>Topic and Readings</td>
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<tr>
<td><strong>Week 1</strong></td>
<td>Thursday September 5: Introductions</td>
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<td>Syllabus</td>
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<td></td>
<td>Wednesday September 11: Class Activity</td>
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<td><strong>Week 2</strong></td>
<td>Tuesday September 10th: Early Islam</td>
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<td></td>
<td>Thursday September 12: Unlearning our Stereotypes</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Tuesday September 17: First African Muslims in North America</td>
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### Class Schedule:
Readings are to be completed on the day listed, as are assignments (reading due on January 11th, 2018 is listed on January 11th, 2018).
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Tuesday September 24: South Asian Muslim Diaspora</th>
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<tbody>
<tr>
<td></td>
<td>In class exploration of the Ahmadiyya Canadian Community.</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Thursday September 26: Early Ismailis in Canada</th>
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<tbody>
<tr>
<td></td>
<td>How does the Ismaili Canadian experiences of migration differ from the ones we have encountered thus far?</td>
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<td></td>
<td>In class discussions on Anar Ali’s reading.</td>
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<tr>
<th>Week 5</th>
<th>Tuesday October 1: The First Mosque</th>
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<tbody>
<tr>
<td></td>
<td>In class viewing of the documentary: <em>Al-Rashid: The Story of Canada’s First Mosque</em>.</td>
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<tr>
<th>Week 5</th>
<th>Thursday October 3: Spaces, Rituals and Expressions</th>
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<tbody>
<tr>
<td></td>
<td>We will explore and develop a database of practices of rituals and spaces that have developed for Muslim Canadians, as we class.</td>
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<td>Exploration of the new Muslim mosque of Canada and other Muslim spaces across Canada.</td>
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<td>Week 6</td>
<td>Tuesday October 8: Somali Canadians</td>
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<tr>
<td></td>
<td>Ayoub, Mohamad, and Zhou, George,</td>
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<td></td>
<td>“Somali Refugee Students in Canadian</td>
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<td>Schools: Pre-Migration Experiences</td>
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<td>and Challenges in Refugee Camps” in</td>
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<td>*Comparative and International</td>
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<td>Is. 3: 1-18.</td>
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<td>Berns-McGowan, Rima, “I am Canadian”:</td>
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<td>Challenging Stereotypes about Young</td>
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<td>Somali Canadians”, Institute for</td>
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<td>Research on Public Policy. January</td>
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<td>15, 2013.</td>
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<td>How does the pre-</td>
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<td>practice their Islam?</td>
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<td>If at all?</td>
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<tr>
<th>Thursday October 10: Anti-Black Racism and Islamophobia: Black Muslim Experiences</th>
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<tr>
<td>“Black Muslims in Canada: Challenging Narratives of Belonging and Rootedness” in</td>
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<tr>
<td>Abdulmalik, Hanan, “Not so Black and White” in the *Muslimah who Fell to Earth:</td>
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<tr>
<td>Personal Stories by Canadian Muslim Women*, Edited by Saima S. Hussain. Toronto:</td>
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<th>Week 7</th>
<th>Tuesday October 15: Muslims in the Media</th>
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<td>“Toward Media Reconstruction of the Muslim</td>
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<td>Imaginary in Canada: The Case of the</td>
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<td></td>
<td>Canadian Broadcasting Corporation’s Sitcom</td>
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<td>Little Mosque on the Prairie” in *Islam in the</td>
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<td></td>
<td>Hinterlands: Muslim Cultural Politics in</td>
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<tr>
<td></td>
<td>Canada* (edited by Jasmine Zine).</td>
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<td></td>
<td>Independent Viewing: *Little Mosque on the</td>
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<tr>
<td></td>
<td>Prairie. Episode 1: Season 1.</td>
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<td></td>
<td>We will investigate media portrayals.</td>
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<table>
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<tr>
<th>Thursday October 17: Islamophobia and the Alt-Right in Canada</th>
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<tr>
<td>Zine, Jasmine. “I had a front-row seat to hate and was physically assaulted: The liberal-washing of white nationalism” in <em>The Conversation</em>, April 1, 2019.</td>
</tr>
<tr>
<td>2:30pm to 3pm: In class review for mid-term.</td>
</tr>
<tr>
<td>As a class, we will attend the *Religion and Alt-</td>
</tr>
<tr>
<td>What questions do you have about what we have engaged with thus far? Bring questions to class so we can review and prepare as we class.</td>
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<tr>
<td>Week 8</td>
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<td>Thursday October 24:</td>
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<thead>
<tr>
<th>Week 9</th>
<th>Tuesday October 29: Sufi Music through Displacement</th>
<th>Religion and Alt Right conference critical review due at the beginning of the class.</th>
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<tbody>
<tr>
<td></td>
<td>Michael Frishkopf “Globalizing the soundworld: Islamic and Sufi Music in the West” in <em>Sufis in Western Society Global Networking and Locality</em>, 2009 pp, 46-76</td>
<td></td>
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<tr>
<td>Thursday October 31: Sufism in Canada</td>
<td></td>
<td>Please bring it to the film screening.</td>
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<td></td>
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<td>We will discuss your thoughts about the documentary.</td>
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<tr>
<th>Week 10</th>
<th>Tuesday November 5: What is Multiculturalism?</th>
<th>Critical review of <em>Wajd: Films of Separation</em> due at the beginning of class.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Has Multiculturalism Really Failed? A Canadian Muslim Perspective” in <em>Religions</em>. 2013. 4 (4). 603-620.</td>
<td>We will explore complex case studies (such as prayer in schools or Islam in the prisons) over this class period, especially as they intersect with human rights, constitutional rights and religious freedom.</td>
</tr>
<tr>
<td></td>
<td>Canadian Multiculturalism Act</td>
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<tr>
<td>Thursday November 7: The Case of Quebec</td>
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<td>Skype guest lecturer: Rachel Brown, University of Victoria.</td>
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<tr>
<td>Week 11</td>
<td>Tuesday November 12: Muslim Women in Canada</td>
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<table>
<thead>
<tr>
<th>Thursday November 14: Muslim Women in Sports: The Veil</th>
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<tbody>
<tr>
<td>In class guest speakers: Sara Abood and Shireen Ahmed</td>
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<thead>
<tr>
<th>Week 12</th>
<th>Tuesday November 19: Sex, Gender, and LGBTQ</th>
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<tr>
<th>Thursday November 21: Sex, Gender, and LGBTQ</th>
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<tbody>
<tr>
<td>Viewing: “<em>We Resist: A Queer Muslim Perspective</em>” El-Farouk Khaki. TedxUTSC. September 19, 201.</td>
</tr>
<tr>
<td>Exploration of Canadian Muslim LGBTQI activists, such as Imam Farouk El-Khaki</td>
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</tbody>
</table>

| Please also attend Muslim Femininities panel from 4pm to 6pm (Miller Hall 105). |
|探索Canadian Muslim LGBTQI activists, such as Imam Farouk El-Khaki |


Khan, Sheema, “I was a Teenage Hijabi Hockey Player” in *Of Hockey and Hijab*. |


**Note:**
<table>
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<tr>
<th>Week 13</th>
<th>Tuesday November 26: Indigeneity and Islam in Canada</th>
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<tbody>
<tr>
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<td><strong>In class guest speaker:</strong> Robert Lovelace.</td>
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<tr>
<td></td>
<td><strong>Thursday November 28: Future Considerations and Conclusions</strong></td>
</tr>
<tr>
<td></td>
<td>We will collectively reflect on the course material, especially moments that brought us surprises, dissonances, unease, anger, and happiness.</td>
</tr>
</tbody>
</table>

**Copyright**

“This material is designed for use as part of Muslims in Canada RELS 202 at Queen’s University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about [Copyright](#). Additionally, there is to be no recording of lecture or tutorial material, unless you have received permission from your professor and teaching assistant.

**Due Dates and Late Policy**

Assignments are due on specified dates, as they are indicated in this document in the weekly reading schedule. Assignments that are submitted late will be deducted **5% a day** and will not be accepted after a week of the due date, unless under extenuating circumstances, for which proper documentation is necessary. If you require any extension for course assignment, please contact Queen’s Accommodation Services directly, and complete accommodation requests. Your professor or teaching assignment cannot provide extensions on assignment due dates.

**Accommodations Statement**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For
Academic Consideration for Students in Extenuating Circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Exhenuating Circumstances was approved at Senate in April, 2017 (see http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Exhenuating%20Circumstances%20Policy%20Final.pdf). Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor’s Name: Shobhana Xavier
Instructor’s email address: shobhana.xavier@queensu.ca

Accommodations for Disabilities

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Statement on Academic Integrity
The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity.

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see https://www.queensu.ca/artsci/students-at-queens/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Plagiarism** –Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- [https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating](https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating)
- [https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing](https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing)

**Groupwork**- You are permitted to work with a partner or in groups of 3 to encourage collaboration, cooperation, and collective learning on lab assignments. You are not permitted to share answers among large groups or as a tutorial group.
RELS 232: Religion and Social Movements
Fall 2019 Syllabus
School of Religion

Professor: Amarnath Amarasingam, PhD
Email address: aa152@queensu.ca
Course Lectures: TBD
Room: TBD
Office: 405 Theological Hall
Office Hours: TBD

This Course is on onQ. Please ensure you check it regularly, as I use this to communicate with you. Additional readings can also be accessed through this course site as well.

Course Description

This course will examine the field of social movements studies, with a particular focus on how religion has played a role in the rise of social movements, how religious communities have been influenced by social movements, and how mobilization and activism around social justice issues is colored by religion and culture. We will look at civil rights movements and social justice movements, protest campaigns, and militant activism around the world in order to understand the often volatile relationship between religion, culture, politics, state repression, and human rights.

Intended Student Learning Outcomes

At the end of semester, students should:

1. Demonstrate how religion has animated a whole host of social and political movements through history and in different contexts.

2. Describe the ways in which religion and politics, to take one example, are often more intertwined than we generally recognize.

3. Develop a deeper understanding of the historical and cultural aspects of some of the events students may be reading in the news.

4. Demonstrate skills in research, writing, and critical thinking

(Tentative) Required Texts

Social Movements by Della Porta and Diani

The Global Right Wing and the Clash of World Politics by Clifford Bob
Course Requirements and Evaluation

<table>
<thead>
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<th>Attendance and Participation</th>
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<td>Film Review</td>
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<tr>
<td>Paper – Topic Open</td>
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Course Timetable

TBD

Copyright

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Due Dates and Late Policy

Assignments are due on specified dates, as they are indicated in this document in the weekly reading schedule. Assignments that are submitted late will be deducted 5% a day and will not be accepted after a week of the due date, unless under extenuating circumstances, for which proper documentation is necessary. If you require any extension for course assignment, please contact Queen’s Accommodation Services directly, and complete accommodation requests. Your professor or teaching assignment cannot provide extensions on assignment due dates.

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Academic Consideration for Students in Extenuating Circumstances
Please see Appendix C (page 10) for suggestions on building flexibility into course design to facilitate academic consideration. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at [http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senatemandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senatemandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: [http://www.queensu.ca/artsci/accommodations](http://www.queensu.ca/artsci/accommodations). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor’s Name: Amarnath Amarasingam (Amar)
Instructor’s email address: aa152@queensu.ca

**Grading Scheme**

We use the “numbers in, letters out” grading scheme. All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

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<thead>
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<td>F0 (0)</td>
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Race, Ethnicity, and Religion RELS 332  
Winter 2020 Syllabus  
School of Religion

**Professor:** M. Shobhana Xavier, PhD  
**Email address:** shobhana.xavier@queensu.ca  
**Course meeting times:** Thursdays 2:30pm to 5:30pm.  
**Room:** Mackintosh-Corry Hall D216  
**Office:** 412 Theological Hall  
**Office hours:** Thursdays 1:00pm to 2:00pm and by appointments.  
This Course is on OnQ site

**Use of Technology:** The use of technology is not permitted during class time (i.e., cellphones, iPhone watches, and laptops etc.), unless these technologies are directly aiding your learning process, in which case you must inform me of this educational requirement at the beginning of the semester. Otherwise, these technologies are distracting to your peers and your instructor. I will ask you to leave the class if you are using these technologies. If you need to use such technology, please do step out and return to the class when you are done. Please note that the use of technology for anything other than the course material will impact in your participation grade.

**Course Description**

This course will explore the intersection of race, ethnicity and religion, alongside gender, sexuality, culture, and more. It will first explore how colonialism and imperialism actively used the construct of race and religion to oppress peoples, such as the indigenous communities in Canada, as well as African Americans and Muslims. Then it will shift in its focus to understand how those who were oppressed by the colonizers or imperial powers responded by using religion and a discourse of race to construct their own systems and world views, along with relationships with the divine. The course ideally will challenge students to think about how racial identities, theories, and movements implicate(d) the way religious communities thought about the divine and their relationship to it and vice versa, as well as with each other. In order to understand these various thought processes, we will explore historical and contemporary movements, both in the context of North America, but also globally. Some examples of case studies this course will engage include African-American Islam (i.e., Nation of Islam), Hinduism, the People’s Temple and, indigenous spiritualities.

Some of the ongoing questions that will guide our discussions and readings throughout the semester include:

- What do we mean by the term ‘race’ and ‘ethnicity’?
- Is race and/or ethnicity a thing?
- What does the term racialisation refer to? How is it useful?
- In what ways can we talk about the ‘racialisation of religion’?
- How have religious adherents utilized race as a category, especially theologically?
- Why/how are Muslims treated as a race? (Is Islamophobia a form of racism?)
Intended Student Learning Outcomes:

Ideally, at the end of the semester, students will demonstrate an ability to:

1. **listen** and **articulate** the fraught topic of race and ethnicity as it intersects with religion in an emphatic, respectful, and critical way.

2. practice religious studies-specific **critical writing, reading, and thinking skills**.

3. make acute connections between aesthetics and politics, between texts and contexts, between ideology and representations, and between individuals and communities.

4. practice **self-reflexive reading** and think about their positionality to the religious communities studied throughout the term.

Required Texts:

*The Autobiography of Malcolm X* by Alex Haley with Malcolm X

*The Cross and the Lynching Tree* by James Cone

Other readings are posted online and can be accessed via our course website (OnQ). Please ensure that you have access to these texts in class for discussions and group work.

Course Requirements

1. Engaged Participation (20%)
2. Film Review (10%): *nîpawistamâsowin: We Will Stand Up* by Tasha Hubbard (2019)
3. Art Exhibition at the Agnes Etherington Art Center Review (10%): Sandra Brewster *Blur*
4. Book Reviews (2 times 15, total 30%)
   a. James Cone *the Cross and the Lynching Tree*
   b. Alex Haley with Malcolm X *Autobiography of Malcolm X*
5. Structured Dialogue Reflections (times 2, 20%)
6. Final Assignment: Break-up Letter (20%)

1. Engaged Participation: This course is a seminar class and thus the expectation is for active engagement from all members of the course. This means that regular attendance and preparation for our weekly meetings (i.e., having read course materials and attending class) is a given. Participation naturally entails attendance and **so though I value and honor your regular attendance**, it is your critical voice and engaged presence that is needed throughout the semester for our collective success. Your participation assessment will unfold in varying contexts throughout the course, both in group small group activities and presentations, as well as large and small group discussions. Your participation grade is worth **20% of your final grade.**
2. **Art Exhibition Critical Review:** We will visit the Sandra Brewster Blur art exhibit held at the Agnes Etherington Art Centre, which is located at Queen’s University, during one of our class sessions. After our visitation to the exhibit, you are required to write a critical review and submit a hard copy of your review which engages with the art work you saw and its relationship to two course reading materials on race specifically. This art review needs to be submitted as a hardcopy in class by the student directly. I will not accept email submissions or submission via other students. More details about what is expected will be provided for you closer to the due date.

   a. Due date: January 23rd, 2020 in class.

3. **Film Review (10%):** We will be viewing the documentary film *nîpawistamâsowin: We Will Stand Up* (2019) in class. A week after we have viewed the documentary in class, you are to complete a 2-3-page film review, discussing the film with course readings that are assigned for January 23rd. The film review is due in class on **February 6th, 2020.**

4. **Book Critical Reflections:** Throughout the semester, you will be reading two full books. These readings/viewings are part of our weekly material and so we will be engaging with them in class. After our class discussion, you are to write two book reviews that are 3-4 pages, that includes a reflection on the material and any other material introduced in class (especially clips, music, class discussions), more instructions will be given before the due date:

   a. James Cone *the Cross and the Lynching Tree*: Due February 27th, 2020.
   b. Alex Haley with Malcolm X *Autobiography of Malcolm X*: Due March 19th, 2020

5. **Structured Dialogue Journal Reflections** (times 2, 20%): On January 30th and March 26th, we will be completing an activity called Structured Dialogue during class time. The intention of the structured dialogue (is as the name suggests) for a group of 3-4 students to take part in a structured dialogue around a question that will be posed to the group. Each student will have a role to keep (i.e., timekeeper, note taker etc.). After the structured dialogue is completed in class, each student is to write a journal reflection of what they experienced. More details will be provided closer to the day. You are to write two journal reflections, one is due on **February 6th, 2020** and the second is due on the last day of class on **April 2nd, 2020.**

6. **Break-up Letter (20%):** The final assignment for this course is a “break-up letter” that you must write. There will be several options of what “perspective” to write from, however, the topic of the letter will have to relate to one of the topics that we have covered in class. This assignment will be due a week after our final class, on **April 9th, 2020** and must be submitted via OnQ. More details about the assignment will be provided closer to the due date.

   **Due Dates and Late Policy**

Assignments are due on specified dates, as they are indicated in this document in the weekly reading schedule. Assignments that are submitted late will be deducted 5% a day and will not be
accepted after a week of the due date, unless under extenuating circumstances, for which proper
documentation is necessary. The decision to accept late assignments is at the discretion of your
instructor.

**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you
receive for the course will be derived by converting your numerical course average to a letter
grade according to Queen’s Official Grade Conversion Scale:

**Queen’s Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tr>
<td>F</td>
<td>49 and below</td>
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[https://docs.google.com/document/d/1PrAq4iBNb4nVlcTsLcNlW8zjaQXBLkWayL8EaPlh0bc/preview?fbclid=IwAR3Pv4nkC8dDq9KK6G4Xy9iQrX-NPV4VU_6ppS8QI4Mdq0UwgfGtPNQLmo&pru=AAABcp66Fl8*5ubi0Ke_GUb7XzbkDg0QjQ](https://docs.google.com/document/d/1PrAq4iBNb4nVlcTsLcNlW8zjaQXBLkWayL8EaPlh0bc/preview?fbclid=IwAR3Pv4nkC8dDq9KK6G4Xy9iQrX-NPV4VU_6ppS8QI4Mdq0UwgfGtPNQLmo&pru=AAABcp66Fl8*5ubi0Ke_GUb7XzbkDg0QjQ)

**Weekly Reading Schedule**

**CLASS SCHEDULE:** Readings are due on the day listed, as are assignments (reading due on
January 11th, 2020 is listed on January, 11th 2020).

**Week 1: Introduction to the Course and Terminologies in Race and Religious Studies**

Thursday January 9, 2020

**Readings:**


**In class viewing:**

Screening of excerpt from Episode 1 of Race: “The Power of an Illusion”- available on YouTube

**In class activity:** Taboo

**Week 2: Impacts of Colonialism, Imperialism, and the Emergence of the Category of Race**

Thursday January 16, 2020

**Readings:**


**In class viewing:**

Trevor Noah on “Colonialism” (via YouTube)

**Class visit to see Sandra Brewster: Blur (Review of exhibition due in class next week, on January 23, 2020).** For more on this exhibit please see, [https://agnes.queensu.ca/exhibition/sandra-brewster-blur/](https://agnes.queensu.ca/exhibition/sandra-brewster-blur/) [2:30pm to 3pm].

**Week 3: Race, Indigeneity, and Colonialism in Canada**

Thursday January 23, 2020

*Sandra Brewster Art Review Due Today in Class*
Readings:


In class viewing:

Nîpawistamâsowin: We Will Stand Up (2019)

Week 4: Aryan Identity and Caste

Thursday January 30, 2020

*nîpawistamâsowin: We Will Stand Film Review Due in Class

Readings:


Selections from Joothan: An Untouchable Life by Omprakash Valmiki

In class activity:

First Structured Dialogue will take place in class (journal reflection due following week)

Week 5: The Aryan Jesus and Christianity

First Journal Reflection due for Structured Dialogue in class today.

Thursday February 6, 2020

Readings:


Article: Intersections of hate: Exploring the transecting dimensions of race, religion, gender, and family in Ku Klux Klan Web sites

In class viewing: Selections from a Birth of a Nation

Week 7: The Cross and the Lynching Tree

Thursday February 13, 2020

Readings:


View: Color of the Cross (available on Youtube)

Week 8: Religion and Black Lives Matter

Thursday February 27, 2020

*James Cone’s the Cross and the Lynching Tree, Book Review Due in Class today

Guest Speaker: Professor Biko Mandela Grey, Syracuse University

Readings:


Week 9: The Nation of Islam

Thursday March 5, 2020

**Readings:**

Alex Haley with Malcom X the *Autobiography of Malcolm X* [First Half]

**In class discussions of:**


In class viewing:

Selections from: *Malcolm X: Make it Plain* (1994) (Full documentary is available online)

Week 10: Islamophobia as Racism: Islam, Hip-Hop and Popular Culture:

Thursday March 12, 2020

**Readings:**

Alex Haley with Malcom X the *Autobiography of Malcolm X* [finish]


**In class discussions:**

Fiver Percenters

Collect in All: America’s Surveillance State, *Aljazeera*: 
https://www.youtube.com/watch?v=s8TdOoS6zew

Swet Shop Boys, T5 music video:

https://www.youtube.com/watch?v=q4Yb8AWXgLl
Week 11: Black Jews

Thursday March 19, 2020

* Alex Haley and Malcolm X’s Autobiography of Malcolm X book review due in class today.

**Readings:**


Week 12: New Religious Movements: The People’s Temple

March 26, 2020

**Readings:**


In class activity:

Second In-Class Structured Dialogue

Week 12: Concluding Thoughts and Reflections

**Structured Dialogue Final Journals Due

Thursday April 2nd, 2020

**Readings:**

What is this course about?

This course explores the concepts, history and contemporary sociology of ‘race’ and racialization. It explores the following three areas of inquiry:

1. What is the origin of racialization and racism and why does it continue to exist? How and why did racial categories get produced and how are they sustained? We examine some theories of sociologists, historians, social psychologists, cultural and political scholars.

2. What are some of the areas of contemporary social and cultural life where ‘race’, racialization and colonialism continue to have effects?

3. How might we challenge, resist and subvert these histories and on-going effects of racism and colonialism? What are the problems that come up when people try to increase diversity, challenge racism, be non-racist or talk to each other about racism?

What are the course materials?

1. All journal articles are available on the Queen’s data base. The links on the syllabus may not work, as the entire database system has been changed recently. If the links do not work, search the database for the article by title and/or author.

2. All book chapters should be available as e-books (search database) or

3. On e-reserve at the library website. Please note that the material may not be in same order as in the syllabus so you may have to look around: https://ereserves.library.queensu.ca/ares/ares.dll?Action=10&Form=60&Value=25482

4. All additional material for assignments is up to you to research at the library and its database.
What are the requirements of this course? (also see detailed instructions later in the syllabus and also see the rubric, which will be available before each due date)

Participation 10%:

There will be in-class exercises, quizzes, activities and group discussions in which you are expected to participate; you will submit these in an onQ dropbox (10).

YOU MUST ATTEND CLASS TO COMPLETE THE ACTIVITIES; THERE ARE NO MAKEUP IN-CLASS ASSIGNMENTS.
PLEASE DO NOT EMAIL TO REQUEST A MAKE-UP ASSIGNMENT FOR A MISSED CLASS.

3 Reading Reflections 30%: Short 500 word reflections. Jan 25th, Feb 14th, March 22nd. (Brief Summary, Analysis of the article in relationship to the course themes, relationship to a contemporary issue, event or cultural production; Relationship to one other article in the course,)

Popular Culture Analysis: 30% [10% group presentation (to be confirmed), 20% research essay, 1200 -1400 words].
Presentations (to be confirmed) Feb 28th and March 6th
Essays due March 15th

Final take-home exam: 30%, Essay format, one question, 2000-2500 words. Due April 10th

What will you learn in this course?:

a. To define, discuss and evaluate sociological, cultural and social psychological theories on the history, origins and effects of racialization and racism and their link to social relations of gender, class and sexuality.

b. To discuss and evaluate the on-going practices and outcomes of racialization in contemporary social and cultural life.

c. To discuss and evaluate the solutions and policies to challenging racialization and racism
**Week 1** Introduction to course, assignments and expectations  
Introduction to course framework: What is racism, why does it exist and what can we do about it? Key debates, controversies and problems

**LECTURE January 8:** Introduction to course, assignments, expectations and theoretical framework. Intro to history of race, contemporary race issues, etc.

**Week 2** What is Racism and Why does it exist?  
Sociological theories and research

**LECTURE January 16:** Note: you must write a reflection paper # 1 on the papers with the *

January 17: Lecture: Sociological theories of Race and Racism

**Week 3: January 22**  
[Reminder short reflection paper #1 coming up on * ]  
What is racism, why does it exist and what does it look like? Sociological Theories, Colonialism, Slavery, Race and Nation

January 24: Discuss Sociological theories of Race and Racism
Week 4: January 29th
History and Theories of Race and Racism – On-going and contemporary implications

January 31st: History and Theories of Race and Racism – On-going and contemporary implications

Week 5: February 5th
Race and Popular Culture: Should Spiderman be black and gay?

Feb: 7th: Popular Culture: Discussion and Preparation for Popular Culture Assignment
Week 6: February 11th.  [Reminder: short reflection paper #2 coming up]

Race, Whiteness and Emotion

=READING WEEK=

Week 7: FEB 26th
Science and Race

Friday FEB 28: POPULAR CULTURE PRESENTATIONS

Week 8: March 4th: TBA

Friday MARCH 6TH : POPULAR CULTURE PRESENTATIONS

Week 9: March 11th

GUEST LECTURE

Racialization and the Law: Canada’s History of Managing Race Using Immigration Law

MARCH 13TH :

{Paper due March 15th}

Week 10: March 20th: Reminder, reflective paper # 3 due soon.
Imagining Alternatives: Multiculturalism, Diversity, Anti-racism

LECTURE: MARCH 20TH

March 22nd: ----- Breakout Groups: in-class exercise
Week 11: March 27th
Imagining Alternatives: Decolonization

LECTURE

https://www.researchgate.net/publication/277992187_Decolonization_Is_Not_a_Metaphor

Harsha Walia (2012) “Decolonizing together: Moving beyond a politics of solidarity toward a practice of decolonization” *Briarpatch Magazine*
http://briarpatchmagazine.com/articles/view/decolonizing-together


*Truth and Reconciliation Commission of Canada, Calls For Action*
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

MARCH 29TH: Breakout Groups: in-class exercise

Week 12: April 3rd
April 10th: TAKE HOME EXAM DUE 11 pm
Course description

Information and communication technologies pervade contemporary societies. Be it work or play, they form the infrastructures through which much of collective social life is mediated, and this has perhaps never been as clear as in this current moment of crisis. This course centers on how information technology produces, stabilizes, and unsettles social order; and how intersecting axes of oppression shape the kinds of technology we get in the first place. By critically engaging with theoretical frameworks and empirical studies, we will look at how social norms and values shape technology design, how technologies are implicated in maintaining social order, and how people use, appropriate, and resist technologies. The course is organized in two parts. The first part introduces you two a few key analytical sensibilities for studying the varied ways in which technology and society shape each other. The second part focuses on the politics of infrastructure, exploring how data, artificial intelligence, algorithms, and other large-scale information technology produce and stabilize political and economic power. We will end the course with questions about justice, liberation, and resistance against technologically mediated forms of oppression.

Because this year requires us to ‘live’ online to an extraordinary extent, alongside your engagement with current scholarship, you will also complete a series of digital literacy modules. These modules are designed to teach you a deeper understanding of your digital environments, as well as some practical tools how to navigate them safely. Ranging from spotting misinformation over taking control of your data to encryption, these modules will hopefully help you feel a little more equipped to navigate this strange new world.
Course schedule

<table>
<thead>
<tr>
<th>W</th>
<th>Q&amp;A</th>
<th>Topics</th>
<th>Digital literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Sept 11 Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Sept 18 The problem with technological determinism</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Sept 25 Technology development</td>
<td>Using VPNs</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Oct 2 Technology as social force</td>
<td>Recommendation algorithms</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Oct 9 Cultures of computing</td>
<td>Encrypted messengers</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Oct 16 Infrastructures of empire</td>
<td>Cloud and disk encryption</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Oct 23 Infrastructures of state violence</td>
<td>Anonymous browsing (TOR)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Oct 30 Fall mid-term break (no class)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Nov 6 Infrastructures of outrage</td>
<td>Filter bubbles</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Nov 13 Infrastructures of predation</td>
<td>Media manipulation</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Nov 20 Infrastructures of exclusion</td>
<td>Controlling your social media data</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Dec 4 Questions about justice &amp; wrap-up</td>
<td>Digital harm-reduction strategies</td>
</tr>
</tbody>
</table>

Learning objectives

Through this course, you should gain:

- **knowledge and understanding**: the ability to identify and describe key questions and concerns of technology in society; as well as a command of basic concepts in science and technology studies;
- **critical thinking skills**: the assignments are designed to help you develop an analytical toolkit to make sense of the roles of information and communication technologies in social processes in a more systematic way. In this course, you will develop reading strategies with the aim of transferring concepts across different technologies and contexts.
- **Digital literacy skills**: since one of the key learning outcomes of this course is for you to understand how information technologies are bound up with social problems, and since we are now forced to do so much online, we have developed a series of digital literacy modules to help you protect yourself online. These modules teach you skills
from taking control of the data you leave online, to identifying misinformation and bots, to strategies how to shut down hate speech, interpersonal online violence, and cyberbullying.

**Organization**

The recommended workload for a normal undergraduate course is 10-12 hours per week, which falls into directed learning (i.e. 3 hrs. of lectures/week), self-directed learning (e.g. readings, note-taking) and assessments (quizzes, written assignments). Because of the pandemic, directed learning isn’t possible in the same way as in an in-class setting: not everyone has robust internet access, for example, and not all students are in the same time-zone. Thus, I have recalculated and rebalanced the different learning components such that it will be possible for all students to successfully complete the course asynchronously, but we will keep optional tutorials and office hours so you can check in for Q & As. For the tutorials, you will be able to post questions to a discussion board, and we will answer your questions in tutorials. Those who will not be able to attend can post their questions and see a recorded version of the Q & A session later. Additionally, I am implementing a study-buddy-system to help you structure your week: you will be paired up with another student at the beginning of the term, and you will complete the digital literacy modules together. On the one hand, working in pairs of two should make it easier to learn the more practical aspects of the course content, and hopefully also more fun. On the other hand, scheduling a weekly timeslot with two people should also be more feasible, because you can be a lot more flexible.

The workload falls into ca. 5 hrs per week dedicated to keeping up with the ongoing course content, and the remaining 5 hrs for preparing and writing/finalizing your midterm and final assignment which you can organize around the deadlines. Here’s a rough breakdown of the ongoing, weekly workload:

<table>
<thead>
<tr>
<th>Content format</th>
<th>Purpose</th>
<th>Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings &amp; note-taking</td>
<td>Preparation</td>
<td>60–90 min.</td>
</tr>
<tr>
<td>Media &amp; lecture videos</td>
<td>Understanding</td>
<td>60 min.</td>
</tr>
<tr>
<td>Q &amp; A sessions (optional)</td>
<td>Clarification</td>
<td>60 min.</td>
</tr>
<tr>
<td>Weekly reading reflections</td>
<td>Consolidation &amp; critical thinking</td>
<td>30 min.</td>
</tr>
<tr>
<td><strong>Weekly workload subtotal</strong></td>
<td></td>
<td><strong>4.25–4.75 hrs.</strong></td>
</tr>
</tbody>
</table>

This leaves ca. 20 hours for researching and writing your midterm paper, and 40 hours for your final creative project which you can distribute according to the deadline and your own schedule.

I have posted detailed instructions for how to navigate the weekly course content on onQ, but in general, the succession is as follows: start by watching/listening to the media (documentaries, podcasts). The media pieces will help you make the week’s topic concrete and illustrate...
the significance of the scholarship you will be reading. Then do the readings and take notes. Then watch the prerecorded lectures which will explain and clarify a key concept/idea related to the readings. Post any remaining questions you might have to the discussion board and attend/listen to the Q&A session which we will hold live in the Friday timeslot. The Q&A sessions will be recorded for those who can’t attend synchronously. Finally, complete the reading quizzes, to consolidate what you’ve learned, and think critically about its significance.

To help you stay on top of the content, I have punched in all due dates and deadlines into the onQ calendar. You can set up reminders through onQ as well, so that you get an email or a text message for each upcoming due date.

Assignments

Weekly assignments

• **Reading quizzes** (graded): I will give you three questions each week: 2 questions are knowledge questions about the readings and material I assigned that week, and one question is a critical thinking question. The knowledge questions either ask you to define a key concept, or explain the main argument of the reading. The critical thinking question asks you to reflect on the social and political implications of the phenomena you’ve learned about that week. Each quiz is worth 3 points: 1 point for each question. Your best 8 out of 10 quizzes will constitute your grade for this component.

• **Digital literacy modules** (pass/fail): Since this is a course about Information and Communication Technology, and those who can are living their lives online now, we will teach you some tricks how to safely navigate this hyper-online world. In teams of two, you will complete digital literacy modules which range from how to use a VPN, to browser safety, to encrypting your communication. After enrolment closes, I will pair you with another student—this will be your study buddy for the rest of the term. If you have a friend in the course, let me know and I will pair you up. Otherwise, I’ll pick one for you. Each module is worth one point: if you complete it, you get one point, if you partially complete it, you get half a point, and if you don’t complete it, you get 0 points. Best 8 out of 10.

Midterm assignment

*Pandemic paper* (graded): You will write a reflection paper in which you use a concept you learned in this course to analyze a phenomenon related to the pandemic and ICTs. I will provide a range of examples from the news which relate to the course topics, and you can either pick one of those for your reflection paper or propose your own (but then you’ll have to check in with us to see if it’s appropriate). Use two course readings. 3–4 pages, double spaced, excl. references.
Final assignment

Creative project (graded): For this assignment, you will apply the research you gathered in your midterm paper (in addition to any other research you do) to produce a creative project that aims to raise awareness about your topic/issue. The purpose of this assignment is to allow for more accessible forms of knowledge production than a standard paper, as well as for broader, more creative ways of communicating knowledge. In addition to the creative project itself, you must submit a brief description (ca. 500 words) of and rationale for your project. You must draw on at least one source from your midterm paper and two course readings for support, in addition to any other research you do. This description should explain: (1) What the project is and why you designed it as you did; (2) How the research from your paper informs your project; (3) How the project relates to course concepts on the mutual shaping of technology and society (draw on one course reading).

Grading, submission & deadlines

All written assignments have to be submitted through onQ. The late penalty is 5% per day (but see below for academic considerations and accommodations which are a little more relaxed during this pandemic). Grading and due dates are as follows, but see the onQ course calendar for exact deadlines:

<table>
<thead>
<tr>
<th>Grade component</th>
<th>Due dates</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading quizzes</td>
<td>weeks 3–11</td>
<td>30%</td>
</tr>
<tr>
<td>Digital literacy modules</td>
<td>weeks 3-12</td>
<td>20%</td>
</tr>
<tr>
<td>Pandemic paper</td>
<td>week 6</td>
<td>20%</td>
</tr>
<tr>
<td>Creative project</td>
<td>week 12</td>
<td>30%</td>
</tr>
</tbody>
</table>

For your final grade, your numerical course average then will be converted to a letter grade according to the Queen’s Official Grade Conversion Scale.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
<th>What these numbers mean in plain English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>“very good work”</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>“good work”</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>“satisfactory work”</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>“pass”</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>“unsatisfactory work”</td>
</tr>
</tbody>
</table>

**Readings and resources**

All readings will be available via onQ. Note that this material is copyrighted and is for the sole use of students registered in the course. This material shall not be distributed or disseminated to anyone other than students registered in the course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

**Email etiquette**

I ask you to only write emails when they can be answered in one or two sentences. The reason why I do this is because a concern that can be resolved in person in 5 minutes takes about 30 minutes if we are to answer them in emails. This then becomes a labor issue, because TAs are paid for only a limited number of hours per term. TAs have a contract for 130 hours per term for grading, tutorials, office hours, and prep. This is how I break down their hours:

- Prep (readings): 15 hrs
- Workshops: 10 hrs
- Office hours & email: 33 hrs
- Marking: 70 hrs

This means that in a class of 100 students with two TAs, they have each about 40 min. they can dedicate to each student for direct contact. So, please be mindful of their time—we love to
help you, but our day has only 24hrs and unpaid labor is never ok (but you can, of course, think about lobbying the Faculty of Art and Science to pay for more TA support).

**Ground rules (TL;DR)**

- No plagiarizing.
- Don’t share the meeting info or the recorded lectures with anyone. This is considered a breach of academic integrity and may result in sanctions depending on the severity of the consequences (see section on academic integrity below).
- Don’t share any of the course materials with anyone outside of the course, please.

**Copyright of Course Materials**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

**Academic Integrity**

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.
Be especially mindful of unintended plagiarism. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- Resources from Queen’s University
- Resources from MIT
- Resources from The University of Wisconsin

**Accommodation for disabilities**

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website.

If you are already registered with QSAS and you need accommodations, please reach out to me and we’ll figure out together what would work best in your situation.

**Academic considerations for students in extenuating circumstances**

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available here.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the contact information given at the beginning of this syllabus.
Readings & Material

Week 1: Introduction

No readings this week. We’ll organize ourselves for the term and talk a little bit about what it means to learn about Information & Communication Technology during a pandemic as we are struggling to navigate what feels like a million different technologies and platforms (platforms who are making a big buck during this pandemic).

Week 2: The problem with technological determinism

How do we conceptualize technology/society relationships?

Media

Lo and behold: Reveries of the connected world. Directed by Werner Herzog and Rupert Maconick, 2016. [documentary]

Readings


Week 3: Technology development

How do social forces shape technology development?

Media

Hidden Figures. Directed by Theodore Melfi, 2017. [movie]

Readings

• Hicks, Mar (2017). “A Feature, Not a Bug”. In: Technology’s Stories 5.4.
**Week 4: Technology as social force**
How does technology shape society?

**Media**

*Coded Bias*. Directed by Shalini Kantayya, 2020. [documentary]

**Readings**


**Week 5: Cultures of computing**
How does prejudice end up in information technology?

**Media**

*Plug & Pray*. Directed by Jens Schanze, 2010. [documentary]

**Readings**


**Week 6: Infrastructures of empire**
How do large-scale technological systems (de)stabilize geopolitical order?

**Media**

*The Hidden Infrastructure of the Internet*. Directed by Ben Mendelsohn, 2011. [documentary]

**Readings**

Week 7: Infrastructures of state violence
How does information technology figure in projects of state-sponsored violence?

Media


Readings


Week 8: Fall mid-term break (no class)

Week 9: Infrastructures of outrage
How do social media contribute to political polarization and the current global rise of authoritarianism?

Media

The Great Hack. Directed by Karim Amer and Jehane Noujaim, 2019. [documentary]

Readings


Week 10: Infrastructures of predation
How do market infrastructures reinforce social stratification along race & class?

Media

The Card Game. PBS Frontline, Season 27, Episode 17, 2009. [documentary]
Readings

- Fourcade, Marion and Kieran Healy (2013). “Classification situations. Life-chances in the neoliberal era”. In: Accounting, Organizations and Society 38.8, pp. 559–572.

Week 11: Infrastructures of exclusion

How does social media data figure in digital redlining?

Media

*Facebook Lets Advertisers Exclude Users by Race*. Investigation by Julia Angwin and Terry Parris Jr. ProPublica, 2016. [print]


Readings


Week 12: Towards a Scored Society?

Are scoring technologies becoming a hegemonic cultural logic? In other words, are we moving towards a “Scored Society?”

Media

*Nosedive*. Directed by Jow Wright. Black Mirror, Season 2, Episode 1, 2016. [tv]

Readings

Week 13: Questions about justice & wrap-up

How can we make information technology for communities and for liberation?

Readings

Science, Technology & Society

Tuesdays 10.00–11.30, Thursdays 8.30–10.00, Dupuis Hall 217

Dr. Norma Möllers
Dept. of Sociology
Queen’s University
Mackintosh-Corry Hall, Room D531
norma.mollers@queensu.ca
Office hours & TA info posted on onQ

Course description

In this course, you will learn about selected aspects of the politics of science and technology. The course is organized in two parts. The first part is an introduction into the ways in which scholars have looked at science and technology not as something which is ‘removed’ or ‘outside’ of society, but as thoroughly social endeavors. As such, they are open to scrutiny through empirical investigation, and to social and political claims of accountability. Some of the questions we will ask in the first part are: Under which conditions does it make sense to understand scientific knowledge as ‘socially constructed’? What are the mechanisms by which scientific facts acquire the status of powerful and authoritative truths? How have lay people challenged the authoritative knowledge and activities of experts, and what are the implications? The second part will then examine the politics of difference: the ways in which scientists make facts matters, and this is most consequential when they justify notions of human difference along sex/gender, race/ethnicity, and sexuality. Accordingly, we will look at how the biomedical sciences have fabricated ideas of human difference, past and present. Some of the questions we will ask in this part are: How did genomics change the ways in which scientists think about race/ethnicity, and why did scientific racism not disappear after the sequencing of the genome? How do lay people appropriate genetic ancestry testing to stake political claims? How have social assumptions about gender shaped the ways in which scientists make biological facts about sex? How have assumptions about gender and sexuality shaped medical technologies? We end the course with a discussion of race and gender in science textbooks, and critical questions about science education.
Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>no class on Sept 5</td>
</tr>
<tr>
<td>⋆</td>
<td>Part I: The politics of knowledge</td>
</tr>
<tr>
<td>1</td>
<td>From context to content</td>
</tr>
<tr>
<td>2</td>
<td>Facts</td>
</tr>
<tr>
<td>3</td>
<td>Objectivity</td>
</tr>
<tr>
<td>4</td>
<td>Power &amp; authority</td>
</tr>
<tr>
<td>5</td>
<td>Expertise</td>
</tr>
<tr>
<td>⋆</td>
<td>Part I: The politics of difference</td>
</tr>
<tr>
<td>6</td>
<td>De-/reconstructing race &amp; ethnicity in the lab</td>
</tr>
<tr>
<td>7</td>
<td>De-/reconstructing race &amp; ethnicity at home</td>
</tr>
<tr>
<td>8</td>
<td>Gendering &amp; sexing the body</td>
</tr>
<tr>
<td>9</td>
<td>Sexuality</td>
</tr>
<tr>
<td>10</td>
<td>Sex, gender, sexuality: the case of ‘hysteria’</td>
</tr>
<tr>
<td>11</td>
<td>Race &amp; gender in science textbooks</td>
</tr>
<tr>
<td>12</td>
<td>Critical questions about science education</td>
</tr>
</tbody>
</table>

Learning objectives

Through this course, you should gain:

- an appreciation of the socially constructed and contested nature of science and technology in society;
- knowledge and understanding: the ability to identify and describe key questions and concerns about (a) the ways in which social assumptions (i.e. about race, gender, and sexuality) shape scientific knowledge, and (b) the ways in which science and technology influence the politics of race, gender, and sexuality;
- reading and writing skills (this is a very reading intensive course).
Organization

The first part of the course (weeks 1–5) will be taught through two lectures per week. The second part of the course (weeks 6–13) will be taught through one lecture and one tutorial per week. There will be three tutorial groups led by me and the TAs. I will post info on tutorial groups and meeting place & times on onQ once enrolment is closed.

Expectations & assignments

In order to pass this course, you will need to complete the assignments listed below. I will give more detailed instructions on each written assignment in class before each relevant deadline.

• **Weekly reading reflections.** This is a reading intensive course, and accordingly your engagement with the course readings will constitute 30% of your grade. Each lecture I will set aside time for you to react to the readings in written form, based on a question I will give you. I expect you to demonstrate that you have read the text, that you have understood the basics of the author’s argument, and that you can generate some questions about the argument’s conceptual or practical implications. You may miss two reading reflections without penalty.

• **Tutorial participation.** Once we move into the second part of the course you will have the opportunity to collaboratively explore and discuss the readings with your classmates in tutorials. I expect you to engage in meaningful discussion in tutorials based on your thoughtful reading of the texts. Coming to tutorials prepared – bringing your notes and questions – will be crucial to do so successfully.

• **Two take-home assignments.** For each of these assignments I will give you material which you will analyze drawing on concepts and ideas from this course. I will evaluate how well you’re able to apply what you learn through both the readings and the lectures to the material (so, because lectures and readings only partially overlap, make sure you take notes effectively). You will have ten days to complete each assignment. Both assignments have to be submitted electronically via onQ.

• A book review of one of the following books (900-1100 words excl. references, double-spaced):

These books explore one or more of the themes of this course, and by the end of this course you should be able to understand and assess the book you choose with the knowledge you learn here. The purpose of a book review is not (only) to summarize the content of the book, but to situate its merit and to critically evaluate the author’s purpose, claims, methods, and evidence. I will evaluate how well you are able to comment on (a) how convincing the author presents their claims, as well as on (b) the book’s import to our understandings of the politics of biomedical knowledge in society.

Grading, submission & deadlines

All written assignments have to be submitted through onQ. I can only grant you extensions in exceptional cases and if you supply proof (i.e. a QSAS accommodation, doctor’s note). Note that in all other cases I will take 5% off your grade per day. Grading and due dates are as follows:

<table>
<thead>
<tr>
<th>Grade component</th>
<th>Due dates</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading reflections</td>
<td>weeks 3–12</td>
<td>20%</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>weeks 6–12</td>
<td>10%</td>
</tr>
<tr>
<td>Take-home assignment 1</td>
<td>week 6</td>
<td>25%</td>
</tr>
<tr>
<td>Take-home assignment 2</td>
<td>week 9</td>
<td>25%</td>
</tr>
<tr>
<td>Book review</td>
<td>week 14</td>
<td>20%</td>
</tr>
</tbody>
</table>

For your final grade, your numerical course average then will be converted to a letter grade according to the Queen’s Official Grade Conversion Scale.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
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<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<td>B-</td>
<td>70-72</td>
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<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<td>D+</td>
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<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Readings and resources**

All readings will be available via onQ. Note that this material is copyrighted and is for the sole use of students registered in the course. This material shall not be distributed or disseminated to anyone other than students registered in the course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

**Copyright of Course Materials**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.
Academic Integrity

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Be especially mindful of unintended plagiarism. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- Resources from Queen’s University
- Resources from MIT
- Resources from The University of Wisconsin

Accommodation for disabilities

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website.
Academic considerations for students in extenuating circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available here.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the contact information given at the beginning of this syllabus.
Course schedule & readings

Week 1: From context to content

- Sismondo, Sergio (2010). An Introduction to Science and Technology Studies. 2nd ed. Chichester: Wiley-Blackwell, Ch. 3 “Questioning Functionalism in the Sociology of Science.”

Week 2: Facts


Week 3: Objectivity


Week 4: Power & authority


Week 5: Expertise


Week 6: De-/reconstructing race & ethnicity in the lab


Week 7: De-/reconstructing race & ethnicity at home

• Pick one of the following:

Week 8: Gendering & sexing the body


Week 9: Sexuality


**Week 10: Sex, gender, sexuality: the case of ‘hysteria’**


**Week 11: Race & gender in science textbooks**


**Week 12: Critical questions about science education**

Walls to Bridges Sociology: Othering in Criminal Justice  
SOCY 406, PHIL 406  
Winter 2021

[Date, Time and Location of Course]

Contact Information
Instructor: Prof. Nicole Myers  
Instructor Contact Information: nicole.myers@queensu.ca; 613-533-2167  
Office Hours: TBA

Intended Student Learning Outcomes
- introduction to and practice of collaborative and reflective learning,  
- development and demonstration of communication skills, self-reflexivity and critical engagement with course material.  
- knowledge of the concept and process of ‘othering’, demonstrated by bringing together course readings and lived experiences in both oral and written form.  
- a clear understanding of the socio-political nature of incarceration and the othering process via intersectional analyses of race, gender, class, sexuality and ability.  
- meaningful development and engagement in group project design and presentation.  
- challenge the stigma of incarceration by fostering dialogue between ‘inside’ and ‘outside’ students

Course Outline
This course explores the subject of “Othering” and the divisive mentalities that pit groups in opposition to one another (us versus them). Students will learn through in-class activities, readings, group discussions, journaling and other writing assignments, and individual and group assignments based on academic and non-academic (popular culture) literature and materials. There will be a particular focus on the deconstruction of the ‘other’ in relation to race, gender, class and poverty in the criminal justice system and the community. Students will be encouraged to examine local, national and international cases/topics and to discuss the othering process as it occurs in these cases. Students will be asked to consider how we (individually and collectively) actively engage in othering, how it works, as well as what we are trying to protect/defend by othering. Discussion of how we can resist othering will also be encouraged. It is only through open and honest discussion that we can start to unpack the othering process and how we mobilize our privilege (consciously or not) to cast certain groups as different, dangerous or other.

The course uses a learning circle format. An agenda will be prepared to guide the class discussion; however, the class is expected to lead the discussion reflecting and incorporating the course readings and lived experiences. Group work, active participation and open listening are essential components of the course.

Textbooks/Readings
A photocopy of course readings will be provided for Inside students; outside students can access the readings though onQ. A preliminary schedule of course readings is included in the course outline. You are expected to come to class prepared; if you fail to do the assigned readings you will be unable to participate adequately during the seminar and this will be reflected in your grade.

Week 1  Orientation and Course Overview (separate classes)  
Week 2  Welcome and Introductions  
Week 3  Introducing the theme of the “Other”
Week 4  Carceral Othering in Popular Culture
Week 5  The Drug Addict as Other: Exclusion/Inclusion in Society
Week 6  The Racialized Other (1): Black Experiences and 'Crimmigration'
Week 7  The Racialized Other (2): Indigenous Experiences
Week 8  Othering Sexual and Gender Identities
Week 9  Segregation and Staff-Prisoner Relationships
Week 10 Othering in Daily Life in Prison
Week 11 Prison Education & Knowledge: We are one, not the Other
Week 12 Closing Ceremony

**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
<td>evaluated weekly</td>
</tr>
<tr>
<td>Journal Entries (5% each)</td>
<td>25%</td>
<td>self selected</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Group Project (presentation &amp; paper)</td>
<td>25%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

**Seminar Participation 20%**

Participation is evaluated weekly. Students are expected to actively participate in small and large group discussions. Attending class does not constitute participation – you must actively participate in the weekly discussions to pass this component of the evaluation. Open listening to others is an essential component of your participation. Contributions to the discussion will include reflections on the course readings and, where comfortable, one’s lived experiences. Active engagement requires that you incorporate discussion of the readings and the perspectives and points made by the authors of the week’s readings; it also requires that you critically reflect on and add to those points with further questions and commentary.

You are invited to play an active role in discussions by volunteering your opinion, asking questions, encouraging and listening carefully to and respecting others. In addition, all students are expected to complete assigned readings and journaling before coming to class as your ability to participate in this type of class will depend largely on your familiarity with the week’s readings.

**Journal Entries 25% (n=5)**

Throughout the course you will be engaging in ongoing journaling outside of class time. You are asked to use the written word, (prose, poetry or lyrics), but you may wish supplement your entries with original drawings, charts or pictures. Journals created in non-class time will largely be linked to the materials we are reading and discussing together. You and you alone will choose whether and what from your writing to read/share in class.

Students are encouraged to journal each week, with 5 entries submitted (worth 5% each), over the course of the semester. The goal of your reflective journaling is threefold: 1) to give you a chance to think about and reflect upon the issues discussed in the course readings (what are the main arguments?); 2) to discover
and/or clarify your views on these issues; and 3) to assist in your preparation for your final paper. Entries will be analytical and offer insights into how the materials relate to the larger theme of ‘othering’ as well as how they resonate with your own lived experience.

Students should take care to avoid simply summarizing the articles – you will not pass these assignments if you simply restate the arguments made. Students must reflect on the key arguments and use the assignments as a way to critically engage with and analyze the material – to think through those arguments and to generate a thought-provoking discussion.

**Format:** each entry should be 4-6 pages handwritten, double spaced, in the journals provided to you. **Week 12 is the final week in which an entry can be submitted**.

**Final Paper 30%**
The final paper provides an opportunity for you to reflect on the course theme of ‘othering’ as experienced through: 1) the course readings and other course materials 2) your group project and 3) the inside out class as a whole. It is suggested that, in preparation for writing this paper, that you review your journaling, as it will provide many insights regarding your own learning in this course.

**Format:** 10-12 pages handwritten, double spaced, in the journal provided to you.

**Group project 25%**
The W2B Program encourages the involvement of students in some type of group project that will help extend their learning from the classroom to the wider world in ways that can educate, inspire or encourage others to make change on issues of social concern. Examples include but are not limited to: posters, song writing, collaborative drawing and/or other works of art.

All students must be involved in some aspect of the planning and delivery of their presentation in a way that shares the workload fairly, feels equitable to all, and either plays to existing strengths or tests new skills on the part of the group members.

- 4 people per group, a mix of ‘inside’ and ‘outside’ students
- Participants work together to design and develop a project based on an issue or question related to the course themes
- Time will be set aside in class to work on the group project

Components of the project will include:
- Project topic approved by instructor
- Presentation during the closing ceremony
- A written report (collectively produced) that explains the larger project, reflects on the inspiration for and meaning of the final project product, reflects on the group process, and makes connections to the course theme and readings (3-5 pages handwritten, double spaced).

**Grading Method**
All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).
### Late Policy
Late assignments will be deducted 10% per week. Please note that no assignment will be accepted via email; students must submit hard copies of all assignments.

### Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.
Accessibility Statement

Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Readings for this course will be made available in an accessible format or with appropriate communication supports upon request.

Please contact (Department/Person) in one of the following ways:
  Email:
  Phone:
  In person:

Accommodations Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.usl/nc/www/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.
Walls to Bridges Philosophical Issues: Restorative Justice
PHIL 407, SOCY 407
Fall 2021
[Date, Time and Location of Course]

Instructor: Lisa Guenther
Instructor Contact Information: lisa.guenther@queensu.ca
Office Hours: [...] 

TA: [...] 
TA Contact Information: [...] 
Office Hours: [...] 

Intended Student Learning Outcomes

- To understand and enact the principles of circle pedagogy, as practiced in the Walls to Bridges program
- To share knowledge based on both lived experience and critical analysis of academic scholarship
- To challenge the stigma of incarceration by fostering dialogue between ‘inside’ and ‘outside’ students
- To develop an understanding of the relation between race, class, gender, sexuality, colonialism, and incarceration
- To work collaboratively on a group project and presentation on an issue relevant to the course theme
- To gain a working knowledge of philosophical theories, methods, and practices of restorative justice

Course Outline

Restorative justice is a practice of responding to harm or wrong-doing by seeking healing and reconciliation rather than punishment and exclusion. In this course, we will study philosophical theories of restorative justice as well as common restorative practices, such as healing circles and truth and reconciliation commissions. We will learn about the Indigenous roots of restorative justice, including the Haudenosaunee conciliation ceremony and the African concept of Ubuntu (which means, “We are all related,” or “I am because you are”). And we will also engage with the perspectives of Indigenous, Black, and feminist critics of restorative justice who argue for the importance of righteous indignation and question the power dynamics of forgiveness in situations of oppression.

Textbooks/Readings

In this course, we will read selections from the following texts:

Patricia Monture, *Thunder in My Soul*
Emma LaRocque, “Re-examining Culturally-Appropriate Models in Criminal Justice Applications”
Bryan Stevenson, *Just Mercy*
Myisha Cherry, “Why Love Is Not All We Need For Justice”
Margaret Urban Walker, *Moral Repair: Reconstructing Moral Relations after Wrongdoing*
Martha Minow, *When Should Law Forgive? and Between Vengeance and Forgiveness*
Nils Christie, “Conflicts as Property”
Rev. Desmond Tutu, *No Future Without Forgiveness*
Antjie Krog, *Country of my Skull*
*Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*
Jill Stauffer, *Ethical Loneliness*

**Grading Scheme**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>5 Journal Entries (4% each)</td>
<td>20%</td>
<td>Rolling Due Dates</td>
</tr>
<tr>
<td>10 In-Class Reflections (2% each)</td>
<td>20%</td>
<td>Rolling Due Dates</td>
</tr>
<tr>
<td>Final Essay</td>
<td>20%</td>
<td>Due in Week 11</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
<td>Due in Week 12</td>
</tr>
</tbody>
</table>

**Seminar Participation**

Participation is evaluated weekly. Students are expected to actively participate in small and large group discussions. Attending class does not constitute participation – you must actively participate in the weekly discussions to pass this component of the evaluation. Open listening to others is an essential component of your participation. Contributions to the discussion will include reflections on the course readings and, where comfortable, one’s lived experiences.

**Journal Entries (n=5)**
- 4-6 pages, handwritten, double spaced
- Reflections on the course readings, incorporating lived experiences where relevant and comfortable

**In-class Reflections (n=10)**
- 1 page, handwritten, double spaced
- A personal reflection on the day's class

**Final Essay**
- 20-22 pages, handwritten, double spaced
- On any topic related to the course
- Essay must engage directly with course readings

**Group project**
- 4 people per group, a mix of ‘inside’ and ‘outside’ students
- Participants work together to design and develop a project based on an issue or question related to the course theme
- Time will be set aside each week to work on group projects
- This assignment has three components:
  - 2 pages per group (handwritten, double spaced) explaining the project and its significance for the course theme
  - 2 pages per person (handwritten, double spaced) of critical self-reflection that connects the project to assigned readings
  - A group presentation at the closing ceremony

**Grading Method**

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale.
(see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

### Arts & Science Letter Grade Input Scheme

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
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<td>A+</td>
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<td>A</td>
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</tbody>
</table>

### Queen’s Official Grade Conversion Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
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<td>C+</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<td>57-59</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Late Policy**

Late assignments will be deducted 10% per week.

**Academic Integrity**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.
### Accessibility Statement

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Readings for this course will be made available in an accessible format or with appropriate communication supports upon request.

Please contact (Department/Person) in one of the following ways:
- Email:
- Phone:
- In person:

### Accommodations Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

### Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances ([http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf)) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.
Advanced Studies of Information & Communication Technology

***PANDEMIC EDITION***

Dr. Norma Möllers
Dept. of Sociology, Queen’s University
norma.mollers@queensu.ca

Readings, office hours & TA info posted on onQ
Optional Q&A sessions will be held via Zoom on Mondays, 9am EST

Course description

Popular and scholarly accounts of information and communication technology in the 1990s were optimistic about information and communication technologies, for example in terms of productivity or about their liberatory potentials. The hope was that because bodies would ‘disappear,’ so would traditional markers of difference: race, gender, sexuality, class, and ability would become more malleable, more open to playful re-interpretation, or even become irrelevant. Work, it was said, would become more efficient through the introduction of ICTs and thereby improve working conditions and quality of life. More recent scholarship takes a much more critical stance towards information technology. Not only have ICTs not fulfilled their promise, some are exacerbating social and economic inequalities. From hate speech over filter bubbles to precarious labor, data-driven technologies interlock across institutions and produce and reproduce social problems in the process. At the center of these developments is what scholars sometimes call “digital capitalism,” a set of large-scale economic transformations which exploit the pervasive digitization of contemporary societies. This course focuses on the dynamics and consequences of digital capitalism in relation to social stratification and inequality. In the first part of the course, we will examine some of the more salient characteristics and dynamics of digital capitalism. The second part of this course will then focus on the ways in which digital capitalism produces, reproduces, and thrives on social inequalities in a range of different institutions. The aim of this course is thus to provide students with a 'big picture' view on how seemingly disparate information technologies form vast infrastructures across institutions, and how they are bound together by longstanding politico-economic processes.
Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 14</td>
<td>Introduction</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td><strong>Part I: History, epistemology, institutions</strong></td>
</tr>
<tr>
<td>2</td>
<td>Sept 21</td>
<td>Data, categories, and problems of knowing</td>
</tr>
<tr>
<td>3</td>
<td>Sept 28</td>
<td>Digital capitalism I: Organizations &amp; institutions</td>
</tr>
<tr>
<td>4</td>
<td>Oct 5</td>
<td>Digital capitalism II: Data, markets, stratification</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td><strong>Part II: Social problems in the digital age</strong></td>
</tr>
<tr>
<td>5</td>
<td>Oct 12</td>
<td>Capitalizing on hate: The economic value of attention</td>
</tr>
<tr>
<td>6</td>
<td>Oct 19</td>
<td>Capitalizing on conflict I: The political value of (dis)information</td>
</tr>
<tr>
<td>7</td>
<td>Oct 26</td>
<td>Fall mid-term break (no class)</td>
</tr>
<tr>
<td>8</td>
<td>Nov 2</td>
<td>Capitalizing on conflict II: The complicated nature of networked protest</td>
</tr>
<tr>
<td>9</td>
<td>Nov 9</td>
<td>Capitalizing on inequality: Job ad &amp; hiring algorithms</td>
</tr>
<tr>
<td>10</td>
<td>Nov 16</td>
<td>Capitalizing on trauma: Lower Ed</td>
</tr>
<tr>
<td>11</td>
<td>Nov 23</td>
<td>Capitalizing on poverty: The state and social services</td>
</tr>
<tr>
<td>12</td>
<td>Nov 30</td>
<td>Capitalizing on carcerality: PredPol and e-carceration</td>
</tr>
<tr>
<td>13</td>
<td>Dec 7</td>
<td>What now? Some questions about regulation</td>
</tr>
</tbody>
</table>

Learning objectives

Through this course, you should gain:

- an *appreciation* of the ambivalent role of technology for liberatory purposes;
- *knowledge and understanding* of different conceptualizations of technology in relation to power and politics, and the longstanding societal dynamics which undergird them;
- *critical thinking skills*: the ability to identify and describe key questions and concerns about the various ways in which technologies may be involved in maintaining or disrupting social order.

Organization

Instead of the weekly seminar, we will organize the course into pre-recorded brief lectures in which I explain key concepts, synchronous Q&A sessions which will be recorded for those who can’t make them, asynchronous discussion forums, and media engagements (e.g. documentaries, podcasts, movies, etc.). For the Q&As, you will be able to post questions to a
discussion board, and I will answer your questions in tutorials. Those who will not be able to attend can post their questions ahead of the meeting and see a recorded version of the Q&A session later.

I have posted detailed instructions for how to navigate the weekly course content on onQ, but in general, the succession is as follows: start by watching/listening to the media (documentaries, podcasts). The media pieces will help you make the week’s topic concrete and illustrate the significance of the scholarship you will be reading. Then do the readings and take notes. Then watch the prerecorded lectures which will explain and clarify a key concept/idea related to the readings. Post any remaining questions you might have to the discussion board and attend/listen to the Q&A session which we will hold live in the Monday timeslot. The Q&A sessions will be recorded for those who can’t attend synchronously. Finally, complete the reading quizzes, to consolidate what you’ve learned, and think critically about its significance.

To help you stay on top of the content, I have punched in all due dates and deadlines into the onQ calendar. You can set up reminders through onQ as well, so that you get an email or a text message for each upcoming due date.

**Expectations & assignments**

The course is more reading intensive than usual, because there are so many interesting new books and articles coming out at the moment that I want to discuss with you. To offset the higher reading workload, written assignments are shorter than usual; but more will ride on your ongoing engagement with the readings.

- **Weekly reading reflections.** Each week I will post a quiz with 2–3 questions to onQ. I expect you to demonstrate that you have read the text, that you have understood the basics of the author’s argument, and that you can generate some questions about the argument’s conceptual and/or practical implications.

- **Presentation or podcast.** You will record a brief presentation or produce a podcast episode (ca. 10–15 mins) in which you’ll analyze a current event or controversy related to the topic of the week you’re assigned to. You can go wild here! You can render the presentation in a classic academic format with slides, but you’re also welcome to produce a podcast episode for a wider audience, or a fictional news report—as long as the piece centers on an analysis of processes related to digital technologies, power, and inequality. You may use this presentation to build up to the final written assignment.

- **A book review** of one of the following books (but do ask me if you’d like to review a different book, there are so many cool books coming out right now):
The review is 900-1100 words in length excl. references, double-spaced. These books explore several of the themes of this course, and your task is to assess the book you choose with the knowledge you learn here. The purpose of a book review is not (only) to summarize the content of the book, but to situate its merit and to critically evaluate the author’s purpose, claims, methods, and evidence. I will evaluate how well you are able to comment on (a) how convincing the authors present their claims, as well as on (b) the book’s import to our understandings of the politics of data and data science in society.


Grading, submission & deadlines

All written assignments have to be submitted through onQ. The late penalty is 5% per day (but see below for academic considerations and accommodations which are a little more relaxed during this pandemic). Grading and due dates are as follows, but see the onQ course calendar for exact deadlines:

<table>
<thead>
<tr>
<th>Grade component</th>
<th>Due dates</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading reflections</td>
<td>weeks 3–13</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>weeks 3-13</td>
<td>25%</td>
</tr>
<tr>
<td>Book review</td>
<td>week 7</td>
<td>25%</td>
</tr>
<tr>
<td>Op-ed</td>
<td>week 13</td>
<td>25%</td>
</tr>
</tbody>
</table>

For your final grade, your numerical course average then will be converted to a letter grade according to the Queen’s Official Grade Conversion Scale.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
<th>What these numbers mean in plain English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>“very good work”</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>“good work”</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>“satisfactory work”</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>“pass”</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>“unsatisfactory work”</td>
</tr>
</tbody>
</table>

**Readings and resources**

All readings will be available via onQ. Note that this material is copyrighted and is for the sole use of students registered in the course. This material shall not be distributed or disseminated to anyone other than students registered in the course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

**Copyright of Course Materials**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

**Academic Integrity**

Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by
the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Be especially mindful of unintended plagiarism. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- Resources from Queen’s University
- Resources from MIT
- Resources from The University of Wisconsin

Accommodation for disabilities

Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website.

Academic considerations for students in extenuating circumstances

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available here.
Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the contact information given at the beginning of this syllabus.
Course schedule & readings

Sept 14: Introduction

- Wired staff (2016). “Dear Internet: It’s Time to Fix This Mess You Made”. In: Wired.

Sept 21: Data, categories, and problems of knowing

- D’Ignazio, Catherine and Lauren Klein (2019). Data Feminism. Cambridge: MIT Press. Prepare the following chapters:
  - “Introduction”
  - “Chapter Three: What Gets Counted Counts”
  - “Chapter Seven: The Power Chapter”

Sept 28: Digital capitalism I: Organizations & institutions


Oct 5: Digital capitalism II: Data, markets, stratification

Oct 12: Capitalizing on hate: The economic value of attention

• Jane, Emma Alice (2014). “‘Back to the kitchen, cunt’. Speaking the unspeakable about online misogyny”. In: Continuum 28.4, pp. 558–570.

Oct 19: Capitalizing on conflict I: The political value of (dis)information


Oct 26: Fall mid-term break (no class)

Nov 2: Capitalizing on conflict II: The complicated nature of networked protest


Nov 9: Capitalizing on inequality: Job ad & hiring algorithms


Nov 16: Capitalizing on trauma: Lower Ed


**Nov 23: Capitalizing on poverty: The state and social services**


**Nov 30: Capitalizing on carcerality: PredPol and e-carceration**


**Dec 7: What now? Some questions about regulation**